

## Welcome to AP Language & Composition

Welcome to AP Language and Composition; I am looking forward to meeting you this fall. The purpose of this course is to help you become...

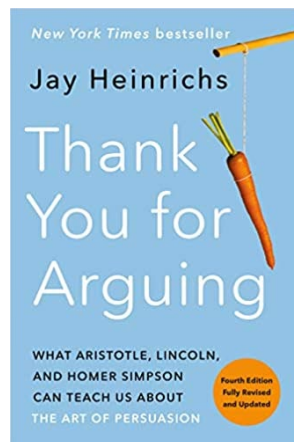
- skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts
- skilled writers who can compose for a variety of purposes
- skilled critical listeners who can process, evaluate, and respond to what you hear
- skilled speakers who can communicate your ideas clearly, coherently, and convincingly

Of all the courses that I have had the privilege of teaching at Saint John Vianney, this one is by far my favorite because it allows us to grapple with big ideas that will reverberate far beyond the walls of our classroom and it challenges you to think differently about the study of English than you have in previous courses. Yes, you will take a big culminating AP test in May, and I will do my best to ensure you feel prepared and confident when that day comes. But beyond the test, my goal for you is to leave my classroom "jury ready." What does that mean? In Tony Wagner's book *The Global Achievement Gap* he advocates for teaching that empowers students to learn how to "distinguish fact from opinion, weigh evidence, listen with both head and heart, wrestle with the sometimes conflicting principles of justice and mercy, and work to see the truth." After all, a strong education should allow you to fully engage as a citizen of your community who is able to participate in all aspects of civic life.

How do you prepare for this kind of lofty work? Read. Read. Read. My former students will tell you, AP Lang is just kind of a class where you need to know stuff. And how do you learn stuff? You read. Start with the summer reading, which you will learn more about below, and then branch out. Read the [newsLinks to an external site.](#), [essaysLinks to an external site.](#), [speechesLinks to an external site.](#), [short fictionLinks to an external site.](#), [long fictionLinks to an external site.](#), and [nonfictionLinks to an external site.](#). Make reading an everyday habit so you will have access to all of the "stuff" you need to be successful on the AP exam essays because you have no clue what the College Board is going to throw at you, so you need to know a little bit about a lot of things.

I hope you enjoy the summer reading book (and do experiment with some of the persuasion techniques on those around you; though I'll caution you to always use your powers of persuasion for good and not for evil) and have a wonderful summer break. I look forward to working with you during the upcoming school year!

**Reading: *Thank You for Arguing***



You are responsible for acquiring a copy of Jay Heinrich's [Thank You for Arguing Links to an external site.](#) and reading it this summer. Heinrich's book is a master class in the art of persuasion, and he draws on popular culture and history to show readers arguments in action. Heinrich covers time-tested persuasive techniques as well as contemporary argument strategies to demonstrate to readers how advertisers, politicians, and teenagers use rhetoric to persuade others. Read and annotate this book carefully as it will provide a strong foundation for the course and we will be returning to the concepts from the book over and over again throughout the school year.

### Task One: Notecards

Complete the flashcards to help guide your understanding of rhetorical concepts. Using 3" x 5" index cards, hand write the following terms neatly in big, bold lettering on the front. Write the definition of the term in your own words on the back. Simply copying the definitions provided will not help you internalize and understand them. You will use these flashcards again and again to help you prepare for the AP test, so make sure you have some way to keep them together (hole punch them and put them on a 2" binder ring, keep them together with rubber band, etc.).

Listed below are the terms you should have on your cards -- each term goes on its own card. In parentheses, I've provided the chapter from which the term is drawn:

- Ethos (4)
  - Decorum (5)
  - Virtue (6)
  - Practical Wisdom (also called Phronesis) (6)
  - Disinterest (6)
- Pathos (4)
  - Storytelling (also called Anecdote) (9)
  - Belief (9)
  - Simple Speech (9)
  - Anger (9)
  - Patriotism (9)
  - Emulation (9)
- Logos (4)
  - Concession (2)
  - Commonplace (11)
  - Syllogism (13)
  - Enthymeme (13)
  - Premise (13)
  - Deduction (13)
  - Induction (13)
  - Redefinition (12)
- Anti-Logos (also called Fallacies) (14)
  - False Comparison (14)
  - Bad Example (14)
  - Ignorance as Proof (14)
  - Tautology (14)
  - False Choice (14)
  - Red Herring (14)
  - Wrong Ending (14)
  - Strawman (14)
  - Slippery Slope (14)
  - Fallacy of Power (15)
  - Ad Hominem (15)
- Demonstrative Rhetoric (3)
- Forensic Rhetoric (3)
- Deliberative Rhetoric (3)
- Chiasmus (1)
- Hypophora (4)
- Aporia (5)
- Dialysis (5)
- Litotes (5)
- Reluctant Conclusion (8)
- Dubitato (8)
- Passive Voice (10)
- Anadiplosis (11)
- Hyperbole (13)
- Dialectic (15)
- Periphrasis (18)
- Anaphora (18)
- Idiom (18)
- Metaphor (18)

- Synecdoche (18)
- Metonymy (18)
- Antithesis (18)
- Code Grooming (19)
- Polysyndeton (19)
- Reverse Words (19)
- Correctio (20)
- Halo (21)
- Kairos (23)
- Invention (25)
- Arrangement (25)
- Style (25)
- Memory (25)
- Delivery (25)

When you are done, you should have 65 cards in total. There is nothing for you to upload to this assignment with regard to task one. Study your cards this summer and be prepared for a quiz worth **30 points** on the terms on **MONDAY, SEPTEMBER 9**.

### **Task Two: Writing**

Your second task focuses on using what you've learned in the summer reading book to construct your own arguments. You will select TWO of the following scenarios and write a short (250 - 300 word) argument, using the tools you've studied in *Thank You for Arguing*. You will be graded on your use of the tools and your ability to tailor your argument to the audience and the situation provided in the scenario to which you are responding. Use of the tools provided in the specific chapters given in each scenario must be evident in your argument to receive full credit.

You may be asked to present one of these arguments to the class, and/or to write an essay explaining and justifying the tools you chose and how you used them. Please note that AP English is a time to put the boring 5-paragraph essay behind you, and to branch out and explore other styles of writing. This assignment is an opportunity to play with rhetoric and language. You should, of course, take the assignment seriously and tailor your writing to each situation, but don't be afraid to try something new or interesting.

Read the scenarios below and select TWO. Be sure to label your arguments with the scenario number, so I know exactly what you are responding to in each argument. Your arguments should be written in two separate documents and each should be in MLA format (heading, header typed, double-spaced, Times New Roman, size 12, etc.).

**Scenario 1:** Your parents forbade you from attending a party, but they saw pictures on Instagram proving you lied to them and went to the party anyway. Using the tools presented in Chapters 2 and 3, minimize your culpability and the punishment you receive (in other words, make it less your fault and try for as small a punishment as possible). You will need to consider the mood, mind, and willingness of your audience, and will need to move the argument from blame to choice.

**Scenario 2:** You would like to have a pet (dog or cat), but your parents are reluctant to entrust you with this responsibility. Using Chapters 5 and 6, construct an ethos-based argument that will persuade your parents to give you a pet. You will need to consider how to build the proper decorum for your audience and convince your audience of your disinterest in the matter.

**Scenario 3:** You wish to start a new club at Saint John Vianney High School (you can choose its focus), but you are having trouble finding a faculty sponsor -- nobody want to put in the extra work of sponsoring a club. Using the tools found in Chapters 7 and 8, construct an argument that will convince a teacher to sponsor you. Demonstrate your practical wisdom, and convince your audience of your disinterest in the matter.

**Scenario 4:** For some reason, you are volunteering for a hamster rescue, which takes in unwanted or abused hamsters, or hamsters that have been victims of hamster trafficking, and finds loving homes for them. Using the tools in Chapter 9, construct a pathos-based argument that will effectively solicit donations from your classmates. Consider which emotions will most effectively persuade your audience to act, then choose the appropriate tools to create them.

**Scenario 5:** You have borrowed your parents car to take a date to the movies at the mall. On the way back, your date asks to test-drive the car, and, wanting to please them, you switch seats. Your date then immediately jumps a

curb, hits a mailbox, and damages the car. Your parents are furious. Using the tools in Chapter 10, calm them down and get both of you out of trouble. Don't overplay your hand - too much humor or the wrong use of the passive voice or the wrong backfire might land you in even more trouble.

**Scenario 6:** A good friend lends you \$50, with the expectation that you will pay back the loan with money from your summer job. However, you never get the job and have no money to pay him back. Your friend completely refuses to budge and demands the money. Using the tools in Chapters 11 and 12, identify a commonplace shared with your friend, then redefine the issue and/or terms in such a way that your friend will be persuaded to no longer wish to be repaid. You are NOT convincing your friend that you don't owe him the money -- you're convincing him that he doesn't want to be paid back.

You will upload both of your essays to this assignment no later than **TUESDAY, SEPTEMBER 3 by 11:59 pm**. Each essay is worth **10 points**.

**A bit of advice...**

1. Read all directions carefully before you begin working on the tasks associated with the summer reading book. If you have any questions or concerns, please feel free to contact me via email (gadaleta@sjvhs.com) at any point throughout the summer.
2. This course is for highly motivated high school students who are capable of doing collegiate-level reading, writing, and thinking. This assignment is lengthy and if you wait until the last minute, you will compound the difficulty of the work and increase your stress levels (not to mention the quality of what you produce will likely be greatly diminished from what you are capable of doing). Break this assignment down into manageable pieces and read or write a little bit each week throughout the summer.
3. All assignments will be collected **during the first week of school** and you can expect a quiz on the flashcard terms on **MONDAY, SEPTEMBER 9**. We will be using the cards throughout the year, so be sure to have a way to save and store the cards, so you can use them to prepare for the AP Exam in May.
4. Edit and revise your written work. Your first draft is not a finished product. Put your work aside for a day or two, then return to it with fresh eyes to look for places where you can revise it (add to it, delete stray words or sentences, replace vague language that compromises clarity, and reorder to improve the organization and effectiveness of the argument). You should also use Grammarly to edit your work to be sure it is free from grammatical and mechanical errors.

If you have any questions, please contact Mrs. Gadaleta at gadaleta@sjvhs.org

**Points** 20

**Submitting** a file upload