

AP ENGLISH LANGUAGE AND COMPOSITION - SUMMER READING

The AP English Language and Composition course is designed to substitute for a college composition course; therefore, you will be required to read complex texts with understanding, as well as to enrich your prose, in order to communicate your ideas effectively to mature audiences. You will learn how to analyze and interpret exemplary writing by discerning and explaining the author's use of rhetorical strategies and techniques, eventually applying many of these techniques to your own writing. In order to prepare for our seminars, you are required to read, annotate, and log a selection of texts over the summer. **You are expected to complete these assignments and submit them on the first day.** You will be assessed on your understanding of the book during the first week of school. You also need to come prepared to construct (within the first two weeks) a written response in which you **QUALIFY OR CHALLENGE** the viewpoint of one of your chosen editorials. Whether you qualify or challenge the opinion, you must express and support your differing point of view on the issue.

Registering for this course indicates a commitment on the student's part to follow through with course assignments. A failure to complete summer reading assignments is not a valid reason to request a schedule change at the beginning of fall semester. If you have any questions about the reading or the course, please contact me at any time using the following email address: emily.higdon@sumnerschools.org

NOTE: Before tackling the texts below, PRINT AND READ THIS ENTIRE DOCUMENT which provides methods of close reading, annotation, expectations for your reading log, pathos/logos information, and pathos/logos charts.

SUMMER READING SELECTIONS:

1). *Thank you for Arguing, Revised and Updated Edition: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion* by Jay Heinrichs

*There are two editions of this text. Please obtain the blue paperback, ISBN# 978-0385347754, publication date August 6, 2013.

ASSIGNMENT FOR *THANK YOU FOR ARGUING*:

- Please read, annotate, and log. (See annotation and log expectations on "Close Reading" handout.)
 - For each chapter (1-28), write a summary of least three key points, providing textual support
 - Develop at least one clarifying question for each section (what you still don't understand from that section and/or want to learn about in class). Make sure to reference the text specifically.
- 2). Select TWO editorial columns/articles by the same reputable columnist from the list below. You may not choose the same columnist as another person in your class. So, you need to email your top five choices to me and wait for my response. (: Be sure that BOTH columns/editorials express a point of view ***CONTRARY*** to your own opinion on the topic.

ASSIGNMENT FOR EDITORIAL COLUMNS/ARTICLES:

- Please read, annotate, and log. (See annotation and log expectations on "Close Reading handout.)
- Select one article to analyze for **logos**, one article to analyze for **pathos**, and complete the appropriate forms (attached). These forms are due on the first day of school with the accompanying editorials attached.

Columnists:

- | | | | |
|--------------------|---------------------------|-------------------------|-------------------------|
| 1) Michael Kinsley | 9) Ellen Goodman | 17) Molly Ivins | 25) E.J. Dionne |
| 2) Richard Cohen | 10) George Will | 18) David Broder | 26) Dianne Ravitch |
| 3) Ann Coulter | 11) Maureen Dowd | 19) Jonah Goldberg | 27) Patrick J. Buchanan |
| 4) Bob Herbert | 12) John Tierney | 20) Thomas L. Friedman | 28) Cynthia Tucker |
| 5) Joe Klein | 13) David Brooks | 21) Peggy Noonan | 29) Doug Lederman |
| 6) David Horowitz | 14) Frank J. Gaffney, Jr. | 22) Charles Krauthammer | 30) Jay Bookman |
| 7) Thomas Sowell | 15) Paul Krugman | 23) Stephen Burd | 31) Linda Chavez |
| 8) Bill O'Reilly | 16) Anna Quindlen | 24) Mona Charen | 32) Charles M. Blow |

Close Reading and Reader Response

During this semester we will focus on numerous essays and works of nonfiction. This literature can be considered literary art because it invites analysis transcending simple literal interpretation. To derive the greatest benefit from the literature, you will have to be alert and focused while you read. You must read these texts closely; therefore, you will not want to put off your reading until the last minute. Many are short pieces, so you should read them more than once. Because AP English Language and Composition is a college-level course, you must annotate your texts and you should record your engagement with the literature in your log. On page three and four you will find specific strategies for annotating texts, as well as the expectations for your log.

As you read, keep the following practices in mind:

- Pre-read each essay; develop an understanding of the text's meaning and ascertain the author's purpose. Write a short summary of the text in your log.
- After you reread and annotate, write your impressions in your log. Include your dislikes and likes, any questions that arise, points that you find difficult to understand and the reasons why, as well as any revelations or reflections.
- Look for patterns and repetitions (motifs), and recurring elements within the text including images, phrases, and situations. Ask yourself why the author may have used these repetitions. How do they affect you as the reader? How do they help accomplish the author's purpose?
- Identify any passages and rhetorical devices that strike you as highly significant and explain why. How does this use of language contribute to the overall meaning of the text? How does the language contribute to the development of a concept? How does the language contribute to the author's purpose?
- Identify unusual syntax and specific diction that strike you as highly significant. What effect does the author achieve by arranging the sentence that way? Why does he/she choose that specific word? Note unfamiliar vocabulary in your log.
- Think about how elements of this text can relate to other texts that you have read.
- Read the text in context – consider the time period in which it was written and the social and political atmosphere. How does the author reveal these contextual elements in the text? Does the author effectively reveal a particular position on an issue? What word choices does the author make to accomplish this?
- What other methods stand out to you as effective in the accomplishment of the author's purpose?

Annotating

Annotating is essential for close and critical reading of texts in preparation for class discussions/seminars, writing assignments, analyses, research, and test/exam responses. Because you purchased your texts, you have the opportunity to mark them. Establishing a structured method of annotating will assist you in college and the business world, situations where close reading contributes to success. Furthermore, annotating helps you dissect difficult texts and discern meaning from them. Here are some common methods of annotating:

In the text:

- Circle phrases you find pithy, represent repetitive themes or images (motifs), and/or reveal figurative language.
- Note shifts in pronoun usage/narrative point of view.
- Circle words the author uses for their connotative meanings.
- Circle words you need to define in the margin.
- Underline sentences that stand out, develop an argument, or make a point.
- Number related points.
- Bracket important sections of text.
- Connect important ideas, words or phrases with arrows.
- Highlight whatever seems to be key information. At first, you will probably highlight too little or too much; with experience, you will choose more effectively which material to highlight.

In the margins:

- Summarize and number each paragraph (shorter pieces) or chapter (longer works).
- Define the unfamiliar terms.
- Note any questions that come to mind.
- Note possible connotative meanings of circled words.
- Note any significant patterns or motifs.
- Identify any outstanding language usage or writing strategies you discover.
- Identify points or arguments.

Don't simply mark a passage without stating why in the margins. Never rely on your memory because when referring back to your marks, you may not recall the context in which you first encountered the marked passage. Thus, it becomes meaningless unless you reread.

Tools for Annotating: Highlighter, Pencil, and Your Own Text

1. Yellow Highlighter

A yellow line emphasizes without interfering. Highlighters in blue, pink, and fluorescent colors are more distracting. The idea is to see the important text more clearly, not give your eyes a psychedelic exercise.

2. Pencil

A pencil is better than a pen because you can make changes. Use the pencil to indicate the purpose of your highlighting and to make marginal notes, which can include explanations, check marks, question marks, stars, arrows, brackets, etc.

3. Your Text

Inside the front cover of your book, keep an orderly, legible list of "key information" with page references. Key information in a novel might include themes; passages that relate to the book's title; characters' names; salient quotations; important scenes, passages, and chapters; and maybe key definitions or vocabulary. Remember that key information will vary according to genre and the reader's purpose.

The Reading Log

You should log the texts you read for analysis/rhetorical strategies. For each text include:

- A summary of the text - highlighting the major points the author makes.
- Your ascertainment of the author's rhetorical situation and purpose.
- Who is the primary audience? What clues lead you to that conclusion?
- Your opinion of the effectiveness of the text. What rhetorical techniques employed by the author do you find particularly effective in achieving his/her purpose?
- Three discussion questions.

Developing Discussion Questions

If you maintain an adequate reader-response log and meticulously annotate your text, you should have little trouble developing discussion questions and responding to the analytical essay prompts. Pithy questions are the backbone of a successful class.

- Raise questions that are ripe for discussion - questions that you believe will spark a lively discussion.
- Ask questions that may generate multiple interpretations of the text or that are debatable.
- Ask questions for which you really want an answer. If there is something you are confused about, allow the class to offer their insights as a bridge to understanding.
- Ask questions that lead to an understanding of the text – questions designed to help us all better understand the text and its meanings. Help us all comprehend how the text works.
- Ask questions that focus on the author's word choices and use of language - questions that consider the connotations of words.
- Ask questions that require more than a simple "yes or no" answer.

Remember: In rhetorical analysis, your job is to evaluate *how* authors use language to create arguments and accomplish a purpose, not necessarily to evaluate the merits of their arguments. We do not focus on whether or not we agree with the stands authors take, but how *effectively* they make them. You will have writing opportunities to utilize rhetorical strategies in creating our own arguments responding to the points the authors make in their essays.

Analyzing an Argument for PATHOS and LOGOS

Analyzing an Argument for PATHOS (Emotional Appeals)

- Write the name and author of the Editorial in the appropriate box.
- Paraphrase the author's claim in a single sentence. Write your paraphrase in the appropriate box.
- Fill in as many blanks as you can in the left hand column with words and/or phrases that appeal to the reader's emotions.
- For each example, fill in the right hand column with the emotion the author is appealing to. Many of these might be repetitive, but indicate an emotion for EVERY example.
- Select ONE of your examples. In the bottom box, explain how this particular example works to support the author's claim you provided earlier.

Analyzing an Argument for LOGOS (Logical Appeals)

- Write the name and author of the Editorial in the appropriate box.
- Paraphrase the author's claim in a single sentence. Write your paraphrase in the appropriate box.
- Fill in as many blanks as you can in the left hand column with words and/or phrases that appeal to the reader's logic.
- For each example, fill in the right hand column with the type of logos the author is using. These may include theories / scientific facts, well thought-out reasons, literal or historical analogies, definitions, factual data & statistics, quotations, citations from experts, and/or informed opinions. Many of these might be repetitive, but indicate a logos type for EVERY example.
- Select ONE of your examples. In the bottom box, explain how this particular example works to support the author's claim you provided earlier.

Name _____

Analyzing an Argument for PATHOS (Emotional Appeals)

Title of Editorial:		Author of Editorial:	
Author's claim:			
Quoted Example from Text		Emotion Appealed To	
Explain how ONE of your examples from above functions to support the author's claim.			

Name _____

Analyzing an Argument for LOGOS (Logical Appeals)

Title of Editorial:	Author of Editorial:
---------------------	----------------------

Author's claim:

Example from Text	Logos Type

Explain how ONE of your examples from above functions to support the author's claim.

