

Advanced Placement English Language and Composition  
Matanzas High School  
Mr. Thomas De Ceglie  
[decegliet@flaglerschools.com](mailto:decegliet@flaglerschools.com)  
2017 Summer Assignment

## Welcome to AP Language and Composition!

In order to prepare for AP Language and Composition, you will need to continue practicing your critical reading and writing skills throughout the summer. These assignments are not designed to torture you, but to help keep your brains working over the lazy, hazy days of summer. You will have required assignments to complete for class. Hopefully you will also do some reading and writing of choice as well—you don't want your brain to atrophy over summer break. You are welcome and encouraged to purchase copies of the assigned readings; however, you may also check out copies from a public library. This summer's reading assignment has been created to give you an introduction to the kinds of reading you will see throughout the course and types of analysis that will be required of that reading.

**Plagiarism:** The school's plagiarism policy will be applied to any plagiarism for the summer assignment.

You will not receive credit for plagiarism because you did not do the work. Furthermore, you may not:

- Make up the assignment
- Use SparkNotes, MonkeyNotes, Shmoop, or any other materials to replace reading the actual book
  - This also means you may not use information from these websites for your paper (i.e. direct quotes or paraphrasing)
- Use materials from another student
- Work collaboratively on this assignment
  - Collaboration has its place; however, we are working to prepare you for the AP Exam where no collaboration is allowed

If you are having difficulty comprehending the readings, writing the assignments, or completing the assignments, please contact Mr. Thomas De Ceglie at [decegliet@flaglerschools.com](mailto:decegliet@flaglerschools.com). This is the best way to avoid panicking and resorting to cheating.

On the following pages you will find your summer assignment. It is broken down into three parts, all of which are due, completed, on the 2<sup>nd</sup> Friday of the school year.

Summer Assignment: All parts are due the 2<sup>nd</sup> Friday of the school year.

### Part I: Terminology for AP Language and Composition

*Directions: Familiarize yourself with these terms by creating flashcards using 3x5 index cards. Place the term on one side and the definition and an example from literature on the other side of the card (some terms are not conducive to examples, use your discretion for which terms require an example. Also, you can use Google to find your examples; you don't have to scour through books for hours for one term). When you return to school in the fall, please be prepared to share your found examples of each term.*

*In addition, make sure that these notecards are handwritten! It is easy to type this or copy and paste it from the Internet, but myriad studies show that the act of handwriting something is much more effective for committing information to memory than using a word processor. I can provide a copy of some research if you do not believe me. Do you want some cheese with that whine?*

You can find the list of words in the *AP Packet* PDF on Edmodo. They are titled Rhetorical Terms: List 1, 2, & 3

### Part II: Readings/ Assignment

*Directions: Everyone must read *Thank You For Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion* by Jay Heinrichs. Then, you have a choice between the following two titles as outlined below. These selections are included on the approved AP Central College Board list for suggested readings. Read with a critical eye and evaluate every argument.*

*Be prepared to dissect the author's argument with the intent of reconstructing that argument from your own unique and fresh perspective.*

Title and Synopsis	Author
You <b>must</b> read this title:	
<i>Thank You For Arguing</i> A master class in the art of persuasion, taught by professors ranching from Bart Simpson to Winston Churchill. The time-tested secrets this book discloses include Cicero's three-step strategy for moving an audience to action—as well as Honest Abe's shameless Trick of lowering an audience's expectations by pretending to be unpolished. It's also replete with contemporary techniques and dodges.	Jay Heinrichs
Select <b>one</b> of the following titles:	
<i>Fast Food Nation</i>	Eric Schlosser

Schlosser's incisive history of the development of American fast food indicts the industry for some shocking crimes against humanity, including systematically destroying the American diet and landscape, and undermining values and the economy.	
<i>Nickel and Dimed: On (Not) Getting by in America</i> Ehrenrich wonders if single mothers will be able to survive on their own financially despite recent Welfare reform and the meager earnings they can make at low-wage jobs. To answer this question, she decides to survive on low wages in three cities in America in this thought provoking investigative report.	Barbara Ehrenrich

**Complete the following for your chosen book and bring it to class by the 2<sup>nd</sup> Friday:**

**Dialectical Journal:** You will complete a series of journal entries for your chosen book that demonstrates:

- Engagement with the texts
- Attempts to understand the various arguments presented
- Provides a sampling of your best critical thinking.

For your book, you will complete a chart like the example below. Please be professional—all information must be typed (12 point font, Times New Roman print). In addition, you must:

- Create a heading with your name, the book title, and book author. You only need one heading for each book and you must use proper MLA format
- Select 5-10 meaningful passages (the sentences can be a sentence or two in a paragraph) that adequately draw from the beginning, middle, and end of each text.
  - If you want to earn up to an A on this assignment, do 10
  - If you want to earn up to a B on this assignment, do 8-9
  - If you want to earn up to a C on this assignment, do 5-7
- Write out the entire passage to which you will refer and include the page number from which it came.
- Paraphrase or summarize the passage. It will be helpful to provide the context in which it came. In other words, what is happening before and after this passage appears in the text?
- Analyze and react to the passage in full sentences—not notes. Make at least one reference to an idea in *Thank You for Arguing* by Jay Heinrichs. Use the Prolific Characteristics to Note sheet for ideas about what you can write about. This should NOT just be a personal reaction or summary; rather, you should attempt to analyze the methods that the writer uses to make his or her argument. This is where you will show your engagement and reflection. Your analysis should be longer than the selected quotation or passage.

**Example set-up:**

Student Name: John Doe

Book Name: *The Cheating Culture: Why More Americans are Doing Wrong to Get Ahead*

Author: David Callahan

Quotation/Passage from the text w/page number	Paraphrase or Summary	Analyze and React (Make a reference to <i>Thank You For Arguing</i> by Jay Heinrichs)
<p>I played a lot of Monopoly growing up. Like most players of the game, I loved drawing a yellow Community Chest card and discovering a “bank error” that allowed me to collect \$200. It never occurred to me not to take the cash. After all, banks have plenty of money, and if one makes an error in your favor, why argue? I haven’t played Monopoly in twenty years, but I’d still take the \$200 today. And what if a real bank made an error in my favor? That would be a tougher dilemma. Such things do happen. (Pg. 1)</p>	<p>The author is remembering that a common childhood game had a positive moment when a player received “free” cash because a bank made a mistake. This is the way the book begins and sets up the idea of the Cheating Culture.</p>	<p>By beginning with a reference to a childhood game, the author reminds the audience of something that most people probably remember—not just the game, but the excitement of a “bank error” card. He also issues the question that “banks have plenty of money” so “why argue?”</p> <p>This really mimics what most people would probably say in real life to justify why they should keep money that isn’t rightfully theirs. He moves from this game topic to a suggestion that it could really happen (which he will explain later) and suggests that it would be a “tougher dilemma.” It almost seems like this could be a sarcastic remark. I think many people would just take the money. We tend to view banks as huge institutions that they will not miss a few rogue dollars here</p>

		<p>and there. This idea that Wall Street continues to pay out bonuses while the “little guy” is barely getting by or may not even have a job is especially prevalent now. By this question, the author seems to be trying to get us to ask if we can even justify that type of thinking. Is this the right decision to make?</p> <p>By utilizing “values” and “choice” language, the author invokes ethical thinking and action on the reader (Heinrichs, Page 28, <i>Thank You For Arguing</i>)</p>
--	--	--

### Prolific Characteristics to Note

**Reader Response:** Be able to trace your reactions, to ask questions in class, to remind yourself when you find answers to earlier questions. This should help note the writer’s effectiveness. MAKE NOTE OF:

- Your reactions/emotional responses (humor, surprise, sadness, anger, frustration, tension, criticism, confusion, etc.)
- Your questions or lack of understanding or doubts (ask “Why?”)
- Your revelations (when “things” become clear to you, when you create links between ideas)
- Similarities to other works (This reminds me of...)
- Wonderful writing—passages that strike you artistically/aesthetically and why

**Speaker:** Think about who the writer is and what he or she NEEDS to communicate. This should help you determine the author’s credibility. MAKE NOTE OF:

- Introductory facts (author backgrounds and relationship to the topic, bias, etc.)
- Ethos—how does the author establish credibility and character on the given topic?

- Note words and language that indicate the author's attitude or tone and where it shifts
- Note when the author directly or indirectly states how he or she feels
- Observe key lines that stand out as crucial to the author's argument

**Occasion:** Think about what caused the author to write about this topic and whether or not it is a valid reason. MAKE NOTE OF:

- The author's reasons for writing—what is the motivation?
- Historical, political, and social issues surrounding the topic
- The author's personal reasons as well as the greater world influences for the piece
- Evidence of views characteristic of the time period and culture surrounding the work
- Descriptions of class judgments, racism, gender biases, stereotypes, etc.

**Audience:** Think about what kind of person or people the author intended to view the piece. Is the author able to connect with that audience effectively. MAKE NOTE OF:

- Evidence of who the author is trying to reach
- Where the author directly or indirectly addresses a specific audience
- Any "call to action" that the author is issuing to the reader
- Pathos—does the author appeal to your sense emotion through anecdotes and figurative language

**Purpose:** Think about the author's purpose in writing this book and whether or not he or she is effective in that purpose. MAKE NOTE OF:

- Specific reasons for writing (informing, persuading, arguing, refuting, exemplifying)
- Logos—the author's appeal to reason. Examine how the author makes the reader believe in that purpose.

**Subject:** Think about what the book is discussing and whether or not the author shows why this subject matter is important. MAKE NOTE OF:

- Elements related to the problem or issue
- How the author develops or deepens the aspects of the problem or issue
- How the author shows the complications related to the subject and the implication of it to you, the nation, the world, etc.

**Authorial Devices and Structures in the Argument:** Think about the author's techniques in delivery and how effective the author's methods are for rhetorical purposes. MAKE NOTE OF:

- Changes in point of view/emphasis
- Crucial language/vocabulary (not just a word that you don't understand, but one that seems crucial to understanding the argument)

- Stylistic techniques (irony, satire, humor, exaggeration, repetition/patterns, possible symbols, significant metaphors and other notable literary and rhetorical devices)
- How the author's structure of the argument/book influence the reader and relate to the subject, audience, and purpose

### **Part III: 5 Steps to a 5**

*Directions: Please acquire or purchase the title 5 Steps to a 5: AP English Language 2015 by Barbara L. Murphy and Estelle M. Rankin. Read through the steps 1 and 2 (chapters 1, 2, and 3). Please DO NOT take the Diagnostic Exam in chapter 3; just read over it—we will take it during the first week of class.*

During the first week of class please have the following items:

- *Thank You for Arguing* by Jay Heinrichs
- *Fast Food Nation* by Eric Schlosser OR *Nickeled and Dimed* by Barbara Ehrenrich
- A 3-ring binder with 5 sections and a pack of college ruled paper
- Pencils, pens (red, blue, black), and high lighters (yellow, orange, and/or pink)

**ALL ASSIGNMENTS ARE DUE THE 2<sup>nd</sup> FRIDAY OF CLASS. NO EXCEPTIONS!!**