



SAINTS JOHN NEUMANN AND MARIA GORETTI
CATHOLIC HIGH SCHOOL

1736 South Tenth Street Philadelphia, PA 19148-1694
www.neumanngorettis.org

Phone 215.465.8437

Fax 215.462.2410

AP Language and Composition Summer Reading 2019

Welcome to AP English Language and Composition. In this course, our emphasis will be on:

- Close reading analysis of rhetorical strategies used in a variety of non-fiction
- Identifying methods of argumentation
- Composing sound arguments
- Using research to support arguments

As you can see, ARGUMENT is a running theme throughout the course. To that end, your summer reading assignments asks you to establish a basic understanding of argument and analyze arguments used in a variety of sources (including two full-length texts).

***Required text (ALL students):** *Thank You for Arguing, Third Edition: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion* by Jay Heinrichs

Assignment #1: Building Your Understanding of Argument

1. Read the Offense and Defense sections (Chapters 1-19).
2. As you read the text, make flashcards (3x5 index cards) for the following terms:
 - Each bold vocabulary word
 - Each "Useful Figure" box
 - Each "Meanings" box
 - Each "Argument Tool" box

Your card should have *the word on one side with the category title* in the upper right hand corner and your definition, example, and/or *a summary of the information* on the back. If the vocabulary word shows up in more than one of the boxes, you only need one card, but you can add on extra information if it is given.

Note: I'm **not** looking for the book definition, you have those already. I'm looking for you to make sense of the words and tools. These cards are for you to use for the other summer assignments and ALL YEAR as a reference.

Sample Card: Front

Back

Useful Figure Syncretism	Reframes an argument by changing the question asked Ex: 1: Who used all the toothpaste? 2: That's not the point, is it? The point is how we're going to keep this from happening again. *think politician avoidance tactics
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Assignment #2: Practicing Argument Techniques

In the “Argument Lab” section in the back of the book:

1. Read the “*Dissoi Logoi*” explanation starting on page 376, and complete the “Other Hand Exercise” and “*Other Other Hand Exercise*”.
2. Complete the “Framing Exercise” starting on page 378.
3. Complete the “Fool on the Hill Argument” on page 379.
4. Complete the “Values Matching” exercise starting on page 380.

Assignment #3: Analyzing Arguments

Part I: Choose **THREE** of the following, list the title of your choice(s), and compose a written analysis that answers the questions, “What argument does it make?”, “What commonplaces or values does this argument rely upon?”, and “What argument strategies/rhetorical techniques does the author/speaker/filmmaker use to make the argument?” Be sure your choices are clearly persuasive in nature and that you are applying terms from your first assignment where appropriate. Direct support in the form of significant quotations and details from the source are expected. For each bulleted choice, an analysis of at least 1.5 full pages, double spaced, 12-point font is expected.

- A full-length documentary
- A TED Talk
- A commencement address from <http://apps.npr.org/commencement/?fbclid=IwAR2jYcTzFHb1qUSpMN0N-GG8X5Tu-o4L5xYAaKuK9fcHsITpHZ2sFp43Sso>
- A historical speech from americanrhetoric.com
- Five print ads or commercials (Include the ad image or link to the commercial for each)
- Two editorial/opinion pieces from *The New York Times*, *The Washington Post*, or a publication of similar credibility
- An episode of a popular sitcom or sketch comedy (The argument may be subtle here!)

Part II: Choose **TWO** of the following full-length non-fiction texts, and answer the same questions about **WHAT** argument the author is making and **HOW** he/she is making that argument. Be sure to incorporate direct text support (with page number citations) to support your analysis. Note that some of the claims/arguments may be subtler than others, but **EVERYTHING** is an argument, even if the argument is that the story you are reading is a story worth telling. Each response should be at least TWO pages, double-spaced, 12-point font with appropriate paragraph breaks.

NOTE: NONE of these are novels. Novels are works of fiction, by definition. Do **NOT** use the word “novel” in your analysis. Instead, consider “non-fiction text”, “work”, “passage” (for shorter sections you are dissecting), or “memoir” (if an autobiographical account).

Angelou, Maya: *I Know Why the Caged Bird Sings*

Brown, Daniel James: *The Boys in the Boat*

Ehrenreich, Barbara: *Nickel and Dimed*

Frankl, Viktor E.: *A Man's Search for Meaning*

Gladwell, Malcolm: *David and Goliath*

Grandin, Temple: *The Autistic Brain*

Hillenbrand, Laura: *Unbroken*

Isaacson, Walter: *Steve Jobs*

McCourt, Frank: *Teacher Man*

Moore, Wes: *The Other Wes Moore: One Name, Two Fates*

Noah, Trevor: *Born a Crime*

Stevenson, Bryan: *Just Mercy*

Vance, J.D.: *Hillbilly Elegy*