

Summer Reading 2023-2024

AP Language & Composition - Juniors

Required Reading:*

- *Thank you for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us about the Art of Persuasion* by Jay Heinrichs (3rd ed – ISBN-13: 9780804189934)

(**ONLY THE FIRST 13 CHAPTERS ARE REQUIRED.** Although the rest of the book is not required for your summer reading assignment, you are encouraged to complete the reading in full; it is an excellent introduction to the foundations of AP English Language and Composition.)

<https://a.co/d/2OpVMWY>

***Information for the assignment for this text is listed on pages 4-5 of this document. This assignment is due on the first full day of classes. A drop box will be posted on Google Classroom.**

Nonfiction choice (select 1 from the following list):**

****Students must complete a summer reading guide for each choice text. Reading guides are posted on Google Classroom and attached to this document. Students will be assessed on the choice text. These texts are meant to prepare students for rhetorical analysis and argumentative writing.**

- *The Anthropocene Reviewed* by John Green

“The Anthropocene is the current geologic age, in which humans have profoundly reshaped the planet and its biodiversity. In this remarkable symphony of essays adapted and expanded from his groundbreaking podcast, bestselling author John Green reviews different facets of the human-centered planet on a five-star scale—from the QWERTY keyboard and sunsets to Canada geese and Penguins of Madagascar.

Funny, complex, and rich with detail, the reviews chart the contradictions of contemporary humanity. As a species, we are both far too powerful and not nearly powerful enough, a paradox that came into sharp focus as we faced a global pandemic that both separated us and bound us together.

John Green’s gift for storytelling shines throughout this masterful collection. The Anthropocene Reviewed is an open-hearted exploration of the paths we forge and an unironic celebration of falling in love with the world.” (Amazon)

- Winner of the 2021 Goodreads Choice Award for Best Nonfiction
- Longlist for the 2022 Andrew Carnegie Medals for Excellence in Fiction and Nonfiction.

<https://a.co/d/3ssb0Vk>

- *Tuesdays with Morrie* by Mitch Albom

“Maybe it was a grandparent, or a teacher or a colleague. Someone older, patient and wise, who understood you when you were young and searching, and gave you sound advice to help you make your way through it. For Mitch Albom, that person was Morrie Schwartz, his college professor from nearly twenty years ago.

Maybe, like Mitch, you lost track of this mentor as you made your way, and the insights faded. Wouldn't you like to see that person again, ask the bigger questions that still haunt you?

Mitch Albom had that second chance. He rediscovered Morrie in the last months of the older man's life. Knowing he was dying of ALS - or motor neurone disease - Mitch visited Morrie in his study every Tuesday, just as they used to back in college. Their rekindled relationship turned into one final 'class': lessons in how to live.” (Goodreads)

- Winner of American Library Association’s 2009 Outstanding Books for the College Bound and Lifelong Learners

<https://a.co/d/efmLe3t>

- *Educated: A Memoir* by Tara Westover

“Born to survivalists in the mountains of Idaho, Tara Westover was seventeen the first time she set foot in a classroom. Her family was so isolated from mainstream society that there was no one to ensure the children received an education, and no one to intervene when one of Tara’s older brothers became violent. When another brother got himself into college, Tara decided to try a new kind of life. Her quest for knowledge transformed her, taking her over oceans and across continents, to Harvard and to Cambridge University. Only then would she wonder if she’d traveled too far, if there was still a way home.” (Amazon)

- #1 *New York Times*, *Wall Street Journal*, And *Boston Globe* Bestseller
- A *New York Times* 10 Best Books of 2018
- FINALIST:
 - National Book Critics Circle’s Award In Autobiography
 - John Leonard Prize For Best First Book
- PEN/Jean Stein Book Award
- *Los Angeles Times* Book Prize

<https://a.co/d/2qKyj8F>

- *How The Word is Passed* by Dr. Clint Smith

“In a deeply researched and transporting exploration of the legacy of slavery and its imprint on centuries of American history, *How the Word Is Passed* illustrates how some of our country's most essential stories are hidden in plain view—whether in places we might drive by on our way to work, holidays such as Juneteenth, or entire neighborhoods—like downtown Manhattan—on which the brutal history of the trade in enslaved men, women and children has been deeply imprinted.

Informed by scholarship and brought alive by the story of people living today, Clint Smith’s debut work of nonfiction is a landmark work of reflection and insight that offers a new understanding of the hopeful role that memory and history can play in understanding our country.” (Goodreads)

- Winner of the National Book Critics Circle Award for Nonfiction
- Winner of the Stowe Prize
- Winner of 2022 Hillman Prize for Book Journalism
- A *New York Times* 10 Best Books of 2021

<https://a.co/d/10Wdjng>

- *Into the Wild* by Jon Krakauer

“Krakauer’s page-turning bestseller explores a famed missing person mystery while unraveling the larger riddles it holds: the profound pull of the American wilderness on our imagination; the allure of high-risk activities to young men of a certain cast of mind; the complex, charged bond between fathers and sons.” (Amazon)

- Winner of 1997 American Library Association’s Best Books for Young Adults

<https://a.co/d/6RQ9K2J>

- *Spare* by Prince Harry

“It was one of the most searing images of the twentieth century: two young boys, two princes, walking behind their mother’s coffin as the world watched in sorrow—and horror. As Princess Diana was laid to rest, billions wondered what Prince William and Prince Harry must be thinking and feeling—and how their lives would play out from that point on.” (Goodreads)

<https://a.co/d/47pO1RI>

Summer Reading Assignment*
Thank You for Arguing

*Adapted from Garden of English by Timm Fietas.

You must complete each of the following tasks for **each of the first 13 chapters of *Thank You for Arguing***. Be sure to respond to each task thoroughly and completely; your responses will count as a test grade for first term. You should make sure your ideas are both organized and presented clearly and thoroughly. Please keep in mind that this is an AP class; therefore, I expect well-developed responses. If you pace yourself over the summer, this assignment will not be overly laborious. **Note: It is expected that you complete your summer assignments individually. Although you may struggle, put forth your best effort and make sure that you complete all of what is detailed below. Coming in with incomplete work and claiming, “I didn’t get it,” is unacceptable. Email me if you have questions—nhuff@favikings.org**

For this summer reading assignment, you will relate what Heinrichs discusses throughout his text with real-life examples of rhetorical concepts. That is, you will need to choose a rhetorical concept from each chapter—yes, you may choose what you write about—find a real-life example of an orator/author exemplifying the concept of your choice, and finish the assignment by explaining how the example exhibits the concept. If this sounds a little confusing, read the following directions.

What to Do: Complete the following tasks and make sure that your products look like the examples provided. In the end, you will have completed the following steps a total of thirteen times.

1. Choose any rhetorical concept that Heinrichs explores in each of the first 13 chapters of the book. You have free reign here. Identify the chapter and the concept on which you would like to focus.

E.g. Chapter 3: Arguing with Past-Tense Verbs

2. Summarize—do not directly quote—the concept as presented in the text and follow that summary with a parenthetical citation. Follow this format: summary of concept in your OWN words (Heinrichs page#).

E.g. Forensic rhetoric relies on past tense verbs. It usually places blame on an individual (Heinrichs 28-29).

Note: After summarizing the concept, I added the parenthetical citation BEFORE adding a period to the sentence. Also, notice how I spelled Heinrichs’ name correctly, and I did not put anything between Heinrichs’ last name and the page number: no pg., no comma, no pound sign (hashtag), or anything of the like. If you make any of these simple mistakes—a misspelled last name, a period before the parentheses, anything between the last name and page number—you will lose credit.

3. Find a real-world example of the concept in action—please note, however, your example must be text-based, with no pictures or visuals. (You may use speeches, but you must make sure they have transcripts so you can copy the text from it.) Copy the text that illustrates your concept of focus and follow it with an MLA Works Cited entry.

E.g. “Good morning, everybody. At midnight last night, for the first time in 17 years, Republicans in Congress chose to shut down the federal government. Let me be more specific: One faction, of one party, in one house of Congress, in one branch of government, shut down major parts of the government -- all because they didn’t like one law. This Republican shutdown did not have to happen.

But I want every American to understand why it did happen. Republicans in the House of Representatives refused to fund the government unless we defunded or dismantled the Affordable Care Act. They’ve shut down the government over an ideological crusade to deny affordable health insurance to millions of Americans. In other words, they demanded ransom just for doing their job.” Obama, Barack. "Statement on the U.S. Government Shutdown." Washington DC, Washington DC. 2 Oct. 2013. AmericanRhetoric. Web. Accessed 12 June 2016.

Research Hints:

A: Most rhetorical concepts in *Thank You for Arguing* are common moves of good authors and orators. Many speeches, articles, and/or advertisements include most of what Heinrichs details in his book. So, if you can find one or two speeches or articles that exhibit characteristics found in all 13 chapters—which I am sure you can—feel free to use examples from those one or two works throughout this entire assignment. You do not need to use 13 different works—one for each chapter—for this assignment. You may also be able to pull examples from your choice-read text. Please also note that you may not use any real-world examples that Heinrichs provides in his book as your example of choice when completing step 3. You may pull examples from your own reading, or you may want to find your examples at the following website: www.AmericanRhetoric.com

B: Many of you may have never created a citation for an MLA Works Cited page before; we get it; however, you will still need to try to cite all of your information accurately. (You may not even know what an MLA Works Cited entry is. If you look at my example above, it's the section of text that begins with "Obama, Barack.") There is an abundance of information regarding citations floating around on the internet, so quick searches will help you find what you need to do. Also, we strongly suggest that you use the following websites to help you with your formatting:

- https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html → General Format
- https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_books.html → Books (Individual, Anthologies)
- https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_periodicals.html → Periodicals (Articles)
- https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_electronic_sources.html → Websites (Electronic Sources)
- https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_other_common_sources.html → Other (Speeches, Interviews)

4. Last, for each chapter, you must explain how the example you find relates to the rhetorical concept of the chapter on which you are focusing. These explanations should be at least four (4) sentences, and better explanations will attempt to explain why and how the author uses the rhetorical concept of focus. Don't forget, one concept per chapter = completing this task 13 times.

E.g. In the example from Obama's address about the government shutdown, he consistently presents past tense verbs such as chose, refused, demanded, etc. The purpose of such is to vilify the republicans of the House in the presence of the public. Once the blame is placed on those individuals, it is the hope of Obama that the general public will demand social justice from those who represent them. In his blame, he paints those who instigated the shutdown as individuals who are obstinate and unconcerned with the general healthcare of Americans. In fact, these representatives seem mostly apathetic towards those they represent. Furthermore, in blaming the republicans, Obama makes himself—and his party—seem more innocent in the escalation of events that led to a government shutdown.

Below is a complete example of what you need to do for each chapter:

(Your work should be formatted exactly like this!!!!!!)

1. Chapter 3: Arguing with Past-Tense Verbs

2. Forensic rhetoric relies on past tense verbs. It usually places blame on an individual (Heinrichs 28-29).

3. “Good morning, everybody. At midnight last night, for the first time in 17 years, Republicans in Congress chose to shut down the federal government. Let me be more specific: One faction, of one party, in one house of Congress, in one branch of government, shut down major parts of the government -- all because they didn’t like one law. This Republican shutdown did not have to happen.

But I want every American to understand why it did happen. Republicans in the House of Representatives refused to fund the government unless we defunded or dismantled the Affordable Care Act. They’ve shut down the government over an ideological crusade to deny affordable health insurance to millions of Americans. In other words, they demanded ransom just for doing their job.”

Obama, Barack. "Statement on the U.S. Government Shutdown." Washington DC, Washington DC. 2 Oct. 2013. AmericanRhetoric. Web. 12 June 2016.

4. In the example from Obama’s address about the government shutdown, he consistently presents past tense verbs such as chose, refused, demanded, etc. The purpose of such is to vilify the republicans of the House in the presence of the public. Once the blame is placed on those individuals, it is the hope of Obama that the general public will demand social justice from those who represent them. In his blame, he paints those who instigated the shutdown as individuals who are obstinate and unconcerned with the general healthcare of all individuals. In fact, these representatives seem mostly apathetic towards those they represent. Furthermore, in blaming the republicans, Obama makes himself—and his party—seem more innocent in the escalation of events that have led to a government shutdown.

Major Works Data Sheet

Advanced Placement Language and Composition

Title: Author: Date of Publication: Genre:	Biographical Information about the Author:
Intended Audience:	Historical Context/Information:
Plot Summary: (exposition, rising action-conflict, climax, falling action, resolution)	

Connect to an outside context: (historical)	Connect to an outside context: (current issue)
<u>Memorable Quotes - (minimum of 10 and must range from beginning to end of text)</u>	
Quotes and page number (required):	Significance of each quote: (and rhetorical device, if applicable)

Characters			
Name	Role in Story (protagonist, antagonist, foil, antihero, etc.)	Significance	Adjectives (see Words for Analysis notes on Google Classroom)

Setting(s)	Significance of Opening Scene
	Significance of Ending or Closing Scene
Author's Purpose	Old AP FRQ2 Prompts (list 3 years)
	1. 2. 3.
Possible Themes	