

AP Language and Composition Summer Reading Assignments
Ms. Snedeker

I will be checking my email periodically this summer. Please email me with any questions or further information needed: esnedeker@gstarschool.org

Required Texts:

Silent Spring by Rachel Carson

The Glass Castle by Jeannette Walls

Thank You for Arguing by Jay Heinrichs

All books can be purchased very inexpensively at amazon.com or thriftbooks.com and may be found at the public library.

Each Book above requires completion of its attached assignment.

The following definitions and information will help you engage more closely with each text.

Purpose for Reading

What is your purpose for reading in AP Language and Composition? As AP students studying language and composition your purpose is not to study the novel as a work of fiction or the nonfiction work as a source of information, but as masterpieces of language. Your purpose for reading is to discover which elements of language these authors use and to what effect. You are ultimately studying STYLE and the components that comprise it.

Style involves the author's choice and arrangement of words in sentences (diction and syntax), the use of sensory and/or figurative language, the tone, and the mood. Look for such things as the length and complexity of the sentences; the use of words that are unusual or sophisticated or colloquial; and the use of elements such as allusion and irony. As you read think of adjectives that you could use to describe the author's style.

Summer Reading Definitions

The following definitions will help you prepare for the writing component of this summer reading assignment and the class as a whole. You are encouraged to mark passages/page numbers that relate to these elements for future reference.

An **assertion** is a statement, claim, contention, allegation, or declaration.

Detail includes facts, observations, and incidents used to develop a subject or make an abstraction concrete. A lack of detail can also be a powerful tool to focus the reader's attention on what isn't said or shown.

Diction refers to the writer's word choices, especially with regard to connotation, correctness, clearness, and effectiveness. A writer might describe an author's diction as formal or informal, ornate or plain.

Writers and speakers **appeal to ethos**, or character of a person, to demonstrate that they are credible and trustworthy.

Imagery is the verbal representation of the five senses. On a broader and deeper level, however, images can be used as metaphors or symbols, and one image can represent more than one thing.

Writers and speakers **appeal to logos**, or reason, by offering clear, logical ideas.

Writers and speakers **appeal to pathos**, or emotion, to engage an audience.

Rhetoric is the study of effective, persuasive language use, including thinking, writing, and speaking strategies; rhetoricians analyze and evaluate what works and what does not work in a specific context.

Syntax is the way an author chooses to join words into phrases, clauses, and sentences. Syntax involves groups of words, while diction refers to the individual words.

Tone describes the author's attitude toward his or her material, the audience, or both. Considering how a work would sound if it were read aloud can help in identifying an author's tone. Some words describing tone are *pedantic, accusatory, serious, businesslike, sarcastic, humorous, melancholic, dejected, authoritative, ironic, inquisitive, condescending, zealous, reverent, cynical, satirical, facetious, scornful, apathetic, candid, vibrant, whimsical, cryptic, pompous, sardonic, denunciatory, poignant, objective, didactic, nostalgic, zealous, contemptuous, urgent, sentimental, insolent, inflammatory, pensive, incredulous, self-deprecating, benevolent and somber*. Of course, don't just limit yourself to these words. Find the best tone word to describe your passage.

MLA Citations

An excellent resource for MLA citations can be found at the Purdue OWL: owl.english.purdue.edu

Please complete the following assignment for *Silent Spring*:

Assignment:

1. Type a brief summary followed by your reaction to the book and your brief identification of its major strengths/themes. In other words: what happens? what did you think? And why do you think this work is (or at least is considered) important? (1-2 pages max in MLA format: Times New Roman 12 pt, double spaced, etc.)

2. Top Five Passages

Select the five most influential passages that illustrate interesting arguments in the text. For each passage:

1. Write the sentence (or sentences), complete with page number citation in MLA format.
2. Discuss the use of this sentence or sentences in the context of the text. Why did you select this passage? How does a thorough understanding of this passage play an important role in understanding the author's purpose?
3. Label the tone of this passage. How does the author use specific strategies to create this tone?
4. Also, keep a vocabulary journal of words whose meanings are unfamiliar to you. Choose at least 5 words. For each word use the following format to study the word.

1. Write the word
2. Copy the clause in which it appears and provide the page number.
3. Write what you think the word might mean using context clues.
4. Write the dictionary definition that seems to apply to the way the word is used in the text.
5. Identify how the word functions in the text (part of speech: noun, verb, adjective, adverb) and record its alternate forms.

Example:

1. Word: tacit Page #: 1
2. Original sentence: "In the deep, tacit way in which feeling becomes stronger than thought, I had always felt..."
3. Meaning determined using context clues: real or concrete
4. Dictionary definition: expressed or carried on without words or speech; unspoken
5. POS: adjective Derivatives: adverb: tacitly; noun: tacitness

Please complete the following assignment for *Thank You for Arguing*:

***Thank You for Arguing*—Jay Heinrichs**

Study Guide Questions

Directions: Please answer **2 questions for each chapter** (for a total of 40 questions) thoroughly and use complete sentences. You may choose to type your answers. **It is not required for you to “create your own example” as directed below. Ignore that part of a given question.**

Introduction

Chapter –Open Your Eyes

- 1) Define *Rhetoric*.
- 2) Why does Heinrichs include the very brief summary/history of rhetorical study on pages 2-3?

Offense

Chapter 2—Set Your Goals

- 3) What is the difference between fighting and arguing?
- 4) What does persuasion try to do?
- 5) What is a deliberative argument? (Hint: You’ll have to use context clues to build your definition.)
- 6) Why should you only “concede a point that will not damage your case/argument irreparably” (20).
- 7) What are Cicero’s 3 goals for persuading people?
- 8) How does “changing the mood” help your argument (23)?

Chapter 3—Control the Tense

- 9) What are the three types of issues established by Aristotle? Why are knowing these important?
- 10) What is it important to establish what core issue you are arguing about?
- 11) How can changing the tense (past, present, future) help you be more successful?
- 12) What is the purpose of forensic rhetoric?
- 13) What is the purpose of demonstrative rhetoric?
- 14) What is the purpose of deliberative rhetoric?
- 15) What type of rhetoric is “the rhetoric of choice” (34)? Why?

Chapter 4—Soften Them Up

- 16) What is argument by logic (logos)?
- 17) What is argument by character (ethos)?
- 18) What is argument by emotion (pathos)?
- 19) Why is concession the most powerful tool of logos?
- 20) How does “align[ing] yourself with your listener’s pathos” help in an argument (44)?

Chapter 5—Get Them to Like You

- 21) Explain *decorum*.
- 22) What components make up *decorum*?
- 23) Why must you change your decorum based on your audience’s expectations?

Chapter 6—Make Them Listen

- 24) Identify and define the “3 essential qualities of persuasive ethos” (56).
- 25) Describe a situation when YOU would use each of the following devices as defined in the text:
 - a. Bragging
 - b. Character references
 - c. Tactical flaw

d. Changing your position

Chapter 7—Show Leadership

26) What is practical wisdom?

27) Why is practical wisdom important in building one's ethos?

Chapter 8—Win Their Trust

28) Why is ethos the most important than any other aspect of rhetoric?

29) How can *dubiatatio* function in an argument?

Chapter 9—Control the Mood

30) According to Aristotle, where do emotions come from? Is this an accurate statement? Why?

31) Why is a "detailed narrative" the best way to change the mood of your audience (89)?

32) Explain the statement: "When you argue emotionally, speak simply" (83).

33) Why is sympathy more effective than humor at persuading someone?

34) Discuss the use of the following in an argument:

- a. Anger
- b. Patriotism
- c. Emulation

35) What is unannounced emotion?

Chapter 10—Turn the Volume Down

36) Why is the passive voice so useful?

37) How might you use the backfire technique in an argument?

38) Discuss the differences between the following:

- a. Urbane humor
- b. Wit
- c. Facetious humor
- d. Banter

Chapter 11—Gain the High Ground

39) Why must you keep the motivations of your audience in mind when trying to persuade them?

40) What is a "rhetorical commonplace" (100)? Explain.

41) Which of these phrases are a common place?

- a. All children deserve a good education.
- b. Don't go swimming after you've eaten.
- c. I'm sleepy.

42) List three common places in your home, community, or culture.

Chapter 12—Persuade on Your Terms

43) Explain definition/redefinition.

44) Why must you as a "persuader" identify commonplace words?

45) What tense is best when addressing values? Why?

Chapter 13—Control the Argument

46) Create your own syllogism.

47) What is an enthymeme?

48) Create your own enthymeme.

49) Explain inductive logic.

50) Explain deductive logic.

51) What key word easily identifies the proof in an argument.

52) Identify and give an example of the following:

- a. Fact
- b. Comparison
- c. Story

Defense

Chapter 14—Spot Fallacies

- 53) What are the 4 questions that can help you determine if there is a fallacy in an argument? How can you use these in everyday life?
- 54) What are the 3 identifiers associated with logical fallacies?
- 55) Explain The False Comparison.
- 56) Explain The Bad Example.
- 57) Explain Ignorance of Proof .
- 58) Explain the Tautology.
- 59) Explain the following devices:
 - a. Many Question
 - b. Complex Cause
 - c. False Dilemma
 - d. The Red Herring
 - e. Straw Man
 - f. Slippery Slope

Chapter 15—Call a Foul

- 60) What is the purpose of argument?
- 61) Explain the Fallacy of Power and create an example.
- 62) Discuss the foul of Wrong Tense.
- 63) Explain the foul of The Right Way and create an example.
- 64) Explain the foul of innuendo and create your own example.
- 65) Explain the foul of The Threat and create your own example.
- 66) Exempling the foul of Utter Stupidity and create your own example.

Chapter 16—Know Whom to Trust

- 67) When in an argument, and ethos is used, what is the first thing to look for to determine if the ethos is accurate? How could this be applied to your life?
- 68) Explain, define, and give an example of “virtue” according to Aristotle.
- 69) Explain the quote from Aristotle on page 179: “There’s virtue in moderation.”

Chapter 17—Find the Sweet Spot

- 70) Explain “practical wisdom” or phronesis (181-185).
- 71) What is the most important trait of practical wisdom? Why?
- 72) What are the six steps to evaluating ethos?

Advanced Offense

Chapter 20—Get Instant Cleverness

- 73) What are “schemes” (209)?
- 74) Define and explain the 3 types of figures.
- 75) Create your own example of repeated first words.
- 76) Create your own example of multiple yoking.
- 77) Create an example of metonymy and synecdoche.
- 78) Create a chiasmus.
- 79) Why should one use the simplest figures of thought in a serious argument?
- 80) Create an example of dialysis or antithesis.
- 81) Why is *epergesis* (editing yourself aloud) effective in certain situations?
- 82) Explain litotes and give an example.
- 83) Draw a diagram that explains the figure of climax.

84) Explain “verbing” (221-223).

Please complete 10 entries in a dialectical journaling format for *The Glass Castle*:

Dialectical Journaling:

The purpose of a dialectical journal is to identify significant pieces of text and explain their importance. The dialectical serves as another form of highlighting/annotating text and should be used to think about, digest, summarize, question, clarify, critique, and remember what is read. It is a way to take notes on reading so that when you are asked to write an essay—or asked to discuss a piece of writing in class—you have at your disposal quotations to use as supporting evidence for your opinions.

Directions for dialectical journal:

- Fold loose-leaf paper in half long-wise. On the left-hand side of the page, type “note taking;” on the right, “note making.”
- In the left-hand column, you will write sentences or phrases from the text (use an ellipses [...] if you need to shorten a quote that exceeds one sentence) that you believe illustrate a significant idea. Cite these quotations correctly by putting quotes around them and attributing them to the author; be sure, as well, to note the page number on which the quote was found.
- The right-hand column exists for your personal reflection: explain in your own words what you believe the significance of the passage to be.
- Be sure that you line up entries so your organization is clear; you may want to draw across the page underneath the entries that belong together.
- Be sure to choose passages that apply to the above issues; keep in mind, too, that your response in the “note making” section should explore **each** of the questions above in some capacity.

Example:

Note Taking

“Like the keeper of the lighthouse, she regarded it as a mooring: a checkpoint, some stable visual object that assured her that the world was still there; that this was life and not a dream...”
(Morrison 11).

*“Put the line from the text in quotes”
(#).*

Note Making

The watermark confirms the relationship Ruth has with her husband, Macon: one of contempt and distance, one in which she has been repeatedly denied her existence as a powerful human being, but instead is treated with scorn or as somehow only worthy to bear children, care for the house. The watermark began as an expression of how she sees beauty in the world and ends as a reminder of her vision denied. At once, it gives her strength to go on *and* makes her feel trapped. It is the truth of her life.
*Respond to the questions about character or motive here.
Your work should not repeat or just restate what the author said.*