

AP[®] English Language and Composition

2021-22 Contract

Welcome to AP Language. I am pleased that you have elected to accept the challenges and rigor of the AP program and look forward to an exciting and thought-provoking year. The curriculum presented in this class reflects

- 1) a commitment to providing thorough preparation for college-level work and the AP exam; and
- 2) an expectation that students enrolled in AP coursework possess the intellectual curiosity and maturity necessary to thoughtfully consider a multitude of ideas and societal issues.

Parents and students should be aware that the majority of the works studied in the AP program appear on the Advanced Placement reading list; these works are recommended by the College Board to be read by high school students who choose to take AP courses. This literature requires considerable maturity on the part of the reader and is not necessarily chosen to please but, rather, to make readers think. As with any work of art, literature is a form of communication from one mind to another, an expression of human diversity and difference of opinion. Literature demands that we cherish our right to be delighted, enriched, and strengthened, as well as our right to be challenged, offended, and even threatened. From this confrontation comes both struggle and growth. Literature as art is an end unto itself whereby appreciation, not approval, is the goal. It is my hope that students will come to appreciate the textual richness and depth of thought that literature offers.

With these thoughts in mind, students should expect to read extensively this year. AP Language is primarily a nonfiction class; therefore, text selection includes a variety of speeches, news articles, informational texts, documentaries, and historical documents, as well as the following books and excerpts from books:

Summer Reading:

Thank You for Arguing, Jay Heinrichs

Reading Selections for 2021-22

Readings from *The Language of Composition* 3rd edition

Narrative of the Life of Frederick Douglass, Frederick Douglass

The Great Gatsby, F. Scott Fitzgerald

A Raisin in the Sun, Lorraine Hansberry

Born a Crime, Trevor Noah

Excerpts from *Citizen*, Claudia Rankine

Excerpts from *Create Dangerously*, Edwidge Danticat

Excerpts from *Borderlands/La Frontera*, Gloria Anzaldúa

Excerpts from *Color Me English*, Caryl Phillips

Excerpts from *The Reluctant Fundamentalist*, Mohsin Hamid

Once again, I look forward to an engaging and challenging school year. Please read the statement below and provide your signatures where indicated. **This form should be returned to Mrs. Oualline on the first day of the school year.**

“I have reviewed the above reading list, and, understanding that Advanced Placement classes are consistent with the rigor of a college-level course, recognize that some of the works may contain content intended for mature readers. I accept the challenges of the AP curriculum.”

Signature of Student

Signature of Parent/Guardian

Printed Name of Student

Printed Name of Parent/Guardian

Bring this contract, along with the required summer work, to class with you on the first day of school. Please [CLICK HERE](#) to fill out digital confirmation that you have received this contract and assignment.

AP® Language and Composition Summer Reading Assignment

Mrs. Oualline

(pronounced wall-EEN)

b.oualline@bonita.k12.ca.us

In order to be prepared for AP Language, you need to complete the following assignments prior to the first day of school:

A. Read the First 13 Chapters of the Assigned Text

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.

Heinrichs, Jay. *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us about the Art of Persuasion* Fourth edition, Broadway Books, 2020.

When you purchase this book, you must make sure you are purchasing the **4th edition**.

The ISBN is **978-0-593-23738-0**

B. Assignment

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. 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.**

For this summer reading assignment, you will be relating 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 example provided below.

In the end, you will have completed the following steps a total of thirteen times.

1. Choose a Concept from Each Chapter

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.

2. Summarize the Concept in Your Own Words

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

3. Cite an Example of the Concept

Find a real-world example of the concept in action—please note, however, your example must be text-based; 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.**

Research Hints:

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. 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

4. Explain Your Choice

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.

5. A Note on Plagiarism:

Because you have infinite possibilities for the real-world examples you might choose for this assignment, I should not see the exact same example given by two different students. Even if you happened to choose the same concept as another student and also happened to choose the same text—which may be possible, albeit highly unlikely—selecting the exact same excerpt would be deemed plagiarism. Please don't put me in that situation. Do your own work, which includes selecting your own passages. **Plagiarism = ZERO.**

This assignment will be due on the FIRST DAY OF SCHOOL.

*I will give you instructions in class on the first day for **submitting your assignment on turnitin.com.**

Here is a complete example of what you need to do for each chapter.

Your work should be formatted EXACTLY like the example below (minus the highlighted parts). In fact, [here is a template for you to use on this assignment](#). The template includes placeholders for your name in the MLA heading, the due date, and reminders in each of the boxes for Chapter 1. Please be sure to delete all placeholder text. Also, students sometimes ask about expected length. I expect each entry to fit on one page. Any more than that is too long.

Chapter 3: Arguing with Past-Tense Verbs

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

NOTE: After I summarized the concept, I added the parenthetical citation BEFORE I added a period to the sentence. Notice that there is a space between the end of the sentence and the beginning of the parenthetical citation. 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 (hash tag), or anything of the like. If you make any of these simple mistakes—a misspelled last name, missing/extra spaces, a period before the parentheses, anything between the last name and page number—you will lose credit

“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.”

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 shut down 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.

Obama, Barack. "Statement on the U.S. Government Shutdown." The White House, Washington, DC, 2 Oct. 2013.
American Rhetoric, www.americanrhetoric.com/speeches/barackobama/barackobamagovernmentshutdown.htm.

NOTE: Many of you may have never created a citation for an MLA Works Cited page before. I 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, the citation begins with “Obama, Barack.”) There is an abundance of information regarding citations floating around on the internet; however, online citation generators almost never give correct citations. This includes EasyBib. I strongly suggest that you use the following links to *The Owl at Purdue* to help you with your formatting:

[General Overview](#)

[Books \(Individual, Anthologies\)](#)

[Periodicals \(Newspaper or Journal Articles\)](#)

[Websites \(Electronic Sources\)](#)

[Other \(Speeches, Interviews\)](#)

Summer Reading Rubric

4 (90-100)	<p>Work demonstrates an understanding that goes above and beyond what was explicitly expected in this assignment</p> <p>The student completes all of the proficiencies of Score 3 but also:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The chosen examples for each concept are particularly thoughtful and reflect an advanced understanding of Heinrichs' ideas <input type="checkbox"/> The explanation is 4+ meaningful, thoughtful sentences that clearly explains why and how the author uses the rhetorical concept of focus <input type="checkbox"/> The MLA citation is correctly formatted using <i>The Owl at Purdue</i> rather than an online citation generator 	Comments:
3 (80-89)	<p>This is the target learning goal/expectation for ALL students</p> <p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has 13 complete entries, one for each chapter (1-13) <input type="checkbox"/> Correctly identified one (1) concept per chapter <input type="checkbox"/> Accurately summarized the concept in his/her own words <input type="checkbox"/> Cited Heinrichs' concept correctly according to instructions <input type="checkbox"/> Chose appropriate examples to illustrate each concept <input type="checkbox"/> Wrote explanations that are 4+ sentences and explain how each of the selected passages relates to the rhetorical concepts chosen <input type="checkbox"/> Made a clear attempt to cite each example, but the citations have one or two minor errors 	
2 (70-79)	<p>Work falls short of the expectations for Score 3 in one or more of the following ways:</p> <p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has incomplete entries (no more than 3) <input type="checkbox"/> Used exact wording from Heinrichs to describe the concepts <input type="checkbox"/> Cited Heinrichs' example incorrectly <input type="checkbox"/> Chose examples are not appropriate for the concept the student has chosen for each chapter <input type="checkbox"/> Wrote explanation that is shallow/vapid <input type="checkbox"/> Made little-to-no effort to correctly cite examples; citations are clearly from EasyBib or merely URLs 	
1 (50-69)	<p>Work does not show an understanding or level of effort expected for an incoming AP student due to one or more of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The assignment shows a lack of thought/effort <input type="checkbox"/> The selections are random/haphazard <input type="checkbox"/> The explanations show little understanding of the concepts <input type="checkbox"/> The assignment is incomplete, but the student completed at least half of the tasks 	
0 (0)	<p>Contains plagiarized selections and/or plagiarized explanations</p> <p style="text-align: center;">OR</p> <p>The assignment is less than half complete</p>	