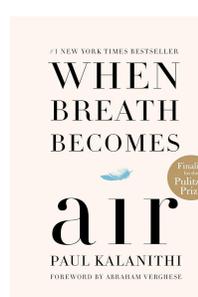
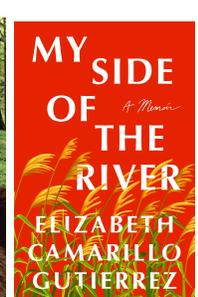
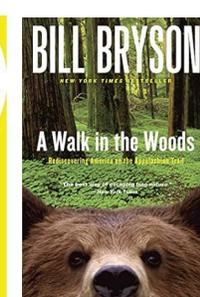
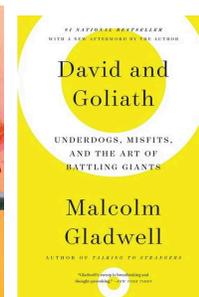
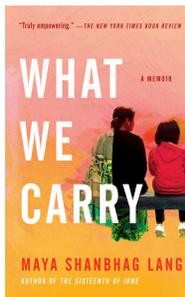
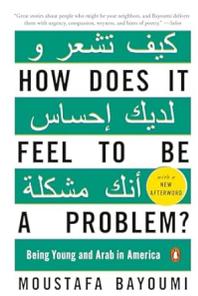
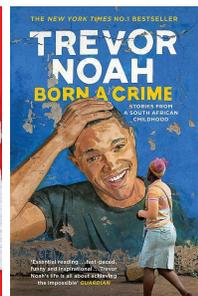
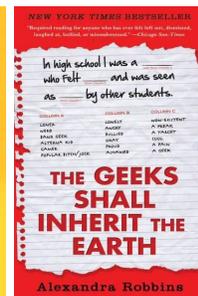
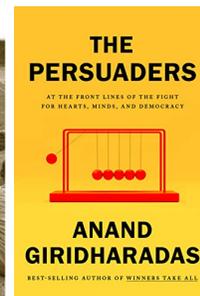
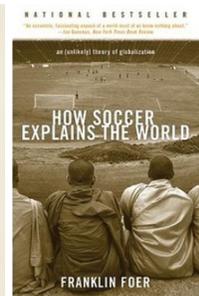
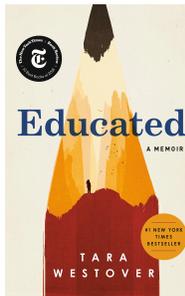
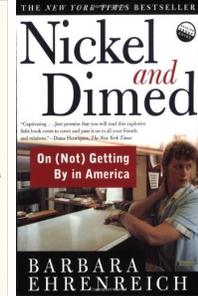
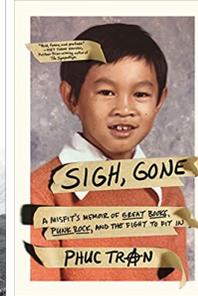
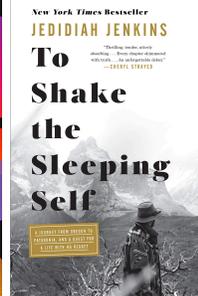
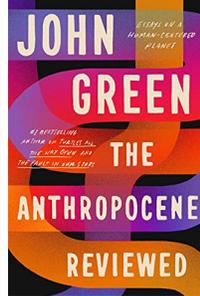
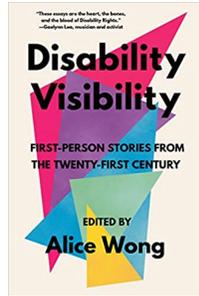
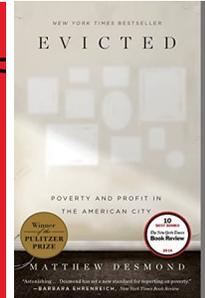
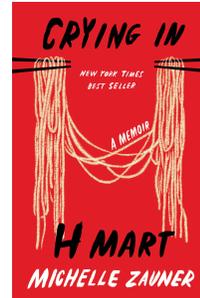


AP Language & Composition Summer Assignment



Welcome to AP English Language and Composition, Scholars!

This will be one of the most challenging and most difficult courses you will take in your high school career; however, it will also be one of the most rewarding and beneficial courses of your high school career. Regardless of what your future major will be, you will be able to employ the three various styles of essays in your college courses ranging from Literature to Biology to Psychology. As the title implies, we will focus on how non-fiction writers use language in their writing. Remember, everything's an argument. Everything. The course will mold you into strong writers and get people to not only see your point of view but also agree with your point of view. While the bulk of the work will be done in class, you are responsible to do work outside of class

as well - such as finishing up essays, finishing reading the text, and memorizing your rhetorical devices.

Expectations

- This course is a college-level style course; therefore, you are expected to always be prepared and be active learners.
- Do not be afraid to make mistakes.
- Most importantly, be mindful of others.

Summer Assignments

1. *Task #1: Summer Reading*

Select a text from the list above, buy it, and then read it. Please make sure that your copy is a hardcopy, not a digital copy, nor audiobooks. While reading, please annotate the text either with sticky notes or write right in your book. You should have at least two to three annotations per chapter and your annotations should address some of these questions:

- Why did the author decide to write this book (exigence)?
- What is the author's argument/message in the chapter?
- Who is the primary audience the author is writing to?
- What did you find compelling or interesting in the chapter and why?
- What is the author's primary argument in the text? Are there any secondary arguments you see them making?
- How does the author use rhetorical strategies (logic, emotion, etc.) to convince their audience of their argument?
- What is the tone of the book? Note changes throughout the text.
- What part of this book do you not agree with?
- Whose perspective is left out in the book?
- Make connections! Does any part of this book remind you of anything else you have read, seen, watched, or listened to?

** PLEASE NOTE- You will be required to write a summer essay the very first day of class using your text. Upon leaving the class, you will be required to turn in your text. Your essay will be graded and you will get credit for your 30 annotations. Please use [this table](#) for your annotations. No exceptions.*

2. Task #2: New York Times : Room for Debates

For this section, you will be responsible for reading and responding to three editorial groupings from the New York Times' 'Room for Debates' section

[<https://www.nytimes.com/roomfordebate>]

Here's what to do:

- Go to this page of the New York Times - <https://www.nytimes.com/roomfordebate>
- On the left hand side are the "Recent Discussions" and on the right hand side, slightly lower on the page, is a list of "Discussion Topics" You will need to select three different topics for this assignment. Each topic will have the debaters and their essay will appear. Please be aware that some of the topics will only have a few debaters while others will have more. You must read all of the essays under that topic.

For example:

The screenshot shows the New York Times website's 'Room for Debate' section. At the top, there's a navigation bar with 'SECTIONS', 'HOME', and 'SEARCH'. The main header reads 'ROOM for DEBATE' with a search box on the right. The featured article is 'When Do Consumer Boycotts Work?' by an author, dated February 7, 2017. It includes a photo of a protest with a sign that says 'UBER LAME'. Below this, the 'RECENT DISCUSSIONS' section lists two topics: 'New Terms for Nafta?' (dated January 30, 2017) and 'Media in the Age of Trump' (dated January 19, 2017). On the right side, there are three informational sections: 'ABOUT ROOM FOR DEBATE', 'SUGGEST A FORUM IDEA', and 'SUBSCRIBE'.

The screenshot shows a web browser displaying a New York Times article. The URL is nytimes.com/roomfordebate/2017/02/07/when-do-consumer-boycotts-work. The page features a navigation bar with 'SECTIONS', 'HOME', and 'SEARCH'. Below the navigation bar is a row of six article thumbnails. The main article is titled 'When Do Consumer Boycotts Work?' and is dated 'FEBRUARY 7, 2017'. The article includes an 'INTRODUCTION' section with a photo of protesters holding a sign that says 'UBER LAME'. Below the photo, it says 'Last week, protesters gathered outside Uber's offices in New York. Brendan McDermid/Reuters'. The article also features a 'DEBATERS' section with two profiles: Judith Samuelson and Americus Reed. A yellow arrow points to the main article title. At the bottom of the page, there is a taskbar with various application icons and system information showing '70°F Sunny' and '9:40 AM 5/30/2023'.

- When you get to the page, just click on each of the essay titles to read the other essays in the grouping. For example, in this case “When Do Consumer Boycotts Work?”. Then click on the individual debater and read their essay.
- Please read all of the articles in the grouping and not just the excerpt. For each essay, you must write a rhetorical precis for that essay. Please keep all of the precis paragraphs for the topic on the same page.

Rhetorical Précis – description and examples

In order to help us quickly and effectively describe the argument an author is making in a text, we can use a method of description called the rhetorical précis. Developed by Margaret Woodworth,¹ this method is designed to highlight key elements of the rhetorical situation and help students with reading comprehension and treatment of source materials in their writing.

This précis is a highly structured four-sentence paragraph that records the essential rhetorical elements in any spoken or written discourse. The précis includes the name of the speaker/writer(s), the context or situation in which the text is delivered, the major assertion, the mode of development for or support of the main idea, the stated and/or apparent purpose of the text, and the relationship between the speaker/writer(s) and the audience. The following is a breakdown of the information you should include in each one of the four sentences.

Name of the author, a phrase describing the author, the type and title of the work, the date (in parenthesis), a rhetorically accurate verb (such as “assert,” “argue,” “suggest,” “imply,” “claim,” “question,” etc.) that describes what the author is doing in the text, and a THAT clause in which you state the major assertion (argument statement) of the author’s text.

1. An explanation of how the author develops and/or supports the argument—the rhetorical structure of the text (for instance, comparing and contrasting, narrating, illustrating, defining, etc.). Your explanation is usually presented in the same chronological order that the items of support are presented in the work.
2. A statement of the author’s apparent purpose, followed by an IN ORDER TO phrase in which you explain what the author wants the audience to do or feel as a result of reading the work.
3. A description of the intended audience and/or the relationship the author establishes with the author.

Rhetorical Précis Frame

1. (Author’s credentials), (author’s first and last name) **in his/her** (type of text), (title of text), **published in** (publishing info) **addresses the topic of** (topic of text) **and argues that** (argument).
1. **He/she supports this claim by** _____, **then** _____, **then** _____, **and finally** _____.
1. 3. (Author’s last name)’s **purpose is to** (author’s purpose in writing) **in order to** (change in reader/society the author wants to achieve).
2. 4. **He/she adopts a(n)** _____ **tone for his/her audience, the readers of** (publication) **and others interested in the topic of** _____.

¹ Woodworth, Margaret K. "The Rhetorical Précis." *Rhetoric Review* 7 (1988): 156-164. "The Rhetorical Précis." *Rhetoric Review* 7 (1988): 156-164.

Example 1:

1. Economist Jeremy Rifkin, in the *LA Times* editorial titled “A Change of Heart About Animals” (September 1, 2003), **argues that** new scientific evidence demonstrates that humans and animals are more alike than previously assumed.
2. Rifkin **supports his claim** by introducing human attributes assumed lacking in animals and then providing evidence that show animals share these characteristics.
3. **The author’s purpose** is to persuade us that animals and humans are similar **in order to** gain support for ethical treatment of animals.
4. The author writes in a respectful **tone** with informal language to appeal to the broad audience that reads the *LA Times*.

Example 2:

1. British philosopher, John Stuart Mill, in his essay “On Nature” (1850), **argues that** using nature as a standard for ethical behavior is illogical.
2. **He supports this claim by** first giving the common definitions of nature as, “all that exists or all that exists without the intervention of man” and then supplying extensive examples of the daily brutality of nature in the real world.
3. **His purpose is to** call attention to the flaws in the “nature as a standard” argument **in order to convince** people to discard this standard **and** to instead use reason and logic to determine the appropriate ethical standard of action for mankind.
4. He **establishes a formal, scholarly tone for the reader of** “Nature”—an audience of philosophers, educators, and other interested citizens.

More Examples

1. Textbook author Sheridan Baker, in his essay “Attitudes” (1966) **asserts that** writers’ attitudes toward their subjects, their audiences, and themselves determine to a large extent the quality of their prose.
2. Baker **supports this assertion by** showing examples of how appropriate attitudes can make writing unclear, pompous, or boring, concluding that a good writer “will be respectful toward his audience, considerate toward his readers, and somehow amiable toward human failings” (58).
3. **His purpose is to** make his readers aware of the dangers of negative attitudes **in order to** help them become better writers.
4. **He establishes an** informal relationship with his audience of college students who are interested in learning to write “with conviction.”

NOTE that the **first** sentence identifies the author (Baker), the genre (essay), the title and date, and uses an active verb (asserts) and the relative pronoun *that* to explain what exactly Baker asserts. The **second** sentence explains the first by offering chronological examples from Baker's essay, while the **third** sentence suggests the author's purpose and WHY (in order to) he has set out that purpose (or seems to have set out that purpose -- not all essays are explicit about this information and readers have to put the pieces together). The **final**

sentence identifies the primary audience of the essay (college students) and suggests how this audience is brought into/connected to the essay's purpose.

The following two précis minimally change the order of the information. However, please note that these précis maintain the four-sentence structure and contain all the needed information.

1. Independent scholar, Indur M. Goklancy in a policy analysis for the Cato institute, argues that globalization has created benefits in overall "human well-being." 2. He supports his claim by providing statistics that show how factors such as mortality rates, child labor, lack of education, and hunger have all decreased under globalization. 3. His purpose is to show that the success of globalization should be judged by many measures instead of just income inequality in order to rebut social critics of globalization. 4. He establishes an objective, scientific tone to convince the readers of the Cato Institute, policy makers, and interested citizens that his view is informed and logical



1. In her article "Who Cares if Johnny Can't Read?" (1997), Larissa MacFarquhar asserts that Americans are reading more than ever despite claims to the contrary and that it is time to reconsider why we value reading so much, especially certain kinds of "high culture" reading. 2. MacFarquhar supports her claims about American reading habits with facts and statistics that compare past and present reading practices, and she challenges common assumptions by raising questions about reading's intrinsic value. 3. Her purpose is to dispel certain myths about reading in order to raise new and more important questions about the value of reading and other media in our culture. 4. She seems to have a young, hip, somewhat irreverent audience in mind because her tone is sarcastic, and she suggests that the ideas she opposes are old-fashioned positions. *From Bean, John C., Virginia A. Chappell, and Alice M. Gillam. Reading Rhetorically, Brief Edition. New York: Pearson/Longman, 2004. p. 63.*



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****You will submit all of your rhetorical analysis précis paragraphs the first day of class.***

3. Task # 3

Flashcards : Rhetorical Terms

You will be given several vocabulary quizzes throughout the first semester. The terms for the vocabulary quizzes will derive from the list of rhetorical devices. In preparation for these quizzes, please create flashcards for the terms. You will be required to turn in your flashcards the first day. No, you may not create a quizlet for these terms and please don't email me to ask.

Here is the link to the list of rhetorical devices:

<https://docs.google.com/document/d/1GO0toAZdvjo-h2F68d1IqudtGd3-Km9qyVbRyP-9NyI/edit?usp=sharing>

If you have any questions, you can reach me, Mr. T.Phham @ tpham@eriesd.org .