

# **AP English Language and Composition**

## **Summer Reading Assignment**

**2019-2020**

*“Henrico County Public Schools strongly encourages parents/guardians to work with their children as they read their summer reading assignments.”*

### **Part I: Argument excerpt**

Please carefully read the attached document to discover why we make arguments, how occasion and context impact an argument, the kinds of argument, and the different ways to appeal to an audience.

We suggest that you print this document and annotate it or take notes as you read. These annotations/notes will be necessary as you complete the next two parts of this summer reading. In addition, you will be able to use your notes on the two summer reading assessments given in September.

### **Part II: Theme Analysis**

Choose one of the following themes to explore as you complete Parts III and IV of the summer reading assignment:

1. The power of education and the crippling grip of ignorance
2. A small town's intolerance and difficulty accepting change
3. Prejudice takes on many forms - social class, race, and gender

### **Part III: *To Kill a Mockingbird* (Harper Lee)\***

This novel, although considered by the author to be a simple love story, explores the roots of human behavior in Alabama during three years of the Great Depression. The novel explores themes such as courage in the face of injustice and the destruction of innocence.

\*We will work with this book extensively during the first marking period, so consider annotating/markings the text as you read or taking notes. This book may be found in the public library or you may want to purchase a copy. Many commercial study guides are available for this work. We ask that you do not use them. Do your own work. Plagiarism or sharing work with other students will result in a score of zero on this assignment. Work on your own critical reading skills and use the major works data sheet format as a means to question/challenge the text.

#### **ASSIGNMENT DESCRIPTION**

After thoroughly reading and annotating the book, students will complete a major works data sheet (see page 4 of this document). Students will be able to use this data sheet on the in-class essays that will be given third week of school.

**As you complete the Major Works Data sheet, please keep your chosen theme in mind.**

### **Part IV: Editorial Assignment**

*Students who read about current issues will be far more prepared for the AP exam. The goal of this assignment is for students to become familiar with local, state, national, and global events. Using the issues of the day as a basis, students will examine differing perspectives and methods of argument.*

Scan credible newspapers and news magazines (paper or online versions) to find **three** opinion pieces related to your selected theme. **Do not locate a news article** that simply reports a story and does not provide an opinion. If you search for editorials online, then you must make sure that you go to the **OPINION section** of the newspaper. **At the top of your article it should say Opinion, Editorial or Perspective**. **If it doesn't, then it isn't an opinion piece.**

Visit <http://www.onlinenewspapers.com/Top50/Top50-CurrentUS.htm> to see a list of 50 reputable online newspapers. These are just suggestions, but they are a good place to start.

Make sure the opinion pieces or editorials dealing with the theme you have selected are **current and dated after June 1, 2019**. For each article, obtain a hard copy, either the actual newspaper clipping or a computer printout. Annotate the editorial for the author's argument (see directions below).

### **Editorial Assignment – Directions for Annotations**

Annotate each article for the development of the author's argument, applying your understanding and analysis of the main principles of an argument outlined in the attached excerpt.

1. Author's purpose or reason for making the argument
2. Rhetorical Situation
3. Occasion
4. Kind of argument
5. Audience of argument
6. Use of Appeals
7. Evidence

### **Assessments:**

**During the third week of school, you will use the notes you took while reading the excerpt on argument, the major works data sheet for *To Kill a Mockingbird*, the three opinion pieces, and any annotations you completed to respond to two in-class essay prompts. One prompt will deal with the theme you have chosen, while the other prompt will assess your knowledge of the parts of an argument. Each essay will count as a quiz grade scored on the AP Language essay rubric. This rubric will be discussed in detail the first week of school.**

### **MAJOR WORK DATA SHEET (Fiction)**

**Title:** \_\_\_\_\_

**Author:** \_\_\_\_\_

**Date of Publication:** \_\_\_\_\_

**Time period of the setting of the work:**

**Research and cite important information regarding this time period:**

**Description of the setting:**

**Key characters and a brief description of each:**

**3-4 sentence plot summary:**

**Themes: How are the 3 themes indicated above illustrated in this novel?**

**Significance of opening scene:**

**Significance of closing scene:**

**Symbols:**

**Include 2-3 symbols and explain the meaning and significance of each.**

**Important Quotes:**

**Copy down 3-5 significant quotes from the novel. (Put them in quotation marks and provide page numbers.) Provide the speaker and context for each quote, and briefly explain each quote's significance.**

### **Argument**

The AP exam focuses on analyzing rhetoric and writing persuasively. When you analyze rhetoric, you analyze how a persuasive piece someone else write is effective. With persuasive writing, you yourself are the writer trying to persuade your audience.

Writing an argument well requires intellectual acuity. You must first be able to read closely, perceiving the intricacies in a particular person's argument. Any prompt on the AP Language Exam will deal with a complex issue, and the higher scoring papers will perceive the complexities inherent in the issue. Perhaps those writers have read widely, perhaps they are involved in debate, perhaps they pay attention to the issues going on in the world, and most probably are taking AP U.S. History or Honors U.S. and learning that historical events hold universal meaning and can be applied to our world today.

## Why We Make Arguments

There are many reasons to argument and many ways to do so. Here are a few of the reasons we will explore this year:

- to convince or inform - audience will see a claim as reasonable or true
- to persuade - moving people to action
- to make a decision - explore the options when considering a plan or idea (usually choices are already set in stone)
- to understand and explore - more open-ended, exploring possibilities without preconceived notions

## Rhetorical Situation

Writers or speakers create their discourse on a particular topic within a certain **context**. One must understand the situation that has occurred, which led the speaker or writer to argue this topic. This is called exigence. Something (defect, obstacle) has occurred that requires discussion, deliberation, or a new understanding. The rhetorical situation will specify the **audience** to be addressed and the **change** to be effected. As you investigate topics in the news today, consider what **situation** occurred that prompted the discussion (argument).

## Occasions

Occasion refers to the factors that brought about and surround the speaker's message/argument

Arguments play an important role in society. It is important to consider an argument's impact on the past, present and future. However, the reverse is true, as well. Often, past ideas, present conditions, and future implications will impact the complexity, importance, and the validity of an argument.

Think about some major topics in the news today. As you think about and read about these topics, consider the impact occasion has on the relevance of the topic and/or its outcome.

## Kinds of Argument

1. Argument of Fact - Did something happen to create or cause this issue?
2. Arguments of Definition - When we define an idea or concept, an argument is created about the meaning or worth of that idea, and these definitions will bring about consequences. (i.e.: cheerleading defined as a sport, football defined as a dangerous sport, the definition of freedom)
3. Argument of Evaluation - present a set of standards or criteria and then measure individuals by them (i.e.: a SAT score range = success in college)
4. Proposal Arguments - Now, what do we do about X?

When attempting to analyze an argument, consider the following questions taken from *Everything's an Argument*, sixth edition:

- Did something happen?
- What is its nature?
- What is its quality or cause?
- What actions should be taken?

## Audience

The individual or group to whom the speaker's message is directed

Consider the following questions prior to creating an argument and prior to evaluating one:

*Is the audience one person, a few, a small group, or a large group? Is the audience hostile, neutral, or friendly? What is the audience's age, sex, nationality, race, occupation, political viewpoint, reputation?(There could be more than one answer to these questions, depending upon the audience) What values does the audience hold that the author or speaker appeals to? Who have been or might be secondary audiences?*

### 3 ways to appeal to an audience

1. Pathos - generates emotions that will hopefully lead the audience to accept the writer's claim
2. Ethos - establishes the author's credibility, knowledge, trustworthiness
3. Logos - facts, statistics, credible testimony, narrative that illustrates a sound reason to support the argument
4. Kairos - the most suitable time and place for making an argument and the most opportune ways to express it

### Evidence

Choosing the appropriate evidence

- Relevant – Does the evidence specifically apply to the argument being made?
- Accurate – Taking care to quote sources correctly without **misrepresenting what the sources are saying or taking the information out of context.**
- Accuracy can also be a matter of the audience's perception.
- Sufficient – You need to look at an issue from all angles and include different types of evidence/sources, etc. to support your claim.

### Types of Evidence:

First-Hand Evidence – Something you *know*

#### **1) Personal Experience**

- o Adds a human element and can be an effective way to appeal to pathos. For example, when writing about whether you do or do not support single-sex classrooms, you might describe your experience as a student, or you might use your observations about your school or classmates to inform your argument. You are the insider!
- o Makes an abstract issue more human, and it is an especially effective technique in the introduction and conclusion of an argument.
- o Engages the reader and draws him/her in to the argument

- HOWEVER -

You will need more than your own perspective to persuade your audience!

#### **2) Anecdotes**

- o Useful way to appeal to pathos
- o Highlighting experiences that other people have had (You've either heard of these experiences or observed them.)

#### **3) Current Events**

- o Staying abreast of what is happening locally, nationally, and globally ensures a store of information that can be used as evidence in arguments.
- o REMEMBER, current events can be interpreted in many ways, so seek out multiple perspectives and be on the lookout for bias.

Second-Hand Evidence – accessed through research, reading, and investigation.

May occasionally appeal to pathos and certainly may establish a writer's ethos, but the central appeal is to logos – reason and logic.

#### **4) Historical Information** – verifiable facts that a writer knows from research

- o Provides background and context to current debates
- o Helps to establish the writer's ethos

Tips:

- 1) Keep your description of the event brief.
- 2) Be sure NOT to misrepresent the facts.

### **5) Expert Opinion**

An expert is someone who has published research on a topic or whose job or experience gives him or her specialized knowledge. If you cite someone who isn't widely known, like your teacher, then you must make sure that your audience sees this "expert" as credible, so that his/her opinion will add weight to the argument.

### **6) Quantitative Evidence**

- o Includes things that can be represented by numbers: statistics, surveys, polls, census information.
- o Appeals to logos