Advanced Placement English Language and Composition

2018 Summer Reading Assignment

Next year, you will be taking AP English Language and Composition. This course, unlike the English courses you have taken so far, does not focus on literature or fiction. We don’t talk about character development or symbolism the way you have before. Instead, we predominantly examine nonfiction: letters, speeches, essays, and so forth. We examine authors’ use of rhetoric—the ways in which authors use language to influence their audiences. We also construct our own arguments, employing the tools of rhetoric in order to persuade our audiences. This summer assignment is designed to jump-start your understanding of argument and to provide a foundation for the beginning weeks of the course. Both the books and the assignment will be referenced and used heavily in class during the first weeks of school, so careful and thorough completion of the assignment is essential to your success in the course. A brief course description from the College Board may be found at [http://tinyurl.com/APLangCourseDescription](http://tinyurl.com/APLangCourseDescription).

**The Reading Assignment:**

You will be reading two books.

- First, *Thank You for Arguing* by Jay Heinrichs (ISBN: 978-0385347754) ([Amazon link](http://tinyurl.com/FHS-Lang-Summer)); the book is also available at any bookstore. For the summer assignment, you are responsible for reading the entire book. Because the chapters build upon each other, we recommend that you read the chapters in order. As you read *Thank You for Arguing*, you will want to begin collecting argumentative tips, tricks, terms, and techniques (like alliteration!) taking notes and annotating as you go.


**The Writing Assignment:**

You will write a short (250-300 word) response, using the tools found in *Thank You for Arguing*, addressing each of the following eight prompts. Each argument will be handwritten in blue or black ink on a separate sheet of paper. You will be graded on your use of the tools from *Thank You for Arguing* (*TYFA*) and on your ability to tailor your response to the provided prompt. While we doubt you will believe us, this assignment should be fun. AP English is a time to put the boring 5-paragraph FSA essay behind you, and to branch out and explore other styles of writing. This assignment is an opportunity to think about language in different capacity. We want to see you apply the concepts that Jay Heinrichs so enjoys exploring in *TYFA* as you begin to think of *The Lord of the Flies* through the lens of argument.

Be warned: you may be asked to lead discussion in front of the class using your responses, and/or to further explain and justify in writing the tools you chose and how you used them. Do this assignment with thought and precision.

For the purposes of this assignment, a passage should be considered a selection of text at least 2-3 paragraphs in length or a series of long-running dialogue. When asked, you will need to provide the selection in MLA format, which is to say the page number for the text should be included parenthetically at the end. The passages are the **only** portion of this assignment that may be typed, printed, and attached to the appropriate response.
1. Select a passage from the novel *The Lord of the Flies* where a character exemplifies *TYFA*’s Chapter 16. Make an argument for your selection. If you’re looking for some guidance, consider Jack and his ability to persuade.

2. Find a passage where Ralph uses the tools discussed in Chapter 11 of *TYFA*. Use the passage to develop an argument evaluating Ralph’s effectiveness in using these tools.

3. Find a passage within the novel *The Lord of the Flies* that accomplishes what Chapter 26 discusses. Analyze the selected passage for the five canons of persuasion.

4. Select a character from the novel *The Lord of the Flies* and analyze how he achieves ethos. Please be sure to use textual evidence to support your analysis.

5. Read Chapters 9 and 10 in *TYFA*. Take a step back and reframe your thinking of the events within the novel and how William Golding crafts his argument. Find a passage in which Golding elicits an emotional response from the reader. Analyze how the diction used creates pathos citing textual evidence to support your argument.

6. Using the information in Chapter 13 of *TYFA* analyze a passage for its logical appeals. Cite textual evidence to support your argument.

7. Identify the major plot points of *The Lord of the Flies* (start with the plane crash). Then, investigate the way rhetoric influences each event. (For example, think about the scar left on the island by the plane crash: how does it function as a metaphor?) Write a response where you argue your interpretation of how rhetoric governs the plot of work as a whole. Refer to Chapter 28 of *TYFA* for a sample of the way that rhetorical choices create an argument.

8. The Romantics believed that human nature was inherently good, but had become corrupted by civilization. The boys in *The Lord of the Flies* were raised on books like *Robinson Crusoe*, *The Blue Lagoon*, and *Swiss Family Robinson*, in which shipwrecked people make decent lives on their islands. Using specific examples from the novel make an argument in which you defend or challenge this book’s refutation of that Romantic notion.

**Some teacher advice:**
- Remember, each argument in the writing assignment is to be handwritten in blue or black ink on a separate sheet of paper, and must be 250-300 words.
- All assignments will be collected within the first week of school. We will be using the summer assignment to complete additional assignments in class, including analysis of your arguments and discussions in the class; be prepared and be thorough.
- This is a lengthy assignment. Doing it the week before school starts will not only be difficult and stressful for you, but it will also drastically lower the quality of your work. We can always spot last-minute work. It lacks the quality and attention to detail that comes from spending time and thought on the nuances of the assignment. Read or write a little bit every week, and you will produce much better work.
- REVISE. Your first draft is just that—a first draft. It is not and should never be your finished product. Put your work aside for a few days, then return to it with fresh eyes and look for places that could be improved.

If you have any questions about the summer assignment, please contact one of the AP Language and Composition teachers via email:
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