

# AP Language & Composition 2017-18

## Summer Assignments

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### Books & Materials –

One book (below) and a 2-inch, 3-ring notebook are required, with loose-leaf notebook paper and dividers for Vocab, Reference, and Grammar. Please keep the Warriner’s Third exercises in your notebook for the beginning of school.

### ***I. Thank You for Arguing*** by Jay Heinrichs (Second edition with the blue cover)

All discourse is an argument, and this book will help you to see how and why.

#### **A. Reading & Note-taking:**

Please read the Introduction (Ch. 1), and the sections on Offense (Ch. 2-13) and Defense (Ch. 14-17). **For each chapter, handwrite notes on key points and ideas.** Label each section of your notes with a clear header at the top: *TYFA*, Chapter #, Page #s. Pay special attention to the vocabulary and section at the end of each chapter, called “The Tools”, which summarizes main ideas. You will learn rhetorical terms and the psychology behind different types of arguments. In the **Vocab** section of your notebook, **add terms and definitions**, especially those for rhetorical techniques, and cite page numbers.

#### **B. Language Labs:**

After reading TYFA, you will **conduct TWO rhetorical “labs”**. **Choose from the “Try This” boxes on pages: 3, 29, 36, 42, 45, 50, 61, 66, 71, 72, 102, or 118.**

**After completing each lab, type a lab report: identify and summarize the task, and tell the story of what you did, and what the results were.** If the technique worked, explain why. If it didn’t, explain why, and what you might do differently next time. Many of these exercises will refer to “your boss” or “the client”. You may not be employed, but we all have people to whom we answer, and to whom we are trying to sell our ideas. (Typed, d/s, about 500 wds.)

**POST ONE of lab stories to Google Classroom by Sept. 6.**

**Bring hard copy of both lab reports to class on Day One.**

### **II. Contemporary Events: Reading & Writing**

In AP Language you will make arguments based on facts and evidence, which requires awareness of contemporary ideas and events, and the ability to discuss them. To do this, it helps to read contemporary journals for both facts and opinions. Try to read a good *national* newspaper on a regular basis: *NY Times*, *Wall St. Journal*, *Washington Post*, *LA Times*. Magazines such as *The New Yorker*, *Atlantic*, *Harper’s*, and *The Week* are also very useful and are available in limited form online without subscription. Try some of each.

#### **A. Editorial Précis (4) (See attached instructions)**

Twice in July, and twice in August, select a current editorial or opinion column that makes an argument. Read it, and write a précis – four total. Instructions are attached. My diabolical plan is to have you go back repeatedly to the site to peruse the contemporary issues people are writing about, which I

hope will lead you to read further about these topics. To access editorials from reputable national newspapers, try the list at [headlinespot.com/opinion/op-ed](http://headlinespot.com/opinion/op-ed) or [refdesk.com/paper3.html](http://refdesk.com/paper3.html).

No stringy grammatical abominations are permitted, and no semi-colons: four clear sentences. Reading carefully, thinking critically, and writing clearly, concisely, and comprehensively is the challenge. On the first day of school, I will tell you when to bring in the four précis, typed, double spaced.

### **B. *NY Times* Summer Writing Contest (4/5) (See attached. Post online & to Google Classroom)**

Please respond to articles in the *NY Times* as part of their Summer Writing Contest four times between 6/16– 8/25. Responses should be thoughtful, well-developed, and clear.

**On the same day you send them to the NYT, copy and paste your responses on a Google Classroom page called “AP Lang 2017-18 Summer” under the appropriate due date. Entries must be based on articles written within the two week assignment period and include the article source.**

Your work may be chosen for publication on the NYT blog, and it will be visible to your classmates on Google Classroom. Please feel free to comment constructively on others’ postings. You might agree, disagree, question, or comment on specific points.

I will be checking to give you credit after each due date. **You may enter up to once a week, but you must enter and post four out of the five assignments.**

### **III. Grammar Instruction/Review (Handout)**

Warriner’s Third Course should be a review of your middle school grammar instruction. If the material seems new to you (and depending on your educational experiences, some may be new) *don’t panic*. It is eminently learn-able on your own, and you are *required* to have this foundation when you enter the course. Use the hard copies of Warriner’s Chapters 1-4 handed out at the spring class meeting. **Don’t lose the hard copy**; it is not online for reasons of copyright. We will do a quick review and there will be grammar tests at the start of the year. You are welcome to work with others if it helps you to learn.

### **Summary:**

- I. *Thank You for Arguing*:** Read pp. 1-200 and complete assignments below:
  - Write notes for each assigned chapter; do vocab in notebook.
  - Conduct two Language Labs from assigned pages and type reports.
  - Post one Lab to Google Classroom by 9/6; bring hard copy of both to class Day One.
- II. Contemporary Events: Reading and Writing**
  - Write **4 rhetorical précis** on opinion columns from national newspapers, typed, double-spaced, per instructions attached. Two in July, two in August.
  - **NYT Writing Contest Responses:** Write and send 4 responses to NYT Summer Writing Contest and post to Google Classroom “AP Lang 2017-18 Summer”.
- III. Warriner’s Third Course:** Exercises in Chapters 1-4, Due day one in notebook.

*I’ll see you all in September. Have a wonderful summer! – Ms. Solomon*

# The Rhetorical Précis

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In a four sentence format, the rhetorical précis offers a short account of an article or essay that makes an argument. The précis does more than summarize content. The précis tells (1) **who** wrote **what**, and **where and when** it was published (2) **how** the ideas are presented and organized, (3) **why** the author wrote it, and (4) **to whom** the author is speaking and how you know.

Writing a précis makes you pay attention to all of these elements, increases your reading comprehension, and develops your ability to write clearly, concisely, and comprehensively. It looks easy, but it's a challenge to do well.

You may recognize some of the rhetorical techniques Heinrich writes about in *Thank You...* which is why I ask you to do it *after* reading Heinrich.

***The Précis: Write four sentences, in order, that include the following:***

1. WHO, WHEN, WHAT, WHERE: Name of author, (optional: a phrase describing author), genre and title of work, place and date of publication and date in parentheses (*NY Times 6/11/16*); a rhetorically accurate verb (such as “asserts,” “argues,” “suggests,” “implies,” “claims,” etc.); and a THAT clause containing the major assertion (thesis) of the work.
2. HOW: An explanation of how the author develops and/or supports the thesis, including a brief description of the *type of evidence or method of reasoning*, usually in chronological order.
3. WHY: A statement of the author’s apparent purpose, followed by an “in order” phrase indicating *the change the author wants to effect in the audience*.
4. WHO: A description of the *intended audience* by demographics, interests, and/or biases, and the *relationship* the author establishes with the audience based on the type of publication, subject matter and/or author’s tone and style. NOTE: The audience is assumed to be adults; *no need to say this*.

**Additional information may be found online at**

**[http://oregonstate.edu/instruct/phl201/modules/rhetorical-precis/sample/peirce\\_sample\\_precis\\_click.html](http://oregonstate.edu/instruct/phl201/modules/rhetorical-precis/sample/peirce_sample_precis_click.html)**

Samples appear on the back of this sheet.

### **Sample Précis:**

1. Douglas Park, in his essay "Audiences" (*Teaching Writing*, 1994), suggests that teaching audience awareness is an essential but elusive aspect of teaching writing. Park develops this idea by exploring different definitions of audience, looking at how a text itself can delineate audience, and then discussing specific strategies writers can use to create contexts for audience. His purpose is to help teachers of writing understand and teach the different aspects of audience in order that they can help students improve the sense of audience in their writing. Through a relaxed, conversational tone, Park establishes an informal relationship with teachers who are interested in strengthening their students' weak writing.

*from Woodworth, Margaret K. (1988). The rhetorical précis. Rhetoric Review, 7.1, 156-164.*

2. In her article "Who Cares if Johnny Can't Read?" (*LA Times*, 6/14/97), Larissa MacFarquhar argues 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. 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. 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. 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.*

3. Toni Morrison, in her essay "Disturbing Nurses and the Kindness of Sharks," (In *Playing in the Dark: Whiteness and the Literary Imagination*, c 1992) implies that racism in the United States has affected the craft and process of American novelists. Morrison supports her implication by describing how Ernest Hemingway writes about black characters in his novels and short stories. Her purpose is to make her readers aware of the cruel reality of racism underlying some of the greatest works of American literature in order to help them examine the far-reaching effects racism has not only on those discriminated against but also on those who discriminate. She establishes a formal and highly analytical tone with her audience of racially mixed (but probably mainly white), theoretically sophisticated readers and critical interpreters of American literature.

*from <http://www.wam.umd.edu/~sapioso/precis.htm>*

4. In her article "When Class Become More Important to a Child's Education Than Race" (*The Atlantic*, 8/28/13), Sarah Garland argues that the growing U.S. economic divide has a greater effect on determining academic success than race, and that we "underestimate the magnitude of the problem." Garland illustrates how the economic divide determines educational outcomes by contrasting childrearing practices and choices available to an affluent and a working class family in NYC, and citing academic research and statistical evidence. Garland heightens awareness of the ways educational inequality challenges American ideals in order to counter assumptions about the effect of race and money on educational opportunity, and to promote counter-measures such as supplementing income for the poor. Gardner's tone is objective and journalistic as she relies on examples, qualified research, and a variety of sources to provide factual support to readers of *The Atlantic* who are largely affluent, educated, and concerned with social issues. *(from T. Solomon)*

Pre-AP Language & Composition 2017-18  
Grammar in *Warriner's Third Course*

In order to talk about writing, we need to know grammar. Without a working knowledge of grammar, we can't talk about style or logic, the two key concerns of the course.

The following exercises should be completed by the first day of school.  
Please write answers neatly on loose-leaf notebook paper and clearly label each assignment.  
(Example: Ch. 1, Ex. 10, p. 17, transitive and intransitive verbs)

**A few exercises ask you to copy sentences and then underline certain parts. These you may do on the sheets; there is no need to copy the sentences.**

We will start the year with a review of these concepts using new exercises, and you will be assessed on your mastery of each chapter/concept.

### **Exercise Assignments**

#### Ch. 1 Parts of Speech

Nouns: 2, 3

Pronouns: 4, 5

Adj.: 6, 7

Review A

Verbs: 9, 10, 11, 13, 14

Adverbs: 15, 17, 18, 19, 20

Prepositions: 22

Conjunctions: 23

Review: 24, B

#### Ch. 2 Parts of Sentences

Subject & Predicate: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, A, 14, 16, 17

(Diagramming not required)

Subject Complements: 19, 20, 21, 22

Review D

#### Ch. 3 Phrases

Prepositional: 1, 2, 3, 4, A

Verbals: 6, 7, 8, 10, 12

Appositives: 15, B

#### Ch. 4 Clauses

1, 2, 3, 5, 6, 8,

10, A, B

