**Dear AP Language Student,**

I’m glad that you have decided to join me on the adventure that is AP English Language. You have signed up for a challenging course with high expectations. We are going to have a lot of fun, but we are also going to work A LOT. My goal in this course is that you think deeply, speak clearly, and write beautifully.

Everything is an argument. Our goal is to analyze how authors, artists, musicians, and all creators make meaning through their choices. This is a class that will challenge how you think and talk about the world around you.

Broadly, the goal of AP English Language is to prepare you for college level writing and analysis. Although we will also read a fair amount of fiction, this course more heavily focuses on non-fiction, specifically on the use of rhetoric and argument.

AP language is considered a college level course. As such, my expectations for you in this class are beyond those of a normal high school class. We will be moving quickly through material. You will be reading and writing a lot. I will give you the tools for success in this class, but it is up to you to make use of those tools to get the most out of this class.

Attached is your summer reading assignment. You will read two main texts as well as complete multiple written components to this assignment. Please let me know if you have concerns about accessing the texts. Please do all parts of this assignment completely and well. This will be my first insight into your abilities as a writer. Additionally, these components will help you to begin thinking like an AP student.

There are 3 main assignments to complete. Please make sure to read all directions and do all of the tasks completely.

Unless otherwise noted, all assignments are to be typed (12 point; Times New Roman; 1 inch margins). Please format your assignments accordingly as incorrect formatting will result in loss of points.

All assignments will be due on the second day of school. They will **not** be accepted late as you have the entire summer to complete this.

I hope that you have a lovely summer. If you have any questions or concerns, please e-mail me at [jgearhart@k12.wv.us](mailto:jgearhart@k12.wv.us). I will check this e-mail periodically throughout the summer, so please be patient if I do not respond immediately. You can also follow me on twitter (@msgearhart11) and use that as a means of contact. Additionally, I will be using #GearAP next year for updates, so watch for tweets with that hashtag.

You may join the Remind Class for AP Lang by texting @GearAP18 to 81010. You may use this to text me questions as necessary in the summer.

I look forward to working with you next year!

Sincerely,

Jenifer Gearhart

*AP English 11*

**AP English Language 2017 Summer Assignments:**

**Please follow directions and complete *all components* of these assignments. Assignments should be typed (Double Spaced;12 pt Times New Roman; 1 inch margins).**

All assignments are due on 2nd day of school

**AP Language Assignment #1: *Thank You For Arguing (60 points)***

**Read** the **first 13 chapters** of the book *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion* by Jay Heinrichs

I have a limited number of these books available for you to borrow. First come, first serve. You may choose to purchase the book, or read it online at <http://www.mrpenza.com/uploads/2/1/3/5/21358904/thank-you-for-arguing.pdf>. There are several editions of this book. My assignment is specifically for the 2nd edition, but aside from page number differences, the content is the same. You may use any version of the text

**Assignment**

**Part 1:** Select at least **10 specific techniques** for effective argument that you learned or understood better because of reading this book. Describe each technique in a separate paragraph. Make sure to give the **name** of the technique, an **explanation** of what it means, and an example **other than what is included in the book**. Cite **page** **numbers** for each technique. (Length: About 2 pages typed) (30 points)

**Part 2:** Recall an argument from your past that you “lost”. (This could be an argument with a friend, a sibling, a teacher, a parent, etc.) Briefly **write** the argument in dialogue form—like the script of a play. First, show how the argument went originally. Then **rewrite** it to show how the argument could have ended differently, had you known some of the techniques or skills that you have read about in TYFA. **Label the techniques/skills** you use in the rewritten version in the margin. (Length: About 2 pages typed) (10 points)

**Part 3:** Make Flashcards for the list of terms at the end of this packet. These are words you’ll encounter in TYFA and will need to know throughout the year in AP Lang (40 flashcards-20 points)

**AP Language Assignment #2: *Nonfiction Text (40 points)***

Read *Narrative of the Life of Frederick Douglass*. Then do the below assignments

**Assignment:**

1. Double Entry Notes (30 points): Complete 10 double entry notes for quotes from Douglass’ text. You should have 5-6 sentences of text per entry. Note this is not summary, but analysis. Use what you learn from TYFA to analyze his techniques. Focus on HOW his points are persuasive. Consider emotion, connotation of words, and logical arguments. This is a narrative that was used in the fight against slavery, so consider how his argument works to persuade his primarily white, Christian audience.
2. Create 10 good quality Socratic Seminar Questions (10 points). These should be thought provoking questions (not comprehension questions), and these should be YOUR OWN. Plagiarized discussion questions will get 0 credit, and will be a bad plan for starting your year.

**Some tips for Double Entry notes:**

* Double entry notes are **analysis** not **summary**. Do not just restate the quote.
* You may abbreviate the passage, but make sure that the important information is there. If you abbreviate it, make sure to put a post-it in your book to reference it later.
* Your analysis should focus on explaining Douglass main points and analyzing his overall argument. **Use what you learned in *Thank You for Arguing* and analyze the techniques that he uses.**
* Focus on the **WHY** and the **HOW** of what is being said. Focus on the specific words that are used and why they are included

***Double Entry Notes: Example***

**Each entry should include:**

* 4-5 sentences of GOOD ANALYSIS each
* Quotation marks around the quote
* Identification of the speaker (If it is a quote from description rather than dialogue, just put “narrator”)
* Page Number

|  |  |
| --- | --- |
| **Quote** | **Analysis** |
| “He had been on the verge of telling me something all evening, his face would brighten and he would toward me, then he would change his mind. He changed it again.”  Scout-pg. 61 | Jem’s ‘avoidance’ seems to foreshadow a later event. Jem is probably keeping something big from Scout, a secret he is too scared to share. Jem might be worried about how Scout might react to this secret. She might tell Atticus. |
| “Before I remembered there was no such thing as hoo-dooing, I shrieked…” Scout- p. 59 | Lee illustrates an excellent example of how young Scout still is. She allows childish fantasies cloud her logical judgement. After she yelled and dropped the figures, she realized that “hoo-dooing” is unreal but she “forgot.” Maybe she is looking for attention. |
| “Children are children, but they can spot an evasion quicker than adults and evasion simply muddles ‘em.” –Atticus- p.87 | I think this is true that children are more perceptive and observant than adults because they have a different view of the world. In addition, Atticus’s view on this may be one of the reasons Scout’s so smart. He tells her how it is, rather than dumbing it down. |

***AP Language Assignment #3: Editorial News Analysis (50 pts)***

This is a class about rhetoric and argument.  By the end of next year you will be a much better student and a much better writer of non-fiction prose and argument, but in order to make intelligent, informed connections in your writing you must also be an informed student.  Knowing and understanding current world and local events, social and political conversations, and current discussions in the news media are all important to making you a better essay writer.

**Step 1:**  Look at the provided list of editorial news shows.  Choose several from the list that interest you. The list is of suggested editorial news shows. If you find another news show that you would like to include, please send me a message. I’ll probably approve it ☺.

**Step 2:**  **Watch** a minimum of **5 shows**.  You may watch a different episode of the same show only twice.  Most of these can be found on the websites for the individual shows, however old episodes (no older than 6 months) may be used if you find them on YouTube or a similar website.

* If you do not have the ability to watch/listen to these, you may choose to read articles instead. These should be articles of at least 4 pages in length and should come from sites such as New York Times, The Atlantic, Time Magazine, the New Yorker, or other similar quality publications.

**Step 3:**  For each program you watch, **complete the following mini-analysis** on a sheet of paper.  Each analysis must be typed in font no bigger than 12 and double-spaced.  Items 7 and 8 need to be written in paragraph form. **Item 8** **should be about 200-300 words**

1. Title of Show
2. Date show aired
3. Type of program (opinion, news commentary, satire, etc.)
4. Speaker (person presenting viewpoints or arguments)
5. Intended audience
6. Tone of speaker
7. Topics discussed on show.
8. Arguments presented **(what I mean is, did the person presenting the story have an opinion, either for or against…) and how the arguments were supported (facts, interviews, video, etc.)**

Place your mini-analyses in the order you watched them and staple them together. Hand in when Summer Work is collected.

**List of shows for News Analysis (Any editorial news show is acceptable. You may watch old segments on youtube as well):**

Anderson Cooper 360, CNN

Politics Nations with Rev. Al Sharpton, MSNBC

Hardball with Chris Matthews, MSNBC

The Rachel Maddow Show, MSNBC

Morning Joe, MSNBC

Hannity, FOX News

Fox and Friends, FOX News

CBS Sunday Morning, CBS

Meet the Press with David Gregory, NBC

20/20, ABC

PBS Newshour, PBS

McLaughlin Group, PBS

The Daily Show with Trevor Noah, Comedy Central

TED Talks (these are not current events, but TED Talks that are at least 15 minutes in length are acceptable.