

11th Grade Summer Reading Information
Advanced Placement Language and Composition 2017-18
Dr. Carey, Rockdale Career Academy

Course Overview

AP English Language and Composition is a yearlong, college-level course designed to engage students in the study of language and rhetoric through the reading and analysis of rich and diverse texts written in a variety of periods, disciplines, and rhetorical contexts. Simultaneously, students will be engaged in becoming skilled writers who effectively compose for a variety of purposes. Our study will be focused on making students aware of the interactions among a writer's purpose, audience, expectation, and subject as well as the way rhetorical conventions contribute to effective writing. Because AP Language is offered to students during the junior year, the course will emphasize American authors in order to meet the American Literature requirement for graduation and to prepare the student for the Georgia Milestones Test.

To understand the general description and expectations for the AP English Language and Composition course, please visit the College Board Advanced Placement Program website (<http://www.collegeboard.com/ap/students/index.html>) and then read specifically about the AP English Language course. Also helpful is the following site: (http://www.collegeboard.com/student/testing/ap/sub_englang.html). Here you will find information on study skills, reading tips, sample questions, and other information about the exam and the course. I suggest, during this summer, that you attempt some of the sample questions provided on the website.

As this is a college-level course, performance expectations are high, and the workload is challenging. Students are expected to commit to a minimum of five hours of course work per week outside of class. Often, this work involves long-term writing and reading assignments, so effective time management is important. Because of the demanding curriculum, students must bring to the course a sufficient command of mechanical conventions and an ability to read and discuss prose. This course is constructed in accordance with the guidelines described in the AP English Course Description.

Your responses to this summer assignment must be thoughtful, thorough, and well written. You may either type or handwrite your responses. Remember to proofread your work before you submit it. If you have any questions, email me at kcarey@rockdale.k12.ga.us. I check my email once a week during the summer.

Academic Honesty

Your work is to be **100% original**. In other words, you are not allowed to use any outside source including the internet; I want to read only the engagement of yourself with the text. Academic dishonesty will result in an automatic zero for the assignment.

DUE DATE Monday, Aug 13 for A-Day classes and Tuesday, Aug 14 for B-Day classes.

Assignments turned in one day late will receive a 10% penalty; after that, late work will be penalized 50%. Plagiarized assignments will receive a zero.

The art of rhetoric and argument. Rhetoric is the art of carefully choosing words in order to elicit the maximum response from the audience. First, the writer must have a claim, the main point that he/she is arguing. Then, he/she must have evidence (reasons and facts) to back up the claim. This evidence must be strong, credible, compelling, and irrefutable. The writer may also include a counterargument, mentioning some facet of the opposing argument's assertion and then immediately discrediting it. Finally, the author must understand to whom he/she is speaking and use appropriate diction.

from Chapter 1 "An Introduction to Rhetoric," *The Language of Composition: Reading, Writing, Rhetoric*, 2nd ed. By Renee H. Shea, Lawrence Scanlon, and Robin Dissin Aufses (Boston: Bedford, 2013).

To many people, the word rhetoric automatically signals that trickery or deception is afoot. They assume that an advertiser is trying to manipulate a consumer, a politician wants to obscure a point, or a spin doctor is spinning. “Empty rhetoric!” is a common criticism—and at times an indictment. Yet the Greek philosopher Aristotle (384-322 B.C.E.) defined **rhetoric** as “the faculty of observing in any given case the available means of persuasion.”

At its best, rhetoric is a thoughtful, reflective activity leading to effective communication, including the rational exchange of opposing viewpoints. In Aristotle’s day and in ours, those who understand and can use the available means to appeal to an **audience** of one or many find themselves in a position of strength. They have the tools to resolve conflicts without confrontation, to persuade readers or listeners to support their position, or to move others to take action.

Rhetoric is not just for Roman senators in togas. You might use rhetoric to convince a friend that John Coltrane is worth listening to, explain to readers of your blog why *Night of the Living Dead* is the most influential horror movie of all time, or persuade your parents that they should buy you a car. Rhetoric is also not just about speeches. Every essay, political cartoon, photograph, and advertisement is designed to convince you of something. To simplify, we will call all of these things **texts** because they are cultural products that can be “read,” meaning not just consumed and comprehended, but investigated. We need to be able to “read” between the lines, regardless of whether we’re reading a political ad, a political cartoon, or a political speech. Consider documentary films: every decision—such as what lighting to use for an interview, what music to play, what to show and what to leave out—constitutes a rhetorical choice based on what the filmmaker thinks will be most persuasive.

It is part of our job as informed citizens and consumers to understand how rhetoric works so that we can be wary of manipulation and deceit, while appreciating effective and civil communication. And it is essential that each of us communicates as effectively and honestly as possible.

ACTIVITY 1: Find one article, speech, or advertisement that you think is manipulative and deceptive. Find another article, speech, or advertisement that you think is civil and effective. Write an essay in which you effectively explain the rhetorical difference between them. (Also, turn in a copy of the articles/speeches/advertisements that you found.)

Let’s look at a speech that nearly everyone has read or heard: the speech that baseball player Lou Gehrig gave at an Appreciation Day held in his honor on July 4, 1939. Gehrig had recently learned that he was suffering from amyotrophic lateral sclerosis (ALS), a neurological disorder that has no cure (today it is known as Lou Gehrig’s disease.) Although Gehrig was a reluctant speaker, the fans’ chant of “We want Lou!” brought him to the podium to deliver one of the most powerful and heartfelt speeches of all time.

Farewell Speech –Lou Gehrig

Fans, for the past two weeks you have been reading about a bad break I got. Yet today I consider myself the luckiest man on the face of the earth. I have been in ballparks for seventeen years and have never received anything but kindness and encouragement from you fans. Look at these grand men. Which of you wouldn’t consider it the highlight of his career just to associate with them for even one day?

Sure, I’m lucky. Who wouldn’t consider it an honor to have known Jacob Ruppert; also the builder of baseball’s greatest empire, Ed Barrow; to have spent six years with that wonderful little fellow, Miller Huggins; then to have spent the next nine years with that outstanding leader, that smart student of psychology—the best manager in baseball today, Joe McCarthy? Who wouldn’t feel honored to have roomed with such a grand guy as Bill Dickey?

Sure, I’m lucky. When the New York Giants, a team you would give your right arm to beat, and vice versa, sends you a gift—that’s something! When everybody down to the groundskeepers and those boys in white coats remember you with trophies—that’s something!

When you have a wonderful mother-in-law who takes sides with you in squabbles against her own daughter—that’s something! When you have a father and mother who work all their lives so that you can have an education and build your body—it’s a blessing! When you have a wife who has been a tower of strength and shown more courage than you dreamed existed—that’s the finest I know!

So I close in saying that I might have been given a bad break, but I have an awful lot to life for! Thank you.

While in our time the word *rhetoric* may suggest deception, this speech reminds us that rhetoric can serve sincerity as well. No wonder one commentator wrote, “Lou Gehrig’s speech almost rocked Yankee Stadium off its feet.”

Why is this an effective speech? First of all, rhetoric is always situational. It has an **occasion**—the time and place the text was written or spoken. The occasion exists within a specific **context**—the circumstances, atmosphere, attitudes, and events surrounding the text. **Purpose** is the goal the speaker wants to achieve. The **speaker** is the person or group who creates a text. This might be a politician who delivers a speech, a commentator who writes an article, an artist who draws a political cartoon, or even a company that commissions an advertisement. Don't think of the speaker solely as a name, but consider a description of who the speaker is in the context of the text. Sometimes, there is a slight difference between who the speaker is in real life and the role the speaker plays when delivering the speech. This is called a **persona**. The **audience** is the listener, viewer, or reader of a text or performance, but it is important to note that there may be multiple audiences. When making rhetorical decisions, speakers ask what values their audiences hold, particularly whether the audience is hostile, friendly, or neutral and how well informed it is on the topic at hand. The **subject** is the topic. And the subject should not be confused with the purpose, which is the goal the speaker wants to achieve. **Tone** is the author's attitude toward the topic he is addressing.

ACTIVITY 2: Write an essay in which you effectively analyze the rhetoric of Gehrig's speech for occasion, context, purpose, speaker, persona, audience, subject, and tone.

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SOAPStone (Subject, Occasion, Audience, Purpose, Speaker, Tone)

9/11 Speech –George W. Bush

Today, our fellow citizens, our way of life, our very freedom came under attack in a series of deliberate and deadly terrorist acts.

The victims were in airplanes or in their offices—secretaries, businessmen and women, military and federal workers. Moms and dads. Friends and neighbors.

Thousands of lives were suddenly ended by evil, despicable acts of terror.

The pictures of airplanes flying into buildings, fires burning, huge structures collapsing, have filled us with disbelief, terrible sadness, and a quiet, unyielding anger.

These acts of mass murder were intended to frighten our nation into chaos and retreat. But they have failed. Our country is strong. A great people has been moved to defend a great nation.

Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America. These acts shatter steel, but they cannot dent the steel of American resolve.

America was targeted for attack because we're the brightest beacon for freedom and opportunity in the world. And no one will keep that light from shining.

Today, our nation saw evil, the very worst of human nature, and we responded with the best of America, with the daring of our rescue workers, with the caring for strangers and neighbors who came to give blood and help in any way they could.

Immediately following the first attack, I implemented our government's emergency response plans. Our military is powerful, and it's prepared. Our emergency teams are working in New York City and Washington, D.C., to help with local rescue efforts.

Our first priority is to get help to those who have been injured and to take every precaution to protect our citizens at home and around the world from further attacks. The functions of our government continue without interruption. Federal agencies in Washington which had to be evacuated today are reopening for essential personnel tonight and will be open for business tomorrow.

Our financial institutions remain strong, and the American economy will be open for business as well.

The search is under way for those who are behind these evil acts. I've directed the full resources of our intelligence and law enforcement communities to find those responsible and bring them to justice. We will make no distinction between the terrorists who committed these acts and those who harbor them.

ACTIVITY 3: Using the SOAPStone model, write an essay in which you effectively analyze the rhetoric of Bush's speech (subject, occasion, audience, purpose, speaker, tone).

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Aristotle identified three main appeals that the speaker uses to persuade an audience.

Ethos—an appeal to the audience's sense of ethics, what is morally the right thing to do v. what is the wrong thing to do.

These are values, interests, and concerns that a community shares.

Logos—an appeal to the audience's sense of logic; the argument must make sense. Logos usually involves using accurate facts and/or statistical data, expert testimony, graphs and charts, etc.

Pathos—an appeal to the audience's sense of emotion; to arouse a powerful, emotional response of fear, hope, anger, pride, etc.

In addition to appeals to ethos, pathos, and logos, rhetoric utilizes strategies such as diction, repetition, imagery, metaphor, simile, connotation/denotation, allusion, analogy, anecdote, figurative language, paradox, oxymoron, irony, satire, etc.

Virginia Tech Convocation Speech after the campus shooting massacre of 2007. –Prof. Nikki Giovanni

We are Virginia Tech.

We are sad today, and we will be sad for quite a while. We are not moving on, we are embracing our mourning.

We are Virginia Tech.

We are strong enough to stand tall tearlessly, we are brave enough to bend to cry, and we are sad enough to know that we must laugh again.

We are Virginia Tech.

We do not understand this tragedy. We know we did nothing to deserve it, but neither does a child in Africa dying of AIDS, neither do the invisible children walking the night away to avoid being captured by the rogue army, neither does the baby elephant watching his community being devastated for ivory, neither does the Mexican child looking for fresh water, neither does the Appalachian infant killed in the middle of the night in his crib in the home his father built with his own hands being run over by a boulder because the land was destabilized. No one deserves a tragedy.

We are Virginia Tech.

The Hokie Nation embraces our own and reaches out with open heart and hands to those who offer their hearts and minds. We are strong, and brave, and innocent, and unafraid. We are better than we think and not quite what we want to be. We are alive to the imaginations and the possibilities. We will continue to invent the future through our blood and tears and through all our sadness.

We are the Hokies.

We will prevail.

We will prevail.

We will prevail.

We are Virginia Tech.

ACTIVITY 4: Write an essay in which you effectively analyze Giovanni’s speech for appeals to ethos, pathos, and logos as well as for other rhetorical strategies.

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Before the first day of school, read “A Modest Proposal” by Jonathan Swift. This essay will be the subject of the first paper you write in my class. You can find the text at: <https://www.gutenberg.org/files/1080/1080-h/1080-h.htm>

AP Language Essay Scoring Rubric A=8/9, B=6/7, C=5, D=4, F=0-3

9 – Essays earning a score of 9 meet the criteria for the score of 8 and, in addition, are especially sophisticated in their argument, thorough in their development, or particularly impressive in their control of language.

8 – Effective Essays earning a score of 8 effectively answer the question asked. The evidence and explanations used are appropriate and convincing, and the argument is especially coherent and well developed. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 – Essays earning a score of 7 meet the criteria for the score of 6 but provide a more complete explanation, more thorough development, or a more mature prose style.

6 – Adequate Essays earning a score of 6 adequately answer the question asked. The evidence and explanations used are appropriate and sufficient, and the argument is coherent and adequately developed. The writing may contain lapses in diction or syntax, but generally the prose is clear.

5 – Essays earning a score of 5 answer the question asked. The evidence or explanations used may be uneven, inconsistent, or limited. The writing may contain lapses in diction or syntax, but it usually conveys the student’s ideas.

4 – Inadequate Essays earning a score of 4 inadequately answer the question asked. The evidence or explanations used may be inappropriate, insufficient, or unconvincing. The argument may have lapses in coherence or be inadequately developed. The prose generally conveys the student’s ideas but may be inconsistent in controlling the elements of effective writing.

3 – Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in answering the question asked. The essays may show less maturity in their control of writing.

2 – Little Success Essays earning a score of 2 demonstrate little success in answering the question asked. The student may misunderstand the prompt or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The prose often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of coherence and control.

1 – Essays earning a score of 1 meet the criteria for the score of 2 but are undeveloped, especially simplistic in their explanation and argument, weak in their control of language, or especially lacking in coherence and development.

0– Indicates an off-topic response, one that merely repeats the prompt, an entirely crossed-out response, a drawing, or a response in a language other than English.,