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“Rhetoric is the art of ruling the minds of men.”

Plato

Welcome to Advanced Placement English Language and Composition. The focus of Advanced Placement English Language and Composition is understanding, analyzing, and writing non-fiction prose, connecting fiction prose (drama and novels) to rhetoric and argumentation, and using multiple sources to develop and support your own arguments. The required preparatory reading and assignments for AP English Language and Composition include reading one novel, one book on understanding and crafting arguments, and an editorial analysis and writing project. Each book/project has a unique assignment; they follow this cover page.

Information on the summer assignments may be found on my webpage: [aalsobrook.weebly.com](http://aalsobrook.weebly.com).

Please feel free to email me during the summer at my school email address:

[alsobrooka@scsk12.org](mailto:alsobrooka@scsk12.org). I am always happy to answer your questions.

Please read all pages of this packet, and refer to my web page, [aalsobrook.weebly.com](http://aalsobrook.weebly.com) for additional help and tips in the AP Lang Summer Reading tab. Here you will find MLA info, writing tips, précis power point and template, and resources for Google Classroom and Remind.

## **Advanced Placement English Language & Composition Grade 11 Summer Reading**

1. *The Grapes of Wrath*, John Steinbeck
2. *Thank You for Arguing*, Jay Heinrichs, 2020 ed.
3. Editorial Précis Analysis project

Attached are separate assignments for each work.  
See individual pages for information to access the texts.  
Note that all assignments must be typed in MLA format,  
Due dates appear on each assignment page  
No late or incomplete work accepted.

# Assignment I. *The Grapes of Wrath* - John Steinbeck

ISBN: 978-0143039433 or free download: <https://www.nwcbooks.com/get/ebook.php?id=bhJgd3hGdxQC>

## Part 1: Book-Marking Assignment

(if unable to physically annotate on your text, please use post-it notes or a digital means of annotating)

Below are the instructions for book marking. Marking a book allows you to:

- have a personal dialogue with the text
- identify and appreciate the tools the author employs
- comprehend and remember what you read
- refer to specifics within the text with ease
- make connections to other texts and the world

This skill of book marking (annotating) will assist you with the in-class writing and discussion activities centered on the texts we will work with throughout the school year. If you do not know how to annotate, please read the article, "How to Mark a Book," by Mortimer J. Adler, PhD. [http://chuma.cas.usf.edu/~pinsky/mark\\_a\\_book.htm](http://chuma.cas.usf.edu/~pinsky/mark_a_book.htm),

The following are the expectations for your book marking:

1. **Within the text of the book**, underline or highlight anything that strikes you as important, significant, memorable, etc., **AND** comment **in the side** margins about why you highlighted it. This book deals with the structure and terms of a novel. There may be many words you do not know, so be sure to mark those as well as their definitions. The expectation is that you will think and comment critically about what you are reading. Although this may not occur on every page, it will be a significant part of the end product. **Simply highlighting is NOT annotating.** Annotating is marking **AND** relating to the text by writing notes.
2. **Within the text of the book**, circle or draw a box around any vocabulary words that are unfamiliar to you. Look them up and jot a brief definition or synonym nearby. There are many opportunities for vocabulary enrichment throughout the book; read carefully.
3. **Be sure to connect** what you are reading to other texts you have read. Mark the titles in the margins and note **why** you noted/compared/contrasted/related GOW to the other text.
4. **Suggestions on what to mark:** word choice, characterization, vocabulary, plot elements, good writing, connections to our current times, aha moments, anything else that will help you to analyze and remember the text.

**Your book-marking assignment will be due the second day of school (August 11).**

## Part 2: *The Grapes of Wrath* - John Steinbeck Essay Assignment –

This novel is very important in the study of both language and American history and literature. There is no predetermined format for the essay assignment below, but make sure that your ideas are your own and are as complete and organized as possible. Your grade will be based on the thoroughness of this assignment which includes grammar and mechanics as well as organization and the standards of academic writing.

Use **MLA formatting**. The **maximum length is 2 pages, double or one-and one-half (1.5) spaced, and 12 point Times New Roman font**.

Write a one-to two-page response on **your choice of one** the following:

1. How are the turtle (in the opening chapters) and the Joads alike? Is there significance in the turtle's getting across the road against all odds and heading southwest, dropping seeds as it moves along?
2. Why do Casy and Tom get involved in the strikes and helping people they do not even know? Would it not have been smarter to continue minding their own business and taking care of themselves and their family? Can you think of others today who take up causes from which they could just as easily have walked away?
3. In what ways does this novel transcend the critical issues of the thirties and the Depression and speak to us in our day? Are there issues that are the same for us now? Explain.

**This assignment is due any time prior to the first day of school – please post in the class 2020-2021 folder in Google Classroom. See instructions on my web page for submitting on Google Classroom**

## Advanced Placement English Language and Composition Summer Reading

### Assignment II. *Thank You for Arguing* – Jay Heinrichs

ISBN-978-0593237380 or free download <https://www.nwcbooks.com/get/ebook.php?id=97LQDwAAQBAJ>

#### **Part 1: *Thank You for Arguing* by Jay Heinrichs**

All discourse is an argument. This book will help you begin to see how and why.

What makes an argument work? Jay Heinrichs's book provides you with insights into the nuts and bolts of persuasion by building on a foundation of classical rhetoric but then linking it to the tricks of the great speakers of history as well as to pop culture. When we return to school, we will examine exemplary writings, figure out what makes them tick, and learn to use these tricks of the trade in our own writing.

#### **Note-taking Assignment for *Thank You for Arguing***

1. You will read Chapters 1-19, pp. 1-226.
2. Annotate each chapter for the most important points, vocabulary, significant ideas, questions, examples, and any reflections. Pay special attention to the section at the end of each chapter, called "The Tools," which summarizes main ideas. You will begin to learn rhetorical terms and to recognize the psychology behind different types of arguments.

#### **Part 2: *Thank You for Arguing* – Jay Heinrichs**

##### **Language Labs Writing Assignment**

After reading, you will conduct **three** rhetorical "labs." **Choose three** from the "Try This" boxes on pages: 3, 30, 38, 40, 49, 56, 59, 70, 71, 78, 85, 91, 95, 110, 112, 124, 127.

After completing each of your three labs, type a report: identify the lab by page, summarize the task, explain specifically what you did and what the results were. If the technique worked, explain why; if it did not work, explain why and what you might be able to 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.

**Each Language Lab Assignment should be typed on a separate page, and formatted according to the MLA requirements.**

**Bring your Language Lab reports to school on the third day of school, August 12.**

## Advanced Placement English Language and Composition Summer Reading

### Assignment III. Editorial Précis and Analysis Assignment

**In General:** One of the goals of AP Language is to develop your ability to make a persuasive and logical argument based on factual knowledge and evidence. Awareness of contemporary ideas and events and the ability to discuss them is required in writing arguments in the class. To do this, it helps to read contemporary publications for both facts and opinions.

I suggest you read a good national newspaper on a regular basis: *Wall Street Journal*, *The Washington Post*, *New York Times*, *LA Times*. Magazines such as *The New Yorker*, *Atlantic*, and *Harpers*, are also very useful and are available in limited form online without subscribing.

**Specifically:** Over several weeks, select three current editorials from the list of publications below. Print each editorial and read it, annotate it, and write a précis for it. A précis is a four-sentence formula designed to summarize the who, what, when, where, why, how, and for whom an article was written. I have posted a **Power Point presentation on writing a précis** and a **précis template** on my web page to help you with this project: [aalsobrook.weebly.com](http://aalsobrook.weebly.com). Look in the folder **AP Lang Summer Reading**.

Please do this over several weeks. Do not wait until the night before they are due. My plan is to get you to read and write editorials throughout the year, so you can stay informed and up-to-date on current issues.

Your précis project is due on the **fifth day of school, Friday, August 14.**

The précis should be **typed, double spaced, Times New Roman 12 pt. font**

**MLA heading** at the top of the left side of the page.

Underline the required parts of each précis.

**Staple the précis on top of the annotated article you used.**

No stringy grammatical abominations are permitted.

It is not easy to write concisely, precisely, and comprehensively; if it was, I would not ask you to do it!

#### National Publications you might want to reference:

Wall Street Journal:	<a href="http://wsj.com/news/opinion">wsj.com/news/opinion</a>
Washington Post:	<a href="http://wahsingtonpost.com/editorials">wahsingtonpost.com/editorials</a>
New York Times:	<a href="http://nytimes.com/section/opinion">nytimes.com/section/opinion</a>
Los Angeles Times:	<a href="http://latimes.com/topic/editorials">latimes.com/topic/editorials</a>
Chicago Tribune:	<a href="http://chicagotribune.com/editorials">chicagotribune.com/editorials</a>
Baltimore Sun	<a href="http://baltimoresun.com/opinion">baltimoresun.com/opinion</a>

**Please be aware that failing to turn in your summer assignment on the day it is due will result in a failing grade for the assignment.**

**If you fail to complete the summer assignment, you will receive a 0 for each part you do not complete.**