



Middle College High School at
Christian Brothers University

Advanced Placement English Language and Composition Summer Work for 2020



Ms. Wilks's Contact Information:

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- I. **Email Ms. Wilks at nikkiwilks@memphismchs.org by June 1st with your first and last name and AP Lang in the subject line. Tell me a little about yourself and what you hope to gain from the AP Language course.**
- II. **Read and annotate or take notes on the **first 19 chapters** of *Thank You for Arguing* (TYFA) by Jay Heinrichs. You will want the 4th edition (ISBN: 9780593237380).**
- III. **Real Life Examples of Argumentation in Action. (Exemplar on next page)**
 - a. **Rhetorical Concepts:** Choose 6 of the rhetorical concepts that Heinrichs explores in the first 19 chapters of the book. You have free reign here for the most part (pick 3 concepts from the offense section of the book and 3 concepts from the defense section of the book).
 - b. **Concept Summary:** Summarize—do not directly quote—the concept as presented in the text and follow that summary with a parenthetical citation in MLA format (Heinrichs pg. #).
 - c. **Real-World Example of the Concept in Action:** find a real-world example of the concept in action—please note, however, your example must be text-based. (You can use speeches or audio, but you must make sure they have transcripts so you can copy the text from it.) Copy the text that illustrates your concept of focus and follow it with an MLA Works Cited entry.
 - d. **Connection:** for each chapter, you must explain how the example you find relates to the rhetorical concept of the chapter on which you are focusing. These explanations will attempt to explain why and how the author uses the rhetorical concept of focus. Don't forget, three concepts from the "Offense" and three concepts from the "Defense"—six concept analyses in total.
- IV. **Personal Mission Statement:** In exactly four sentences, write your personal constitution, a statement of the person you want to be; however, write it strictly in terms of the values you embody. Do not write specifics, such as goals achieved, specific actions, or others' perceptions of you. Be prepared to share at some point with the class. You will be coming back to this throughout the year, so be authentic, fresh, brave, and brilliant.
- V. **Word Ethos:** Pick a word and tell us about its ethos to you. Consider mundane words (ex. Bored, authority) as well as more unusual words (ex. Frothy, kerfuffle, mania, etc.). Your response should be a minimum of 150 words.

Due Date: Monday, 10 August 2020 with an argumentative essay to follow on **Wednesday, 13 August 2020** which will be graded with the AP Language FRQ3 Argument Rubric.

**Adapted from Summer Work Assignments by Mr. Diesenhaus and Mr. Freitas of Blackstone Valley Regional Vocational Technical High School and Ms. Yuhas of William and Reed Academy.

Argumentation in Action

Exemplar

1. Chapter 3: Arguing with Past-Tense Verbs
2. Forensic rhetoric relies on past tense verbs. It usually places blame on an individual (Heinrichs 28-29).
3. “Good morning, everybody. At midnight last night, for the first time in 17 years, Republicans in Congress chose to shut down the federal government. Let me be more specific: One faction, of one party, in one house of Congress, in one branch of government, shut down major parts of the government -- all because they didn’t like one law.

This Republican shutdown did not have to happen. But I want every American to understand why it did happen. Republicans in the House of Representatives refused to fund the government unless we defunded or dismantled the Affordable Care Act. They’ve shut down the government over an ideological crusade to deny affordable health insurance to millions of Americans. In other words, they demanded ransom just for doing their job.”

Obama, Barack. "Statement on the U.S. Government Shutdown." Washington DC, Washington DC. 2 Oct. 2013. AmericanRhetoric. Web. 12 June 2016.

4. In the example from Obama’s address about the government shut down, he consistently presents past tense verbs such as chose, refused, demanded, etc. The purpose of such is to vilify the republicans of the House in the presence of the public. Once the blame is placed on those individuals, it is the hope of Obama that the general public will demand social justice from those who represent them. In his blame, he paints those who instigated the shut down as individuals who are obstinate and unconcerned with the general healthcare of all individuals. In fact, these representatives seem mostly apathetic towards those they represent. Furthermore, in blaming the republicans, Obama makes himself—and his party—seem more innocent in the escalation of events that have led to a government shutdown.

AP English Language and Composition Argument Rubric

| Category | Scoring Criteria | | | | Points Earned | |
|--|--|---|---|--|--|--|
| Thesis (0-1 points) 4.B | 0 points For any of the following: <ul style="list-style-type: none">There is no defensible thesis.The intended thesis only restates the prompt.The intended thesis provides a summary of the issue with no apparent claim.There is a thesis, but it does not respond to the prompt. | | | 1 point <ul style="list-style-type: none">Responds to the prompt with a thesis that presents a defensible position. | | |
| Evidence AND Commentary (0-4 points) 2.A, 4.A, 6.A, 6.B, 6.C | 0 points <ul style="list-style-type: none">Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt. | 1 point <ul style="list-style-type: none">EVIDENCE: provides evidence that is mostly general. AND <ul style="list-style-type: none">COMMENTARY: summarizes the evidence but does not explain how the evidence supports the argument. | 2 points <ul style="list-style-type: none">EVIDENCE: provides some specific relevant evidence. AND <ul style="list-style-type: none">COMMENTARY: explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty. | 3 points <ul style="list-style-type: none">EVIDENCE: provides specific evidence to support all claims in a line of reasoning. AND <ul style="list-style-type: none">COMMENTARY: explains how some of the evidence supports a line of reasoning. | 4 points <ul style="list-style-type: none">EVIDENCE: provides specific evidence to support all claims in a line of reasoning. AND <ul style="list-style-type: none">COMMENTARY: consistently explains how the evidence supports a line of reasoning. | |
| Sophistication (0-1 points) 2.A, 4.C, 6.B, 8.A, 8.B, 8.C | 0 points <ul style="list-style-type: none">Does not meet the criteria for one point. | | | | 1 point Demonstrates sophistication of thought and/or develops a complex understanding of the rhetorical situation. Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following: <ul style="list-style-type: none">Crafting a nuanced argument by consistently identifying and exploring complexities or tensions.Articulating the implications or limitations of an argument (either the student's argument or an argument related to the prompt) by situating it within a broader context.Making effective rhetorical choices that consistently strengthen the force and impact of the student's argument.Employing a style that is consistently vivid and persuasive. <i>This point should be awarded only if the sophistication of thought or complex understanding is part of the student's argument, not merely a phrase or reference.</i> | |