

NAME: \_\_\_\_\_

Date Completed: \_\_\_\_\_

AP Language & Comp.  
Mr. Wallace  
Kingsbury High School  
Summer Assignment

### Reading Task

1. Read paragraphs **1, 4, 14** and **28** of the book *Thank You for Arguing* by Jay Heinrichs.
2. As you read, take notes (below) on the following terms:

<u>Term</u>	Meaning in your words	Example(s) from book
Persuasion		
Ethos		
Logos		
Pathos		
False Comparison		
Hasty Generalization		
Tautology		
Complex Cause		
Red Herring		
Straw Man		
Slippery Slope		

## Writing Task

Write a multi-paragraph argumentative essay **defending or attacking** one of the following claims.

- Every teacher in the city of Memphis **should** be required to carry firearms at work.
- All illegal immigrants **should** be tracked and deported in America.
- 11th and 12th grade students **should not** be required to enroll in high school in America.

You *must* utilize **each** of the Big Three rhetorical appeals (Ethos, Logos, and Pathos) from the book *Thank You for Arguing* in your essay. Avoid using the fallacies mentioned in paragraph 14.

Research is not required but is permitted. Please **cite (list) your sources** at the end if you use research.

**NOTE:** *See Rubric on next page for guidance while drafting your essay*

## Submission of Assignment

You must bring the Reading and Writing Tasks *written* to the first day of school on **August 5th, 2024**. You may type and email or print your essay. Email essays to WALLACEB1@scsk12.org

Submitting anything copied/written by another person or the internet (including AI) will result in your eviction from AP Language for the year.

Please sign below as a promise that...

**Nothing I am submitting for the AP Language Summer Assignment was written by another person, the internet, or Artificial Intelligence.**

---

(Print name)

---

(Signature)

## Writing Task Rubric

	1	2	3	4
<b>Organization / Development</b>	Essay lacks a thesis <b>OR</b> body paragraphs do not support an answer to the prompt.	A thesis is present but <b>lacks development and evidence</b> in multiple paragraphs.	A <b>thesis</b> that clearly drives the essay's structure is <b>developed by evidence</b> in multiple paragraphs.	A <b>strong</b> thesis that clearly drives the essay's structure is developed <b>in distinctly different ways</b> by evidence in multiple paragraphs.
<b>Rhetorical Appeals</b>	Essay shows a clear <b>misunderstanding</b> of the Rhetorical Appeals.	One of Ethos, Logos, or Pathos <b>is not utilized</b> well or at all.	Ethos, Logos, and Pathos are all <b>utilized adequately</b> .	Ethos, Logos, and Pathos are all utilized <b>separately and with tact</b> .
<b>Logic / Reasoning</b>	A logical fallacy <b>is</b> observable <b>AND</b> reasoning <b>struggles to connect</b> evidence to answer.	A logical fallacy <b>is</b> observable or reasoning <b>loosely connects</b> evidence to answer.	No logical fallacies from TYFA Chapter 14 are observable and the reasoning <b>connects</b> evidence to answer	No logical fallacies from TYFA Chapter 14 are observable and the reasoning <b>thoroughly connects</b> evidence to answer.
<b>Conventions (x0.5)</b>	Contains <b>countless</b> grammatical errors that render the essay meaningless.	Contains <b>several</b> grammatical errors that interfere with meaning.	Contains <b>some</b> grammatical errors that interfere with meaning.	Contains <b>no major</b> grammatical errors.

\_\_\_\_ / 14