

Summer Reading 2019 AP Language and Composition

Welcome, AP Scholars! I'm looking forward to our work together this year. To start things off, you will have three books to read over the summer.

- *Thank You For Arguing* by Jay Heinrichs
- *I am Malala* by Malala Yousafzai
- *Tattoos on the Heart* by Fr. Gregory Boyle

You will complete a total of FOUR assignments (details follow):

- Book summary of *Thank You for Arguing*. **Due July 31st**. No exceptions.
- Essay for *I am Malala*. Due on the first day of school. **Due September 3**.
- Discussion questions for *Tattoos on the Heart*. **Due September 3**.
- Rhetorical terms flashcards. **Due September 3**.

Assignment #1 - Thank You for Arguing Summaries

Read the book *Thank You for Arguing*, which is about the art of rhetoric. As you read, take notes and annotate. After reading, for each of the four sections (combine the intro with Part I), write a short summary that addresses the main points in the section, and integrates important terminology. In addition, reflect on the impact those terms have on society or within argument. The terms listed here are required in your summaries; in addition, you should pick at least five more—so each of your section summaries should have a minimum of ten terms in the summary; please bold the terms in the summary. Each section summary should be 250-400 words. Each summary will be worth 40 points, for a total of 160 points. You will be graded on the accuracy and completeness of your summaries, your correct use and explanation of terminology, grammar and conventions, and originality of your ideas in your reflection.

Required Terminology:

Intro/Offense: Ethos, Pathos, Logos, Inductive Logic, Deductive Logic

Defense: False analogy, Hasty generalization, Tautology, Red herring, Phronesis

Advanced Offense: Idiom, Synecdoche, Antithesis, Irony, Kairos

Advanced Agreement: Introduction, Narration, Division, Proof, Refutation

Due Date: **This assignment is due on Google Classroom by July 31st. No exceptions.**

Submit the assignment as a Google Doc attachment on the assignment posted in Google Classroom.

*Assignment adapted from Hamilton High School, Chandler Unified School District (AZ)

Assignment #2 - I am Malala Essay

After reading *I am Malala*, you will write an essay in which you discuss how Malala Yousafzai uses ethos, logos, and pathos in her book. (You will find these terms discussed by Heinrichs in *Thank You for Arguing*.)

Your essay should:

- Consider the rhetorical context for the book. What was going on in the world that inspired the writer to write this book?
- Identify the author's thesis and purpose for writing the book.
- Demonstrate an awareness of the intended audience.
- Discuss how effectively she uses ethos, logos, and pathos to influence this audience.
- Use specific examples and quotes from the text to support your assertions. Please use MLA format. Visit the Purdue Online Writing Lab at https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html for help with MLA format, if needed.

100 points total. See rubric below for details on scoring.

**AP LANGUAGE AND COMPOSITION
SUMMER READING ESSAY RUBRIC**

Needs Improvement	Category	Meets (or exceeds) Expectation
	<p>Ideas and content: Paper includes a clear thesis statement and position. Examples are detailed, relevant, accurate, and supported with textual evidence. Ideas presented are insightful, original, and demonstrate close analysis of the text.</p> <p>Score _____/30</p>	
	<p>Organization: Paper is organized logically, in a way that supports and enhances the central theme or argument. Ideas build organically with clear and smooth transitions. Introduction and conclusion are strong and compelling.</p> <p>Score: _____/30</p>	
	<p>Style: Word choice and sentence structure are varied, strong, and interesting. Tone is engaging, confident, and appropriate for the audience.</p> <p>Score: _____/20</p>	
	<p>Conventions: Few to no grammar, punctuation, and spelling errors. MLA formatting is correct.</p> <p>Score: _____/20</p>	

Assignment #3 - Tattoos on the Heart Discussion Questions

All high school students will read *Tattoos on the Heart* by Father Gregory Boyle, a Jesuit priest who works with gang members in Los Angeles. After reading, answer the following questions. Your answers should be written in complete sentences and typed in a Google Doc. Be sure to fully explain your thinking. Each answer should be *at least* a couple of sentences. Submit as an attachment on Google Classroom assignment on or before the first day of school. 50 points.

1. Begin with a discussion of the book's title: "Tattoos on the Heart." What does it mean...or refer to? And what is the purpose of tattoo removal?
2. How would you define, or describe, the central lesson that Father Boyle passes on—both to the young men in gangs...and to us, his readers?
3. How do inadequacy and shame function as barriers to giving and receiving love?
3. Does Father Boyle's approach to gang violence offer a realistic solution to a nationwide epidemic of poverty-violence-despair? Can it be (has it been) replicated in other areas, other cities? Or is his project too idealistic to work on a national scale? What do you think?
4. Talk about the book's individual stories: which are your favorites...which ones made you want to weep? Which made you laugh? Do you have a favorite?
5. What has made Boyle so successful in reaching the gang members? Is it his message...or is it his personal charisma...or what?
6. Discuss the role of faith in the men's transformation? Talk also about Boyle's inclusive philosophy—drawing on the wisdom of diverse faiths, as well as on history, philosophy, poetry.
7. How does Boyle interpret the Biblical parable about the paralyzed man being lowered through the roof of the house? Boyle agrees that the story is about the healing power of Jesus. But he also sees "something more significant happening. They're ripping the roof off the place, and those outside are being let in." In what way does the parable apply to the work of Homeboys?
8. What does this sentence mean—"We are all trying to learn how to bear the beams of love"?
9. In what way were you changed by this book? What surprised you most...moved you...angered you? What did you learn by reading *Tattoos on the Heart*?
10. Boyle challenges readers to "stand in awe at what the poor have to carry rather than stand in judgment at how they carry it." Is he successful in challenging you?

**Tattoos on the Heart Discussion Questions Rubric
Summer Reading 2019**

Concerns (Needs Improvement)	Criteria	Meets (or exceeds) Expectations
	<p>Content: Your responses are substantial, thoughtful, and demonstrate your interaction with the text. Your ideas are original</p> <p>Score: _____/20</p>	
	<p>Accuracy: All information from the text is correct and accurately represents the book.</p> <p>Score: _____/15</p>	
	<p>Conventions: Strong evidence of effort to complete project. Grammar, spelling, and conventions are correct (including complete sentences).</p> <p>Score: _____/10</p>	
	<p>Completeness: Project fulfills all requirements of the assignment.</p> <p>Score: _____/5</p>	

Assignment #4 - Rhetorical Terms Notecards

For this assignment, you will need 40 large (5x8 inch) index cards (and a way to keep them together--a binder clip will work).

You will create an index card for each of the rhetorical terms listed below (many of which you'll find in *Thank You for Arguing*). Each index card should include the following:

- On the front:
 - The term
 - The definition
- On the back:
 - At least one example to start. (Leave room to add examples from our reading throughout the year.)

Due Date: Please bring your note cards on the first day of school so I can check them. 40 points.

Rhetorical terms:

Alliteration

Allusion

Anadiplosis

Analogy

Anaphora

Anastrophe

Antithesis

Apostrophe

Asyndeton

Chiasmus

Diction

Ellipsis

Epanalepsis

Epistrophe

Ethos

Euphemism

Hyperbole

Imagery

Irony

Juxtaposition

Logos

Malapropism

Metaphor

Metonymy

Onomatopoeia

Oxymoron

Paradox

Parallelism

Pathos

Periodic sentence

Personification

Polysyndeton

Repetition

Rhetorical question

Rhetorical shift

Simile

Synecdoche

Tricolon

Understatement

Zeugma

**Have a great summer
and HAPPY READING!**