Ms. Barron

AP English Language and Composition

AP English Language and Composition: Summer Reading

The AP English Language and Composition course is designed to substitute for a college composition course; therefore, you must read complex texts with understanding and enrich your prose to communicate your ideas to audiences effectively. You will learn how to analyze and interpret exemplary writing by discerning and explaining the author’s use of rhetorical strategies and techniques, eventually applying many of these techniques to your own writing. **You are expected to complete and submit this assignment on the first day.**

**Required Texts:**

**Heinrichs, Jay---*Thank You for Arguing,* ISBN: 0385347758 (Revised and Updated Version**). Please use the ISBN provided to locate the correct variation of this book so that the page numbers correspond to the questions. You can still answer the questions with a different version; however, you will need to hunt around more.

**Work Submitted for Grades:**

1. Completed answers for *Thank You for Arguing* that will result in a comprehensive test upon the return to school.
* **If you want to contact Ms. Barron, please use this email address: Lindsay.Barron@ucps.k12.nc.us**

**ASSIGNMENT FOR *THANK YOU FOR ARGUING:***

**Directions:** Read the book *Thank You for Arguing* by Jay Heinrichs. As you read the book, answer the questions below as completely and thoroughly as possible. You will be tested on the concepts and terms from this book, so answer well, as the thoroughness of your answers is all you have to study. **This test will be one of your first-semester grades, so study well!**

**THE ANSWERS TO THESE QUESTIONS MAY BE USED AS OPEN NOTES FOR A CORRESPONDING TEST WHEN SCHOOL BEGINS!!! You may either type them up and print them or handwrite them; either way, they are due on the first day of school.**

**Questions:**

1. Heinrich uses the term Manchurian Candidate. What does it mean? -
2. What is rhetoric, according to Webster and Heinrich?
3. Pg. 5, what are the **three** traits of credible leadership?
4. What trumps logic and why?
5. On page 11, the author is cluing you in that he just tricked/manipulated your logic. He states that because Kennedy used the chiasmus sentence structure, people joined the Peace Corps, and odds are, when you read this, you accepted it and moved right along reading. Well, if that’s what you did, you got fooled. If that claim were properly presented, what should we, the audience, need to know about the connection between the speech and the Peace Corps surge?
6. Pg. 16, why is a persuader better than an aggressor?
7. Pg. 17, what is the difference between an argument and a fight?
8. Is there any value in being arrogant and intentionally domineering to “win” an argument? Why not?

\**(Something to think about) Arrogance in highly educated individuals often suggests a lack of sophistication and a poor understanding of rhetoric (an elevated art). Arrogance typically pushes away an audience and raises the question: if one is so smart, then how are they not wise enough to know that arrogance is generally an ineffective rhetorical strategy for gaining what one wants from people? However, crafters of rhetoric, who present themselves logically and in a manner that considers the audience, can achieve an air of intelligence and thus gain respect because they demonstrate the knowledge and ability to craft wisely. They are not alienating their audience. Therefore, be a LIVING rhetorician in everything that you do. Consider your goals, what you want people to think of you, and the words you use. Then, determine who you need to be as a person and what you must do to get people to listen to you, give you what you want, think of you the way you want, and do for you the way you want.*

1. What are the **three** steps to getting your audience to do what you want? (pg. 22)
2. How can you apply lessons from Chapter 2 to your own writing?
3. Pg. 27, what are the **three** categories the Greeks claim every argument falls into?
4. What tenses are assigned to these **three** issues?

\**(Something to think about) The next time you listen to a political candidate, what tense should you listen for to see if he/she is truly prepared for the future? Something else to consider: if a President uses many future tense words, could it be intentional? What might be trying to manipulate you to think?*

*\*(Something to think about) Why might it be a valuable thing in life to learn how to skip who’s right and wrong and instead choose expedience? (You may have to look at the word ‘expedient.’)*

1. What is a demonstrative argument, and what is a deliberative argument?
2. What does Heinrich mean by a person’s life persuades better than his word? (pg. 40)

\**Learning this and living by it will help you more than you probably realize. Think about it: one kind request or one plea when you need something from someone will most likely not convince your audience that you have earned or deserve your request to be fulfilled. In people’s minds, you are not the person you are trying to appear to be in those few moments or a request; you are who they’ve always known you to be, etc. You may have no ethos/credibility, and your argument may go unfilled.*

*\* Pg. 38, argument by character (ethos), logic (logos), and emotion (pathos).* ***Learn these! Imprint them into your brain. Identifying when an author appeals to each of these and the strategies an author uses to appeal to these will be an expectation this coming year!***

**Building YOUR ethos**

1. Pg. 46 and 50-51, in your own words, explain what ethos is and what one must be cautious of when trying to build their ethos.

*\* read the “Try This in a Presentation” tip at the bottom of pg. 53.*

1. Pg. 58. What **three** things must you consider when establishing your ethos?
2. Explain what virtue is and strategies one can use to appear virtuous.
3. Explain what practical wisdom is and what strategies one can use to appear practical and wise.
4. Explain what disinterested is and the three strategies one can use to appear disinterested.
5. What is *dubitation?*
6. Pg. 81, a “good persuader doesn’t merely” what? They must manipulate what?
7. Pg. 82, people’s rationale should be modified through their?
8. Pg. 83. What’s one way to change someone’s mood?

**Establishing pathos**

1. Pg. 84, pathos depends on?
2. According to pg. 85. Pathos most influences whom, and logos and ethos when?
3. Pg. 85, when you argue emotionally, why speak?
4. Pg. 87. How can humor help you in an argument?
5. Pg. 87. What does humor not help you to do?
6. Pg. 88. What three emotions can get people to do what you want them to?
7. Pg. 88, the best way to anger someone is to what?
8. Pg. 88, (in the margin) in an argument, what can you do to cause an emotional response in your audience against your opponent?
9. Pg. 88, explain what an appeal to patriotism (a type of pathos appeal) is and how it works.
10. Pg. 90-91, how does emulation work?
11. Pg. 91. What shouldn’t you communicate to your audience preemptively?
12. Pg. 96-97, explain the benefit of using passive voice.
13. Pg. 102, explain what setting a backfire is.
14. What is the third tactic one can use as a calming device?
15. Pg. 105. When trying to convince someone of your point logically, what do you need to consider or have to prove?
16. Pg. 106, (in the margin) What outweighs morality in an argument?
17. Pg. 107-108, what is a common place? Explain it in your own words.

*\*(Something to think about). Pg. 108 (based on the margin note), when you’re looking for a job in the future, what should you find out about the company?*

1. Pg. 115-116, List, in order, the steps you can use to set up an argument in your favor.
2. In your own words, explain how redefining works.

*\*So for this coming year, and the rest of your life really, listen and observe the people who want to “get in good with,” those that you want to like you, respect you, help you, and trust you. Figure out what their common places are and use them to our advantage. However, if “getting in good” with someone means compromising your integrity and becoming someone who is completely disjointed from who you truly are, I would not do it. And, odds are, if you act like someone who’s really not you or you compromise your integrity, you’ll eventually earn yourself some negative reputation and lose all ethos. HINT: I've just revealed one of my common places to you. Based on the advice I just gave you, what can you assume is one of my values or common places? I didn’t think integrity should ever be compromised; I must value integrity. (Now you know how to gain my respect and trust this coming year: be honorable and ethical!)*

1. Pg. 130-138, explain the difference between deductive and inductive logic.
2. Pg. 146-47, you might need to look this up: What is a fallacy?
3. Pg. 146-147, what are the **FOUR** questions you must ask to ensure a logical flaw isn’t being used on you?

*\*Ask these three questions the next time you hear a presidential claim. See if you can determine if the claim is practical or possible using your own logic. If they don’t present a plan for accomplishing the claim, that might be a clue for you. And even if they do present a plan, use these questions to see if the plan would actually work.*

1. Pg. 176-179, explain why humiliation, threats, nasty language, and utter stupidity are rhetorical FOULS.

**Questioning Someone’s Ethos**

1. Pg. 186-188, what does “lying in the mean” mean?
2. Pg. 186-190, what steps should one take in questioning someone’s ethos to determine if they have Rhetorical virtue? Make sure you understand these steps.
3. Pg. 191-198, what should be asked to determine if a person has practical wisdom?
4. Pg. 220, and 229, what is the Identity Strategy?
5. What is code grooming? (Also known as a discourse group).

*\*The following few chapters deal specifically with SPEAKING persuasively, which overlaps with WRITING persuasively, but not enough to require learning from you for anything taught in the last few chapters. Finish reading for knowledge’s sake, but you will not need to know anything from the last few chapters.*