

**William and Reed Academy Summer Reading 2024**  
**AP Language and Composition**



Dear Student,

Congratulations on being amongst the amazing students at William and Reed Academy, and we look forward to an exciting year in AP English Language and Composition. We hope you are as excited as we are to embark on this fantastic journey. Your year will be full of considering enlightened thoughts, creating complex arguments, and learning to interpret the world around you. In twelve months, you will no longer simply be a William and Reed Academy student – you will be a William and Reed Academy AP scholar and ready to take on the world.

Note: It is expected that you complete your summer assignments individually. Although you may struggle, put forth your best effort and make sure that you complete all of what is detailed below. Coming in with incomplete work and claiming, “I didn’t get it,” is unacceptable. This is the first impression that I will have of you as a student -- make it excellent!

Congratulations, Good Luck, and Have Fun!

- The William and Reed English Department

**Directions: Complete Parts 1-5 and bring on the first day of school.**

**Please read this entire document carefully, so you understand all aspects of the assignment.**

Complete these items in the order listed. Get comfortable writing in pen! All assignments must be turned in or will be collected the first day of school.

**Anywhere below where it states annotate, treat these items as valuable resources that should expand your knowledge. Don’t just annotate for me. Annotate for you. These texts will make you a better writer, and they will help you pass the exam in May.**

## Part 1: Join our Google Classroom with your W&R email address.

- Classroom Code: xsna344

## Part 2: Reading and Annotating Like an AP Student

THESE ARE TWO OF THE MOST IMPORTANT READS OF THIS COURSE!

1. Print and read the article titled: [Close Reading for AP Lang & Comp Overview](#)
  - This document can be located on page 7. A digital copy is available in Google classroom. Apply what you learn to Part 3 and Part 5 of the summer reading assignment.
2. Print and read the article titled: [Guided Questions for Annotating a Text](#)
  - This document can be located on page 9. A digital copy is available in Google classroom. Apply what you learn to Part 3 and Part 5 of the summer reading assignment.

## Part 3: Thank You for Arguing

1. **Please purchase this edition:**
  - Heinrichs, Jay. *Thank You for Arguing, Fourth Edition (Revised and Updated): What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion* Paperback – April 21, 2020, 4th edition
2. **Read Chapters 1-2, 4, 6-13, and 25**
  - a. Feel free to read the omitted chapters; we will visit them all over the course of the year. The chapters assigned are all you need to succeed on part 5!
3. **As you read complete the following:**
  - Using a notecard or similarly sized sticky note, provide a brief (2-3 sentence or bulleted) summary of each chapter. You must write out your summaries by hand in **black ink**. Place this summary at the back of each chapter.

This is a minor assessment grade

#### Part 4: Vocabulary Cards

Please define the following words (from the index found in the back of your *TYFA* book)

- (1) ad hominem, (2) antithesis, (3) begging the question, (4) concession, (5) ethos, (6) idiom, (7) kairos, (8) logos, (9) non sequitur, (10) paradox, (11) pathos, (12) post hoc, (13) Red herring, (14) rhetoric, (15) slippery slope, and (16) straw man fallacy
  - Use 3x5 index cards; I recommend writing in pen on these, so they don't fade.
  - Write the word on the front. On the back, write the definition of the term and 2 examples of the concept.
  - You will be quizzed periodically throughout the year on these words and on others that will be added.
  - You will submit these on the first day of school.

This is a minor assessment grade

#### Part 5: Written Assignment

1. **Print and Read President Barack Obama's Speech [A More Perfect Union](#)**
  - a. This speech can also be found on Google Classroom
2. **Use the "Guided Questions for Annotating A Text" documents from part 2 and "Close Reading for AP Lang and Comp Overview" to annotate the text. You will turn in your annotated speech on the first day of class**
  - a. When you are annotating, be on the lookout for concepts discussed in your assigned chapter of *Thank You for Arguing*
  - b. You would do well to research the time period, the context, and any figures or terms you are unfamiliar with while you read.
  - c. This thing should be chock-full of good, varsity level annotations. No garbage summary annotations.
3. **Respond to the two essay prompts below. Both essays should be typed on separate Google Docs, follow [MLA guidelines](#), and be submitted to Google Classroom before the first day of class. Each essay must have a thesis statement, use textual evidence to support your claims, and use your knowledge from *Thank You For Arguing* to explain your answer. Each essay must be between 750 and 1250 words in length, and conform to the grammar and style guidelines for formal writing in the [William and Reed Style Guide](#). Both essays will be graded using the appropriate [AP Lang Rubric](#).**
  - a. MLA Guidelines, WR Style Guide, and AP Rubrics can be found in Google Classroom (hopefully you are sensing a theme).

Each essay is ½ of a major assessment grade.  
The annotated speech is worth a minor grade.

**Prompt 1:**

**During the tightly contested Democratic primary race of 2008, Barack Obama’s chances took a major hit in the wake pastor’s viral, inflammatory comments, using phrases such as “Goddamn America”. In his speech, *A More Perfect Union*, Obama addresses his pastor’s comments, while examining the racial tensions present in America.**

**Write an analysis essay that examines the way Obama uses Aristotle’s appeals of ethos, pathos, and logos throughout his speech to convey his message about the need to solve problems with unity and understanding.**

**In your response, you should do the following:**

- **Respond to the prompt with a thesis that analyzes the writer’s rhetorical choices.**
- **Select and use evidence to support your line of reasoning.**
- **Explain how your evidence supports your line of reasoning**
- **Demonstrate an understanding of the rhetorical situation**
- **Use appropriate grammar and punctuation in communicating your argument**

**Prompt 2:**

**In his 2008 speech *A More Perfect Union*, presidential candidate Barack Obama posits “today, whenever I find myself feeling doubtful or cynical [about our country’s ability to change for the better], what gives me the most hope is the next generation.”**

**Write an essay that argues your position on the extent to which Obama’s claim about the hope for change in America relying on upcoming generations is valid.**

**In your response, you should do the following:**

- **Respond to the prompt with a thesis that presents a defensible position.**
- **Provide evidence from outside the speech to support your line of reasoning.**
- **Explain how your evidence supports your line of reasoning**
- **Use appropriate grammar and punctuation in communicating your argument**

## Advice from the past...

### Words of Wisdom from the Ghosts of AP Langers Past...

- Do not wait to complete this work, or you will be overwhelmed. Break it down into chunks!
- Be prepared to have your minds blown week after week.
- Relax and enjoy the ride.
- You'll hate it and love it. Yuhas prepares you immensely for the exam, and you will go in confident!
- It's all worth it!
- Study to remember, not to memorize. This isn't a course in which you take a test and move on. Everything you will do builds upon what comes before it.
- Take the class and the learning environment seriously; don't worry about the numerical grade. Worry about what you actually LEARN from the class.
- Don't save long-term assignments for the night before! It's very stressful :/.
- Be ready to think. This class is more than just an English writing class; you will really develop your thoughts and learn a lot about your identity as a thinker.
- No matter how great you did last year, accept and submit to the colossal booty-kicking AP could put you through, and always put forth your best efforts even though it's tough.
- Even though you will want to fall asleep sometimes or scream at the wall while writing a paper, pull it together because it's worth that qualifying score.
- This class will be more difficult than any other English class before it, but it is worth all your blood, sweat, and tears; put one hundred percent of your effort into this class, as it will help you grow as a rational, thinking individual as well as a writer and student. Don't shirk work.
- Don't stress—Do your work—Take notes—Ask questions. Don't be afraid. Be bold.
- Pay attention. Do your homework. Work hard. Have fun.

\*\*It would definitely be in your best interest to start applying what you read to everyday life -- pay attention to the world around you -- (advertisements, movies, current events, podcasts, etc...). You'll thank me later. Happy Reading and Writing!

If you have any questions, you may contact Mr. Wyatt ([jwyatt@williamandreed.com](mailto:jwyatt@williamandreed.com))



## Close Reading for AP Lang & Comp: Overview

Of all the skills on the two AP English exams (Lang and Lit), the art of close reading is the toughest to master for students who tend to think very literally or concretely. The concept that words and ideas can have deeper meanings or implications beyond the surface is a difficult idea to master for some students.

The following provides specific focus for students or classes who struggle with the notion of close reading. This page focuses specifically on skills such as reading for tone, diction, syntax, etc.

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### What is Close Reading?

Close reading is the fine art of asking the following questions:

- **Why THIS word?** Of all the words in the English language from which an author could have chosen, why did she choose THAT SPECIFIC ONE and no other? For example, consider the difference between these two statements: *He is prone to making a fool of himself* versus *He is apt to make a fool of himself*. In the first example, the word *prone* suggests passivity, supinity, someone lying on the ground going "AAAHH, UHHH, I CAN'T HELLLLP IIIIT." In the second example, our protagonist takes more bold and assertive action: He knows the edge of the cliff is there and boldly proceeds toward it undeterred. Word choice matters.
- **Why THIS order?** Commonly, word order in English proceeds in a subject-verb-object order: *The gargoyle did relish the taste of unwary unicorns*. However, *Relish the taste of unwary unicorns did the gargoyle* is grammatically correct -- but it feels very different, seeming to have a stilted, almost medieval quality to it. If your significant other were to say, "I love my car and you," you would be wise to question your actual value to this person and relationship. After all, reassure yourself though you might with the idea that s/he was saving the best for last, the inescapable fact is that s/he said, "I love my car," leaving the "and you" like a tacked-on afterthought.
- **Why THIS figure of speech?** Imagine this sentence: *Estelle slithered into the conversation without a second thought*. The tacit comparison here links Estelle to a serpent. Without saying much beyond this, we have the sense that our hapless Estelle might be more than just a schemer -- she might be seriously destructive or poisonous (metaphorically speaking, perhaps).
- **Why THIS tone?** Remember that great authors rarely indulge in the expected or the ordinary. A woman may look at the struggle of a dying moth with little more than detached, scientific interest. A man may watch his own mother's cremation with a sense of joy. A poet may be presented with a perfect red rose from a loved one and feel utter boredom and disappointment. In short, great literature DOESN'T give you what you expect, and for some readers, this can be very frustrating. ("After all," they argue, "you're not SUPPOSED to feel that way.") However, tone is crucial to understanding the author's purpose and meaning, just as it would be crucial to know whether my statement, "You look nice today" is said sincerely or sarcastically.

- **Why THIS tool?** What rhetorical tool(s) of ethos, pathos, or logos are being used? What appeals to altruism, selfishness, morality, convention, tradition, or patriotism are being offered up for your consumption here? Why THOSE TOOLS and no other?



**Guided Questions for Annotating a Text**  
*AP Language and Composition*

When you annotate a text you generate a record of your response to your reading. Such a record can prove valuable to you when you proceed to analysis.

Annotating a text is not the same thing as underlining a few words or highlighting several lines. Annotating a text involves an interactive approach with a text's language and images. This approach should help you discover what you find important, what you want to explore, and/or what you find puzzling about a text.

Approach a text as if you were entering a discussion with it. While a text cannot literally speak, its written words, images and phrases do indeed communicate. At times a particular text's meaning is clear, while at other times it isn't. Either way, you can note such encounters and offer comments. Your discussion with a text occurs as you engage with its words, phrases and ideas. You think; these thoughts can find their own way onto the text's margins and between the lines. As you underline telling phrases, note ideas, link portions of the text, and raise issues and questions around particular observations, you establish a written record of your interactive discussion. You discern a purpose and an argument.

If you fail to note what you find remarkable, the initial ideas and important questions you have while reading may be lost to you. By annotating a text, you can return to it later to rethink what you consider important.

Techniques for annotating a text will vary since each reader generates his/her own reading, each person will identify upon different portions of the text as worthwhile, interesting or remarkable.

Here are some questions to guide your annotations:

What do you find remarkable?

Where do you engage with the text?

What do particular ideas/claims pull you in or capture your attention? What ideas emerge from the text?

What features are at work?

What patterns emerge from your markings?

Do particular portions of this text link or connect with each another? Do key words or phrases and ideas emerge in several places?

What choices in syntax, diction and punctuation communicate the intent? Who is the primary audience? Why?

Given multiple readings, how have your annotations emerged?

Have you asked questions? Have any new questions emerged?

When you review your annotations, what do you discover?

Are there places where the rhetor's intentions are clear?

Can you link this text with others you have read?