

Dear Future AP Language Student,

Welcome to AP English Language and Composition! AP English Language and Composition will be a demanding college-level course, and you will be expected to function at a higher level than you ever have before. I will guide, support, and coach you, but you must become an independent thinker and worker in many ways. The assignments in this packet are important because they provide you with a chance to establish good reading and writing work habits this summer and to raise the level of your “English” so that you are comfortable with the work load that you will encounter when the class begins. Needless to say, the expectations for this class are high and you will have to work very hard if you are going to be successful. Writing well is the key to doing well in all of your classes from this point forward; therefore, I applaud your decision to take on this challenge. And, I will do everything that I can to help support you along the way.

Good Luck!  
Mr. Parsons

**Assignment #1: The Letter of Introduction.**

The Purpose of this assignment is to introduce yourself and tell me why you signed up for AP English Language and Composition. Possible ideas to explore and convey include the following: 1) What you hope to gain from taking the class; 2) What you intend to do to better prepare yourself for this class; 3) Anything you think would be useful for me to know so that I can help you be as successful as possible.

This letter should be thoughtful and well-written. Use formal academic language and follow the appropriate business letter format. (Google what the format should be or use a Microsoft Word Template if you are not sure how to do it). Your letter should be informational, but don't be afraid to use your writing voice to express yourself. Lively, interesting writing is always better than boring, lackluster writing!

E-mail the completed letter to me as a word document file. Do not type the letter in your email. In the subject line, type your first and last name and Letter of Introduction. My email is JParsons@Winthrop.k12.ma.us. Because I cannot wait to get you know you before school starts, the deadline for this assignment is September 1st. Of course, you can submit sooner than that! The introduction letter is worth 20 points.

## **Assignment #2: Introduction to Argument**

Obtain a copy of *Thank You for Arguing* by Jay Heinrichs. The book can be purchased at any bookstore as well as Amazon.com. To ensure you purchase the correct book, the ISBNs are below.

ISBN-13: 978-0804189934

ISBN-10: 0804189935

**KEEP THE BOOK!** We will use it throughout the school year.

You will write a short (250-300 word) argument, using the tools found in *Thank You for Arguing*, addressing each of the following six situations. Each argument will be handwritten in blue or black ink on a separate sheet of paper. You will be graded on your use of the tools from *Thank You for Arguing* and on your ability to tailor your argument to the audience and situation provided in each scenario. Use of the italicized tools given in each scenario must be evident in your argument to receive full credit.

Be warned: you may be asked to present one of these arguments to the class, and/or to write an essay explaining and justifying the tools you chose and how you used them.

This assignment should be fun! AP English Language and Composition is a time to put the boring 5-paragraph essay behind you, and to branch out and explore other styles of writing. This assignment is an opportunity to play games with language. You should, of course, take the assignment seriously and tailor your writing to each situation, but don't be afraid to try something new or interesting. These aren't essays. In *Thank You for Arguing*, Jay Heinrichs is clearly enjoying himself as he explores and explains the basics of argument. As you construct your arguments, try to enjoy yourself. You'll probably be more persuasive.

1. Your parents forbade you from attending a party. They then saw photos on Instagram proving that you lied to them and attended the party anyway. Using the tools presented in Chapters 2 and 3, minimize your culpability and the punishment which you receive (in other words, make it less your fault and try for as small a punishment as possible). You will need to consider the mood, mind, and willingness of your audience, and will need to move the argument from blame to choice.

2. You would like to have a pet (dog or cat—a real pet, not some nonsense), but your parents are reluctant to entrust you with this responsibility. Using Chapters 5 and 6, construct an ethos-based argument that will persuade your parents to give you a pet.

You will need to consider how to build the proper decorum for your audience, and ensure that you build your virtue in their eyes.

3. You wish to start a new club at Winthrop (you may choose its focus), but are having trouble finding a faculty sponsor—nobody wants to put in the extra work sponsoring a club. Using the tools found in Chapters 7 and 8, construct an argument which will convince a teacher to sponsor you. Demonstrate your practical wisdom, and convince your audience of your disinterest in the matter.

4. For some reason, you are volunteering for a hamster rescue, which takes in unwanted or abused hamsters, or hamsters which have been victims of hamster trafficking, and finds loving homes for them. Using the tools in Chapter 9, construct a pathos-based argument that will effectively solicit donations from your classmates. Consider which emotions will most effectively persuade your audience to act, then choose the appropriate tools to create them.

5. You have borrowed your parents' car to take a date to a movie in Cape Cod. On the way back, your date asks to test-drive the car, and, wanting to please them, you switch seats. Your date then immediately jumps a curb and hits a mailbox, damaging the car. Your parents are furious. Using the tools in Chapter 10, calm them down and get both of you out of trouble. Don't overplay your hand—too much humor or the wrong use of the passive voice or the wrong backfire might land you in even worse trouble.

6. A good friend lends you \$50, with the expectation that you will pay back the loan with money from your summer job. However, you never get the job and have no money to pay him back. Your friend completely refuses to budge and demands the money. Using the tools of Chapters 11 and 12, identify a commonplace shared with your friend, then redefine the issue and/or terms in such a way that your friend will be persuaded to no longer wish to be repaid. You AREN'T convincing your friend that you don't owe him money— you're convincing him that he doesn't want to be paid back.

Some teacher advice:

- This assignment is due the first day of class. This assignment is worth 120 points
- This is a lengthy assignment. Doing it the week before school starts will not only be difficult and stressful for you, but it will also drastically lower the quality of your work. I can always spot last-minute work. It lacks the quality and attention to detail that comes from spending time on the assignment. Read or write a little bit every week, and you will produce much better work.

- REVISE. Your first draft is just that—a first draft. It is not and should never be your finished product. Put your work aside for a few days, then return to it with fresh eyes and look for places that could be improved.
- Remember, this section is to be handwritten in blue or black ink on a separate sheet of paper and must be 250-300 words. For each paper, head your paper like the sample below (starting on the first line on the left-hand side).

Your name

Mr. Parsons

AP English Language

Date

Thank You for Arguing Scenario One

### **Assignment #3: College Here I Come!**

Visit a college or university of your choice, either locally or wherever your summer travels take you. Select an institution you would consider as a possible post high school destination. Wander, explore, have lunch, visit the bookstore, be friendly with people, soak in the setting. In addition to taking in the atmosphere, you have two tasks related to your visit. They are as follows:

- Have your picture taken in the student center, or with a statue or monument, or next to a campus sign. Be sure your location is clearly shown so that it's obvious that you are at the college/university. Also, take pictures of some of the buildings and other interesting sites. You will use the pictures to create some kind of photo essay or slideshow. You are encouraged to use technology/applications to make your visual more appealing. Some suggested applications include google slides and Prezi. You can use YouTube too, but remember this is not a film, it's a photo essay. You can choose to include words in your photo essay or just images, but you will need to use words to explain to us what was visually interesting about your trip when you present these photo essays to the class.

- Write an essay detailing your experience visiting the campus and evaluate the potential this school offers as you consider your post high school plans. Please write in narrative form. You may write in present or past tense, first or third person. Write with imagery and description to convey the atmosphere and environment. Appeal to the senses. How did the place feel? Make the reader feel how you felt during your visit. Be specific about likes, dislikes, and the perspective you gained. Use figurative language. Make it interesting. Feel free to include a sketch, a poem, or something else

along with your essay and photo. You may plan your trips to different schools with fellow AP English Language students, but everyone is responsible for writing their own essay and compiling their own photo essay.

The presentation is worth 50 points. The essay is worth 50 points.

#### **Assignment #4**

Choose ONE book from the attached list and read it thoroughly.

- **When you return to school in the fall, you should be able to write intelligently about the ideas, arguments, concepts, and writing style of each work. Pay particular attention to the central argument(s) of each work, and how the author connects with his or her audience. Some of these works are very challenging—not only in terms of the reading level, but also due to emotional content in some cases; make sure to select books that appeal to you, read carefully, and consider finding a partner to read and discuss the text with you. We will have a writing assignment on the first day of classes.**

Author Last Name	Author First Name	Title	Category	
Abagnale	Frank W. and Stan Redding	<b><i>Catch Me if You Can: The True Story of a Real Fake</i></b>	Economics/ Current Events	
Abbey	Edward	<b><i>Desert Solitaire</i></b>	Environment	
Alexander	Michelle	<b><i>The New Jim Crow</i></b>	Politics	
Angelou	Maya	<b><i>I Know Why the Caged Bird Sings</i></b>	Culture	
Arendt	Hannah	<b><i>Eichmann in Jerusalem</i></b>	History/Philosophy	
Barry	Dave	<b><i>I'm Not Taking This Sitting Down</i></b>	Culture	
Barry	John M	<b><i>The Great Influenza</i></b>	History (Science)	
Bloom	Harold	<b><i>The Western Canon</i></b>	Culture	
Bourke	Joanna	<b><i>An Intimate History of Killing</i></b>	History/Philosophy	
Boylan	James Finney	<b><i>Getting In</i></b>	Culture	
Bryson	Bill	<b><i>A Short History of Nearly Everything</i></b>	Science	
Capote	Truman	<b><i>In Cold Blood</i></b>	Culture	
Carr	Nicholas	<b><i>The Shallows</i></b>	Education / Culture	
Carter	Stephen	<b><i>Culture of Disbelief</i></b>	Culture	
Chomsky	Noam	<b><i>Manufacturing Consent</i></b>	Media/Propaganda	
Collins	Gail	<b><i>When Everything Changed</i></b>	Politics	
Crawford	Matthew	<b><i>Shop Class as Soulcraft</i></b>	Education	
Cullen	Dave	<b><i>Columbine</i></b>	Economics/Current Events	
Cullen	Dave	<b><i>Parkland</i></b>	Culture	
de Tocqueville	Alexis	<b><i>Democracy in America</i></b>	Politics	
Diamond	Jared	<b><i>Collapse</i></b>	Environment	
Diamond	Jared	<b><i>The Third Chimpanzee</i></b>	Science	
Diamond	Jared	<b><i>Guns, Germs, and Steel</i></b>	Science	
Didion	Joan	<b><i>The Year of Magical Thinking</i></b>	Culture	

Dillard	Annie	<b><i>Pilgrim at Tinker Creek</i></b>	Environment	
Dunbar-Ortiz	Roxanne	<b><i>An Indigenous Peoples' History of the United States</i></b>	History/Philosophy	
Egan	Timothy	<b><i>Immortal Irishman</i></b>	History/Philosophy	
Egan	Timothy	<b><i>The Worst Hard Time</i></b>	History/Philosophy	
Eggers	Dave	<b><i>Zeitoun</i></b>	Economics/Current Events	
Ehrenreich	Barbara	<b><i>Nickel and Dimed</i></b>	Economics/Current Events	
Ellison	Ralph	<b><i>Shadow and Act</i></b>	Culture	
Frankl	Viktor E.	<b><i>Man's Search for Meaning</i></b>	History	
Friedan	Betty	<b><i>The Feminine Mystique</i></b>	Politics	
Gatto	John Taylor	<b><i>Weapons of Mass Instruction</i></b>	Education	
Gilbert	Daniel	<b><i>Stumbling on Happiness</i></b>	Science	
Gitlin	Todd	<b><i>Media Unlimited</i></b>	Media/Propaganda	
Gladwell	Malcolm	<b><i>Tipping Point: How Little Things Can Make a Big Difference</i></b>	Culture	
Gladwell	Malcolm	<b><i>Blink</i></b>	Science	
Gladwell	Malcolm	<b><i>Outliers</i></b>	Culture	
Gladwell	Malcolm	<b><i>What the Dog Saw</i></b>	Culture	
Gould	Stephen Jay	<b><i>The Mismeasure of Man</i></b>	Science	
Haley	Alex & Malcolm X	<b><i>The Autobiography of Malcolm X</i></b>	Politics	
Hamil	Pete	<b><i>A Drinking Life: A Memoir</i></b>	Culture	
Hayek	Frederick	<b><i>The Road to Serfdom</i></b>	Economics/Current Events	
Hendrickson	Paul	<b><i>The Living and the Dead: Robert McNamara and Five Lives of a Lost War</i></b>	History/Philosophy	
Hillenbrand	Laura	<b><i>Seabiscuit</i></b>	History	
Hillman	James	<b><i>A Terrible Love of War</i></b>	History/Philosophy	

Hofstadter	Richard	<b><i>The American Political Tradition</i></b>	Politics	
Iyengar	Sheena	<b><i>The Art of Choosing</i></b>	Culture	
Johnson	Steven	<b><i>Everything Bad is Good for You</i></b>	Culture	
Johnson	Steven	<b><i>The Ghost Map</i></b>	Medicine/History	<a href="https://www.nytimes.com/2020/02/24/books/pandemic-books-coronavirus.html?auth=login-google">https://www.nytimes.com/2020/02/24/books/pandemic-books-coronavirus.html?auth=login-google</a>
Junger	Sebastian	<b><i>Tribe: On Homecoming and Belonging</i></b>	Culture	
Keizer	Garret	<b><i>Getting Schooled</i></b>	Education	
Kercheval	Jesse Lee	<b><i>Space</i></b>	Science	
Kingsolver	Barbara	<b><i>Animal, Vegetable, Miracle</i></b>	Culture	
Klosterman	Chuck	<b><i>Sex, Drugs, and Coco Puffs: A Low Culture Manifesto</i></b>	Culture	
Kolata	Gina	<b><i>Flu</i></b>	Medicine/History	<a href="https://www.nytimes.com/2020/02/24/books/pandemic-books-coronavirus.html?auth=login-google">https://www.nytimes.com/2020/02/24/books/pandemic-books-coronavirus.html?auth=login-google</a>
Kristof	Nicholas and Sheryl WuDunn	<b><i>Half the Sky</i></b>	Economics/ Current Events	
Krugman	Thomas	<b><i>The Conscience of a Liberal</i></b>	Politics	
Kurson	Robert	<b><i>Shadow Divers</i></b>	History	
Larson	Erik	<b><i>The Devil in the White City</i></b>	History/Philosophy	
Leonard	Annie	<b><i>The Story of Stuff</i></b>	Culture	
Leopold	Aldo	<b><i>A Sand County Almanac</i></b>	Environment	
Lewis	Michael	<b><i>The Big Short: Inside the Doomsday Machine</i></b>	Economics/ Current Events	
Lim	Elvin	<b><i>The Anti-Intellectual Presidency: The Decline of Presidential Rhetoric</i></b>	Culture	
Mooney	Jonathan	<b><i>The Short Bus: A Journey Beyond Normal</i></b>	Culture	
Muir	John	<b><i>My First Summer in the Sierras</i></b>	Environment	
Nash	Roderick	<b><i>Wilderness in the American Imagination</i></b>	Environment	



Nimura	Janice P.	<b><i>The Doctors Blackwell</i></b>	Medicine/History	
Noah	Trevor	<b><i>Born a Crime</i></b>	Humor/ Memoir	
Orlean	Susan	<b><i>The Orchid Thief</i></b>	Culture	
Orwell	George	<b><i>Homage to Catalonia</i></b>	History/Philosophy	
Perlstein	Rick	<b><i>Nixonland: The Rise of a President</i></b>	History/Philosophy	
Pollan	Michael	<b><i>The Omnivore's Dilemma</i></b>	Culture	
Postman	Neil	<b><i>The End of Education</i></b>	Education	
Postman	Neil	<b><i>Amusing Ourselves to Death</i></b>	Culture	
Preston	Richard	<b><i>The Hot Zone</i></b>	Non-Fiction Medical Thriller	<a href="https://www.nytimes.com/2020/02/24/books/pandemic-books-coronavirus.html?auth=login-google">https://www.nytimes.com/2020/02/24/books/pandemic-books-coronavirus.html?auth=login-google</a>
Ravitch	Diane	<b><i>The Death and Life of the Great American School System</i></b>	Education	
Redding	Stan and Frank W. Abagnale	<b><i>Catch Me if You Can: The True Story of a Real Fake</i></b>	Economics/ Current Events	
Reid	T.R.	<b><i>The Healing of America</i></b>	Economics/ Current Events	
Reynolds & Kendi	Jason & Ibram X.	<b><i>Stamped</i></b>	Culture / Race	<a href="https://www.nytimes.com/2020/06/05/books/antiracism-books-race-racism.html">https://www.nytimes.com/2020/06/05/books/antiracism-books-race-racism.html</a>
Richtel	Matt	<b><i>A Deadly Wandering</i></b>	Culture	
Rodriguez	Luis J.	<b><i>Always Running</i></b>	Culture	
Rodriguez	Richard	<b><i>Hunger for Memory</i></b>	Culture	
Sacks	Oliver	<b><i>The Man Who Mistook His Wife for a Hat: And Other Clinical Tales</i></b>	Science	
Safran Foer	Jonathan	<b><i>Eating Animals</i></b>	Culture	
Schlosser	Eric	<b><i>Fast Food Nation</i></b>	Culture	
Shah	Sonia	<b><i>The Fever</i></b>	Medicine/History	<a href="https://www.nytimes.com/2020/02/24/books/pandemic-books-coronavirus.html?auth=login-google">https://www.nytimes.com/2020/02/24/books/pandemic-books-coronavirus.html?auth=login-google</a>
Shilts	Randy	<b><i>And the Band Played On</i></b>	Medicine/History	<a href="https://www.nytimes.com/2020/02/24/books/pandemic-books-coronavirus.html?auth=login-google">https://www.nytimes.com/2020/02/24/books/pandemic-books-coronavirus.html?auth=login-google</a>
Simon	David	<b><i>The Corner: A Year in the Life of an Inner-City Neighborhood</i></b>	Economics/ Current Events	
Skloot	Rebecca	<b><i>The Immortal Life of Henrietta Lacks</i></b>	Science	
Slouka	Mark	<b><i>Essay from the Nick of Time</i></b>	Culture	

Solnit	Rebecca	<b><i>Men Explain Things to Me</i></b>	Politics	
Sowell	Thomas	<b><i>Intellectuals and Society</i></b>	Politics	
Sullivan	Andrew	<b><i>The Conservative Soul</i></b>	Politics	
Szanto	Andras	<b><i>What Orwell Didn't Know</i></b>	Media/Propaganda	
Thoreau	Henry David	<b><i>Walden</i></b>	Environment	
Ulin	David	<b><i>The Lost Art of Reading: Why Books Matter in a Distracted Time</i></b>	Education	
Wallace	David Foster	<b><i>A Supposedly Fun Thing I'll Never Do Again</i></b>	Culture	
Westover	Tara	<b><i>Educated</i></b>	Education Memoir	
Wheelan	Charles	<b><i>We Came We Saw We Left</i></b>	Travel Memoir	
Will	George	<b><i>Men at Work</i></b>	Culture	
Will	George	<b><i>One Man's America: The Pleasures and Provocations of Our Singular Nation</i></b>	Politics	
Wood	Gordon	<b><i>The Radicalism of the American Revolution</i></b>	History/Philosophy	
Wright	Richard	<b><i>Black Boy</i></b>	Culture	
WuDunn	Sheryl and Nicholas Kristof	<b><i>Half the Sky</i></b>	Economics/ Current Events	
X	Malcolm & Alex Haley	<b><i>The Autobiography of Malcolm X</i></b>	Politics	
Yousafzai	Malala	<b><i>I Am Malala</i></b>	Economics/Current Events	
Zinn	Howard	<b><i>A People's History of the United States</i></b>	History/Philosophy	