

AP English Language and Composition (10th grade) 2024 Summer Reading

Assignment:

- Read and annotate *The Elements of Style* (William Strunk Jr. and E.B. White). **You will be tested on this material within the first two weeks of the school year.**
- Read and annotate chapters 1-13 of *Thank You for Arguing, 4th Addition* (Jay Heinrichs). **You can expect a quiz within the first two weeks** over the concepts discussed in these chapters. We will eventually complete the book later in the year when the topics addressed in the later chapters are more relevant to what we are doing in class, so don't lose your book!
- Complete the *Thank You for Arguing* writing assignment below and turn it in on the first day of fall semester class (You will also upload an electronic copy to Turnitin.com after I give you those instructions). After the first day, 10 points will be deducted for every day that it is late for the first 3 days. After 3 days, the assignment will be half credit before it is graded. After two weeks, the assignment will receive a 0.
- All work must be your own. Plagiarism is never tolerated, and this includes the use any kind of artificial intelligence. Turnitin.com now detects the use of A.I.. Violations will result in a 0 on the assignment and a disciplinary referral.

Summer Reading writing assignment for *Thank You for Arguing*

Using the tools found in *Thank You for Arguing*, you will write a short (approximately 250-300 word) argument for **each of the 6 prompts** below. These tools are addressed in each of the chapters, so pay attention to the side boxes and especially the italicized tools that Heinrichs discusses for creating effective arguments.

Your document, which includes your 6 responses, should be typed and follow MLA guidelines. You will turn in your assignment on the first day of school, and you will upload a digital copy to Turnitin.com after I give you the enrollment information. 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.

Your use of the italicized tools given in each scenario must be evident in your argument to receive full credit, and **you must write the name of the tool(s) that is/are present in the argument somewhere at the top of the page before the argument begins.**

Finally, the way you organize your argument and the language you use is entirely up to you, as long as you reflect on what you have learned from *Thank You for Arguing*. So, try to have fun with this assignment (I know it's summer.), exploring the different ways you can express yourself in an argument. For the first part of our year together, we will primarily focus on the many different forms of effective writing, and this assignment will be our starting point.

Prompts:

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 Walton (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. 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.

- *Thank You for Arguing* Summer reading assignment adapted from Charity Scroggs at Charleston k-12