Welcome to AP English Language & Composition! We are so excited that you are choosing to take this class! You will learn so much about how to use language as an effective tool (and, perhaps, how others are using it to manipulate you 😊). In order to have some foundational background knowledge and some talking points right away, please have these assignments ready by the second week of school. Please also note that all documents are posted on Mrs. Rowland’s website and on the Heritage home page: https://ca01001129.schoolwires.net/Domain/328
To contact us: Mrs. Rowland – rowlandk@luhsd.net & Mrs. Simpson – simpsonc@luhsd.net

*Note: This looks scarier than it is!

Readings:

✓ Thank You for Arguing by Jay Heinrichs
  - Available on Mrs. Rowland’s HHS website
  - Available for under $5 at Amazon under ISBN# 9780307341440
  - Available on PDF links from other sites:
    - http://phvs.fms.k12.nm.us/teachers/FOV1-000B337F/083EC978-00757F35.19/Thank_You_For_Arguing.pdf

✓ After you have read the book, select one or two of the following: speech, article, and/or nonfiction essay of a subject of your choosing (can be from the past or present and may be any length).
  - You will need to be able to print parts of the selection(s). Recommended resources:
    - www.americanrhetoric.com (speeches)
    - https://scholar.google.com/ (articles)
    - https://newsela.com/quickjoin/#/35FV3Q (articles)
    - https://tetw.org/Greats (nonfiction essays)
  - You will need to cite your selection using MLA 8 citation. Recommended resources:
    - https://owl.english.purdue.edu/owl/resource/747/05/
    - http://www.easybib.com/style
    - https://style.mla.org/works-cited-a-quick-guide/

Assignments:

I. Introduction to Rhetorical Terms & Concepts

✓ Print, cut, and study AP terms Flash Cards from the teacher’s website (the document is under the “AP Handouts” tab and is called “AP Terms.” It can also be found on the “Advance Placement General Handouts” tab and is called “AP Terms Flash Cards”); you can cut each word/definition into strips and then fold to make front/back card or use index cards.

✓ As you read Thank You for Arguing, take notes or create flash cards of the terms or concepts you come across (bolded or in the margins italicized) as you read. The flash cards should include the term, definition/explanation, and an example (when appropriate). You can find a helpful glossary in the Appendix II for terms and definitions and an index for pages with examples (it is also okay to find your examples from other sources or from your own brain). There will be a quiz on these terms and concepts within the quarter, and a video conference with the author!
II. Analysis of Rhetorical Terms & Concepts
You will be relating what Heinrichs discusses throughout his text with real-life examples of rhetorical concepts. That is, you will need to choose a rhetorical concept from two chapters one from the first half of the book (“Offense”) and another from the second half of the book (“Defense”)—yes, you may choose what you write about—find a real-life example of an orator/author exemplifying the concepts of your choice, and finish the assignment by explaining how the example exhibits the concept. If this sounds a little confusing, read the following directions.

What to Do: Complete the following tasks and make sure that your products look like the examples provided. In the end, you will have completed the following steps a total of two times. Please type your work, using MLA Format, 12 point, Times New Roman font, and double space (except use single space for the quoted selection).

1. Choose any two rhetorical concepts that Heinrichs explores: one from the first half of the book (“Offense”) and another from the last half of the book (“Defense”). Identify the chapter and the concept on which you would like to focus (not the chapter title!).
   E.g.
   Chapter 3: Arguing with Past-Tense Verbs (This is the concept, not the chapter title!)

2. Summarize—do not directly quote—the concept as presented in the text and follow that summary with a parenthetical citation. Follow this format: summary of concept in your OWN words (Heinrichs page#).
   E.g.
   Forensic rhetoric relies on past-tense verbs. It usually places blame on an individual (Heinrichs 28-29).
   Note: After I summarized the concept, I added the parenthetical citation BEFORE I added a period to the sentence. Also notice how I spelled Heinrichs’ name correctly, and I did not put anything between Heinrichs’ last name and the page number: no pg., no comma, no pound sign (hash tag), or anything of the like. If you make any of these simple mistakes—a misspelled last name, a period before the parentheses, anything between the last name and page number—you will lose credit.

3. Find a real-world example of the concept in action—please note, however, your example must be text-based (speech, article, or nonfiction essay). If choosing a speech, you must make sure there is a transcript so you can copy the text from it. Copy the text that illustrates your concept of focus and follow it with an MLA 8 Works Cited entry.
   E.g.
   “Good morning, everybody. At midnight last night, for the first time in 17 years, Republicans in Congress chose to shut down the federal government. Let me be more specific: One faction, of one party, in one house of Congress, in one branch of government, shut down major parts of the government -- all because they didn’t like one law. This Republican shutdown did not have to happen. But I want every American to understand why it did happen. Republicans in the House of Representatives refused to fund the government unless we defunded or dismantled the Affordable Care Act. They’ve shut down the government over an ideological crusade to deny affordable health insurance to millions of Americans. In other words, they demanded ransom just for doing their job.”

Research Hints:

A: Most rhetorical concepts in *Thank You for Arguing* are common moves of good authors and orators. Many speeches, articles, and/or essays include most of what Heinrichs details in his book. So, if you can find one speech, article, or essay that exhibits characteristics from both first half of the book (“Offense”) and the second half of the book (“Defense”)—which I am sure you can—feel free to use both examples from that one work. Please also note that you may not use any real-world examples that Heinrichs provides in his book as your example of choice when completing step 3. You may pull examples from your own reading, or you may want to find your examples at the following websites:

- www.americanrhetoric.com (speeches)
- https://scholar.google.com/ (articles)
- https://newsela.com/quickjoin/#/35FV3Q (articles)
- https://tetw.org/Greats (nonfiction essays)

B: Please use your skills in creating citations using MLA 8. Also, I strongly suggest that you use the following websites to help you with your formatting:

https://owl.english.purdue.edu/owl/resource/747/05/ General Format
https://owl.english.purdue.edu/owl/resource/747/06/ Books (+ Anthologies)
https://owl.english.purdue.edu/owl/resource/747/07/ Periodicals (Articles)
https://owl.english.purdue.edu/owl/resource/747/07/ Websites (Electronic Sources)
https://owl.english.purdue.edu/owl/resource/747/09/ Other (Speeches, Interviews)

4. Last, for each chapter, you must explain how the example you find relates to the rhetorical concept of the chapter on which you are focusing. These explanations should be at least four (4) sentences, and better explanations will attempt to explain why and how the author uses the rhetorical concept of focus. Don’t forget, one concept for two (2) chapters = completing this task two (2) times.

E.g.

In the example from Obama’s address about the government shut down, he consistently presents past tense verbs such as chose, refused, demanded, etc. The purpose of such is to vilify the Republicans of the House in the presence of the public. Once the blame is placed on those individuals, it is the hope of Obama that the general public will demand social justice from those who represent them. In his blame, he paints those who instigated the shut down as individuals who are obstinate and unconcerned with the general healthcare of Americans. In fact, these representatives seem mostly apathetic towards those they represent. Furthermore, in blaming the Republicans, Obama makes himself—and his party—seem more innocent in the escalation of events that led to a government shutdown.

The next page is an example of what you need to do for two chapters (one from “Offense” and another from “Defense”). Your work should be formatted exactly like this (using MLA Format with the selection single spaced), but done twice! This only shows an example from the “Offense” section of the book. When we focus on a concept from the “Defense” section of the book, we could use this part of the speech again (if appropriate), another section, or another source entirely.
Analysis of Rhetorical Terms & Concepts: “Offense”

1. Chapter 3: Arguing with Past-Tense Verbs *(This is the concept, not the chapter title!)*

2. Forensic rhetoric relies on past tense verbs. It usually places blame on an individual (Heinrichs 28-29).

3. “Good morning, everybody. At midnight last night, for the first time in 17 years, Republicans in Congress chose to shut down the federal government. Let me be more specific: One faction, of one party, in one house of Congress, in one branch of government, shut down major parts of the government -- all because they didn’t like one law. This Republican shutdown did not have to happen. But I want every American to understand why it did happen. Republicans in the House of Representatives refused to fund the government unless we defunded or dismantled the Affordable Care Act. They’ve shut down the government over an ideological crusade to deny affordable health insurance to millions of Americans. In other words, they demanded ransom just for doing their job.”


4. In the example from Obama’s address about the government shut down, he consistently presents past tense verbs such as chose, refused, demanded, etc. The purpose of such is to vilify the republicans of the House in the presence of the public. Once the blame is placed on those individuals, it is the hope of Obama that the general public will demand social justice from those who represent them. In his blame, he paints those who instigated the shut down as individuals who are obstinate and unconcerned with the general healthcare of all individuals. In fact, these representatives seem mostly apathetic towards those they represent. Furthermore, in blaming the Republicans, Obama makes himself—and his party—seem more innocent in the escalation of events that have led to a government shutdown.