

AP English Language & Composition 2020-2021: Required Summer Reading

Hello and welcome to AP English Language and Composition! We are so excited to meet all of you in August. AP Lang is a great opportunity to deepen your writing and argumentation skills with the possibility of earning college credit. It is a journey you will not regret. In the meantime, we have some reading for you to do. Our summer reading selection, *How To Argue With a Cat*, presents foundational information and skills for the course. You will need to read and annotate it over the summer and be ready to use this new knowledge in August and throughout the 2020-2021 school year.

REQUIRED SUMMER READING:

- *How to Argue with a Cat: A Human's Guide to the Art of Persuasion* By Jay Heinrichs
- **ISBN-10:** 163565274X OR **ISBN-13:** 978-1635652741

Directions: As you read *How To Argue With a Cat*, you may either annotate directly in your copy of the book or on a separate sheet of paper. In this class, we focus on quality over quantity and we do NOT base your grade on just completion. Try your best to showcase what you're thinking about while reading and how you're connecting those ideas to your life experiences and knowledge. Don't worry if you don't know all the terms. Soon enough, the language of rhetoric will be central to your existence! And that's a good thing. 😊
See you soon!

♥, Mrs. Brussow and Mrs. Gallina

EXCELLENT Annotations:

- Comments are **plentiful** throughout the text: beginning, middle and end.
- Comments demonstrate **analysis and interpretation**—thinking **beyond the surface level** of the text/summary.
- **Many patterns** of similarity, contrasts, and anomalies/variances are marked; the writer may have created lists or cross-references.
- Comments accomplish a **great variety of purposes**:
 - appeals to pathos (emotion), ethos (morals/credibility), and logos (logic)
 - development of targeted appeals
 - identification of fallacies and their effectiveness/ineffectiveness
 - notes on speaker, purpose of the text, audience, context, exigence
 - personal response
 - summary of events/ideas
 - questions
 - predictions
 - connections/intertextuality (Does this remind you of something else? Why?)
 - vocabulary awareness
 - reflection
 - awareness of writing strategies/text structure
 - purpose of literary/rhetorical devices

PROFICIENT Annotations:

- Comments are **adequate** throughout text: beginning, middle and end.
- Comments demonstrate **some analysis and interpretation**—thinking beyond the surface level of the text/summary.
- **Some patterns** of similarity, contrasts, and anomalies/variances are marked.
- Marginal comments accomplish **some variety** of purpose.

UNDEVELOPED Annotations:

- Comments are few, but may be concentrated in parts of text.
- Comments demonstrate **little analysis or interpretation** – are mostly surface level/summary.
- **Few patterns** of similarity, contrasts, and anomalies are marked.
- Marginal comments accomplish **only a few different purposes**, mostly summary of events and observations.