**AP English Language Summer Reading Assignment 2025**

**Palm Harbor University High School**

**Medical & University**

Dear Incoming AP Students,

 Welcome to AP Language and Composition! You have chosen to spend a year working hard to become a better reader, writer, and thinker. Registering to take an AP course in high school proves that you are a dedicated learner and eager for a challenge. Because AP classes are designed to simulate college-level courses, the expectations and workload are heavier than in traditional English classes you have experienced so far. Diligence and hard work in this course will lead you toward earning college credit on the AP exam in May.

 Your summer reading assignment will begin to build a foundation for your learning. These concepts will be referenced all year long; therefore, completion of the summer reading is imperative. Start early and give yourself enough time. Should you have any questions about the summer assignment, please contact Mrs. Andrea Weaver at weavera@pcsb.org Have a relaxing and safe summer vacation. We are looking forward to working with you in the fall!

**Please be aware that students will be held responsible for the assignments in the first week of the fall semester. If a student chooses to change the level of course or class or program over the summer, the student will be held responsible for the summer assignments for the courses reflected on the schedule for the first week of school. If you have questions regarding which course you are enrolled in for the fall, please contact your guidance counselor or view your course requests in Focus.**

***This is a two-part assignment. Please read all the information in the document and complete BOTH pieces of the assignment.***

**Part 1: Thank *You for Arguing*** **by Jay Heinrichs**

This book is divided into three parts:

* Part 1: The Basics of Argument – Chapters 1-8
* Part 2: Building and Controlling the Argument (Chapters 9-20)
* Part 3: Advanced Offense (21-29)

As you read, **highlight and annotate evidence** of the following components of the rhetorical situation in each section. **Annotate thoroughly and thoughtfully in each chapter and have an awareness of how the concepts build on each other as well as work together to prove Heinrichs’ purpose in the section.**

**At the end of each section**, **use your annotations to handwrite a half page reflection** (you will have a total of 3 reflections) on how the Rhetorical Situation and the Authorial Choices work together to portray Heinrich’s overall purpose and message for the section.

We will use your summer work during the first two weeks of class. Make sure it is complete when you arrive after summer.

**Identifying the Rhetorical Situation – Speaker, Purpose, Audience, Context, and Exigence**

**Speaker:**
Jay Heinrichs, a seasoned journalist and rhetoric expert, serves as the speaker in *Thank You for Arguing*. With decades of experience in writing, editing, and teaching persuasion, Heinrichs brings both credibility and a conversational tone to his work. His voice is witty, self-aware, and often humorous, making complex rhetorical concepts accessible and engaging.

**Purpose:**Heinrichs aims to demystify the art of persuasion and demonstrate how rhetoric permeates everyday life. His goal is not only to educate readers on classical rhetorical techniques but also to empower them to use these tools effectively in arguments, debates, and conversations. He wants readers to recognize persuasion as a skill that can be learned and ethically applied.

**Audience:**
The book is written for a general audience, particularly students, educators, and professionals interested in communication, debate, or writing. It’s also tailored for readers who may be skeptical of rhetoric, presenting it as a practical and even entertaining tool rather than a manipulative tactic.

**Context:**
Published in the early 2000s and updated in later editions, *Thank You for Arguing* enters a cultural moment where public discourse—especially in politics and media—has become increasingly polarized. Heinrichs responds to this environment by offering rhetoric as a means of understanding and navigating arguments more constructively.

**Exigence:**
The exigence for Heinrichs’ work is the widespread misunderstanding and underutilization of rhetoric in modern society. He sees a need for people to become more rhetorically aware, both to defend themselves against manipulation and to argue more effectively in personal and public spheres.

**Authorial Choices – Appeals, Tone, and Style**

**Appeals (Ethos, Pathos, Logos):**

* **Ethos:** Heinrichs establishes credibility through his professional background and by referencing classical rhetorical figures like Aristotle and Cicero. He also builds trust by sharing personal anecdotes and admitting his own rhetorical missteps.
* **Pathos:** Humor and relatable stories are central to Heinrichs’ emotional appeal. He often uses family interactions, especially with his children, to illustrate rhetorical principles in a way that resonates with readers.
* **Logos:** The book is rich in logical explanations of rhetorical strategies, such as deductive and inductive reasoning, logical fallacies, and the structure of arguments. Heinrichs breaks down complex ideas into digestible parts, often using modern examples to clarify classical concepts.
* **Kairos:** By weaving kairos into both classical theory and modern-day scenarios, Heinrichs makes the concept feel practical and urgent. His choice to highlight kairos in everyday life reinforces his broader purpose: to show that rhetoric isn’t just for politicians or lawyers—it’s for everyone. His tone remains light and humorous, but the message is clear: timing is everything.

**Tone:**
The tone is informal, witty, and often irreverent. Heinrichs uses sarcasm, pop culture references, and playful language to keep the reader engaged. This tone makes the book feel more like a conversation than a lecture, which aligns with his goal of making rhetoric approachable.

**Style and Structure:**
Heinrichs employs a conversational style, often addressing the reader directly. The book is structured into short, thematic chapters, each focusing on a specific rhetorical tool or concept. He includes sidebars, summaries, and exercises to reinforce learning. His use of repetition and varied sentence structure helps maintain reader interest and reinforce key ideas.

**Example Annotation: Chapter 13 – “Control the Tempo: The Caleb”**

**Key Concept:** Kairos (timing and the opportune moment)

*“When you argue emotionally, speak simply. When you argue logically, speak more elaborately.”*

**🖊️ Annotation:**
This quote shows how Heinrichs connects kairos with style and delivery. He’s building on earlier chapters where he introduced pathos (emotional appeal) and logos (logical appeal). Now, he’s showing that the *timing* and *manner* of delivery must match the type of appeal. This reinforces his purpose: rhetoric is not just about what you say, but *how and when* you say it.

**Example from the Chapter:**
Heinrichs tells a story about his son Caleb using silence and timing to win an argument with his mother.

**🖊️ Annotation:**
This anecdote illustrates kairos in action. Caleb doesn’t just argue well—he waits for the right moment to speak. This shows how rhetorical awareness includes reading the room and adjusting your strategy. It also connects back to earlier chapters on decorum (fitting in with your audience) and ethos (credibility), because Caleb’s success depends on his ability to read his audience and act appropriately.

**How Concepts Build Together:**

* Ethos: Caleb’s credibility as a calm, respectful speaker.
* Pathos: He avoids emotional escalation, which keeps his audience (his mom) calm.
* Kairos: He waits for the perfect moment to speak, maximizing his persuasive impact.

**🖊️ Annotation:**
This chapter shows how rhetorical tools are not isolated—they work together. Heinrichs’ purpose is to teach readers how to *layer* these tools for maximum effectiveness. Kairos is the glue that holds the appeals together in real-time communication.

**Part 2: Student Choice**

Read a memoir or autobiography of your choice. As you read, track how the author uses their personal story to connect with readers. Pay attention to the *way* they tell their story, not just *what* they say.

You’ll keep a **handwritten journal** throughout the book and **write one final reflection**. This is your first step into AP Language—where we study how people use words to move others.

 **Step 1**: **Choose Your Book**

Select a memoir or autobiography (a book written by a person about their own life). Look for stories that explore identity, growth, or overcoming challenges.

**Step 2**: **Reading Journal —10 Entries**

Divide the book into 10 parts (roughly every 2–3 chapters). **After each part, complete a handwritten response (at least ½ page per entry).**

Each entry should include these FOUR parts (write clearly and label each section):

1. What happened:
Briefly summarize the key event(s) in this section.
2. Purpose:
What is the author trying to show, teach, or express here? (A belief? A shift? A message?)
3. Voice & Tone:
How would you describe the author’s tone in this section (e.g., angry, sarcastic, hopeful, proud)?
Include a quote and explain how it reflects that tone.
4. Your Takeaway:
What did this part make you feel, think, question, or relate to?

**Step 3:** **Final Reflection — 1 Full Handwritten Page**

Once you finish the book, write a handwritten reflection that answers the following:

* What did the author’s voice make you feel or realize?
* What theme or truth from their story stuck with you most—and why?
* How do you think the way they told their story helped them connect with readers?

 **Important Notes:**

* Everything must be handwritten. No typing, printing, or AI.
* Do not summarize the whole book—this is about how the author tells their story and what that made you think or feel.
* Bring your annotated text, journals and reflections on the **first** day of school.