



ST. JOSEPH'S ACADEMY

2022 Summer Reading List

AP/ACC SENIOR ENGLISH

Teacher: Elizabeth Kelley

Thank You for Arguing, Jay Heinrichs (Chapter 1 – 17)

Fast Food Nation: The Dark Side of the All-American Meal, by Eric Schlosser

Amusing Ourselves to Death: Public Discourse in the Age of Show Business, by Neil Postman

Welcome to Senior Honors! I am excited to share in your journey to becoming a critical thinker and a “citizen rhetor” – an individual aware of the world around her and capable of communicating her ideas about it strongly and purposefully. The first semester of this class is devoted to rhetorical analysis, argument, and synthesis. The books you are reading for summer compliment the units we do during the first semester, and the *Everything's an Argument* textbook.

Everyone must read *Thank You for Arguing*. Choose ONE other book and apply concepts from *Thank You for Arguing*. Read all the way through this assignment.

On the first day of class, you will need your two books, and either one composition notebook - college-ruled, 100 or more pages – or begin a Google Doc/Slide deck for your notes that you can share with me for a grade.

PART I:

Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion by Jay Heinrichs

1. Read Chapters 1-17 of the book.
2. The goals of this reading are:
 - a. to begin to explore the various ways authors and speakers shape their arguments to persuade or inform an audience;
 - b. to explore the techniques and rhetorical devices used;
 - c. to gain a basic understanding of Aristotle's appeals: character (ethos), emotion (pathos), and logic (logos); and
 - d. to be able to apply this new understanding and knowledge to either the Vance or the Lewis books;
 - e. to annotate, highlight, take notes however you choose;

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AP/ACC SENIOR ENGLISH (continued)

- f. Using the principles from the book, construct a 1/2 page response in your notebook or on your slide deck to one of the questions below:
1. How would you construct a conversation (argument) with your parents about something you want to do, but they are opposed to; OR
 2. How would you construct a conversation (argument) with a friend about a decision he/she is making that you are opposed to?
 3. This can be in dialogue or paragraph format – be prepared to discuss the choices you made in establishing your credibility, constructing your argument, and understanding your parent/friend's side of the argument.

PART II:

Fast Food Nation or *Amusing Ourselves to Death*

Reading closely is an expectation of honors/college level students. At this point in your education, I believe you know the best way to help you learn, so I am not requiring a certain number of annotations, types of annotations, or reading logs; **however, I do ask that you stop at the section/chapter ends of either book and apply what you learned in *Thank You for Arguing*. In your notebooks or slide deck/doc, write a couple of sentences summary and make two connections to the *Thank you for Arguing* book in your composition notebook.** This might include how the author establishes his credibility, how the author defines the argument he is making, the components of the argument, and how this message is constructed for the reader. It is always helpful to make notes of things that stand out to you or interest you.

We will use both books in your first writing assignment.