

**English 11 for *Thank You for Arguing*
Summer Reading Assignment – Hamilton High School**

Selection:	<i>Thank You For Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion</i> by Jay Heinrichs NOTE: make certain you get the new, 2013 edition.
Rationale:	Thank You For Arguing will introduce you to the art of rhetoric and academic arguments. Heinrichs has divided his informative yet entertaining book of lessons into five sections (Introduction, Offense, Defense, Advanced Offense, & Advanced Agreement). He also provides appendices which include a summary of the main rhetorical tools and a glossary of rhetorical terms. More importantly, this book will serve as an excellent bridge between the expository essay and persuasion analysis of English 10 and the stylistic and argumentative analysis of English 11.
Objectives:	To read and respond to the Introduction, Offense, and Defense sections of the book (Chapters 1-17). Understand and outline the objectives and elements of argument.
Standards Addressed:	RI.11.1-3, RI.11.5-6, W.11.2a, W.11.4
Assignment:	Reading: Obtain a copy of the book, or a copy can be checked out from the school. Read the Introduction, Offense, and Defense sections in their entirety (Chapters 1-17). Writing: Students will be required to complete a rhetorical précis for several chapters in the Introduction, Offense and Defense sections of the book.
Specific Essay Instructions for answering essay questions:	<ul style="list-style-type: none"> • MLA formatting • Appropriate and relevant text citations and references • 100-200 words, each précis. • Upload to turnitin.com (as one document, upon return and registration in your new class)
Read and Write:	Complete a Rhetorical Précis (like the sample below) for the following: <ul style="list-style-type: none"> • Introduction—Chapter 1 “Open Your Eyes” (Everyone must complete a précis for this chapter) • Offense—Select 4 of the 12 chapters from this section and complete a précis for each of them. • Defense—Select 1 of the 4 chapters from this section and complete a rhetorical précis for each of them. Note: You will be completing a total of 6 rhetorical précises for this assignment.

Rhetorical Précis Worksheet

A rhetorical précis differs from a summary in that it is a less neutral, more analytical condensation of both the content and method of the original text. If you think of a summary as primarily a brief representation of what a text says, then you might think of the rhetorical précis as a brief representation of what a text both says and does. Although less common than a summary, a rhetorical précis is a particularly useful way to sum up your understanding of how a text works rhetorically.

Rhetorical Précis Sentence Starters

Sentence One - What? - *Name of the author, genre, and title of work, date in parentheses; a rhetorically active verb; and a THAT clause containing the major assertion or thesis in the text.*

_____ in the _____, _____,
 (Author) (A) (Title)
 _____ that _____
 (B)

Sentence Two - How? - *An explanation of how the author develops and supports the thesis.*

_____ supports his/her _____ by _____
 (Author's Last Name) (B) (C)

Sentence Three - Why? - *A statement of the author's apparent purpose, followed by an "in order to" phrase.*
 (The author's purpose is to)

(D) _____ in order to / so that _____

Sentence Four - To Whom? - *A description of the intended audience and/or the relationship the author establishes with the audience.*

The author writes in a _____ tone for _____
 (E) (audience)

A	B	C	D (verbs)	E (tone words)
article, chapter, book review, essay, editorial	argues, argument, asserts, assertion, suggests, suggestion, claims, questions, explains, explanation, illustrates	comparing, contrasting, telling, explaining, illustrating, demonstrating, defining, describing, listing, juxtaposing	show point out suggest inform persuade convince	Formal, questioning, informal sarcastic humorous contemptuous

Student Example

Mrs. Teacher

English 11 – Period 1

12 August 2016

Introduction

Malcolm Gladwell in the Prologue to *Outliers*, “The Roseto Mystery”, illustrates that the little town in Pennsylvania called Rosetto is used as an analogy to his argument of the outliers when looking at success. Gladwell supports his argument by describing the method Stewart Wolf, a doctor used to find out why “these people were dying of old age(3)” instead of illness, which is just the outlier that Gladwell needed to look to in order to inspire his own research in regards to outliers surrounding success. The author’s purpose is to engage readers with the story of the Rosetans so that the audience will have a deeper understanding of his argument, which will look “beyond the individual (10),” and include an “understand[ing of] the culture he or she was a part of, and who their friends and families were (10)”; just as Wolf did with Roseto, Gladwell will do with success. The author writes in an inquisitive tone for anyone who seeks understanding of the outlier and “a statistical observation that is...different in value from the others...” means (3).

Assessment:	<p>A range (90-100%) – Essay answers indicate critical and close reading, thoughtful engagement and analysis. Very few if any grammatical or formatting errors are present. Academic voice. All directions are followed.</p> <p>B range (80-89%) – Essay answers predominantly critical and close reading, and mostly thoughtful engagement and analysis. Some, although few, grammatical or formatting errors may be present. Academic voice. All directions are followed.</p> <p>C range (70-79%) – Essay answers indicate some critical and close reading and analysis, although understanding of the text may be vague or superficial. Very few if any grammatical or formatting errors are present. Academic voice. All directions are followed.</p> <p>D or F – (0-69%) These responses are not acceptable for high school level work. It is unclear whether the book was read, or understood. Multiple errors in grammar, voice and formatting may be present.</p>		
Due Date:	The Rhetorical Précises are DUE in class (hard copy) and submission to turnitin.com the third week of school: Thursday / Friday, August 11-12, 2016.		
Connections:	Ongoing reference and instruction will be tied to these books throughout the year. IT IS EXTREMELY IMPORTANT THAT YOU READ THE WORK IN ITS ENTIRETY, AS ASSIGNED.		
Note:	A copy of this assignment is available on-line at the Hamilton website: http://www.cusd80.com/Domain/2039		
Questions?	Please put “summer reading” in the subject line of your email.		
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