

AP Language and Composition Summer Assignment

This summer assignment is **due the first FULL week of class**. No exceptions! These assignments are intended to challenge your critical reading skills, strengthen your writing skills, and expand your vocabulary. Complete **both** categories.

NOTE: *The Cornell notes may be handwritten. All other work, including the Culminating Activity, should be typed, double-spaced, size 12, professional font. If you have questions, please email Ms. Gutierrez at amanda.gutierrez@ops.org BEFORE June 30th.*

Category One: An Introduction to Rhetoric

Read the attached chapter title “Chapter 1: An Introduction to Rhetoric” and complete the guided Cornell notes and activities.

- **Left Side:** Write main ideas and higher-level questions based on the notes in the right-hand column. Formulating questions helps to clarify meanings, reveal relationships, establish continuity, and strengthen memory. Section headings and some questions have already been provided for you.
- **Right Side:** Record notes based on the content of the chapter. Include key words, definitions, examples, and explanation to deepen your understanding of the content. Answer questions that have been provided for you. Complete ALL activities from the chapter. Instructions for each activity can be found on the corresponding page in the chapter.
- **Summary:** Synthesize the content of the chapter and reproduce it in your own words.
- **Culminating Activity:** Complete the activity on pages 30-35. Since your analysis of the texts will be quite lengthy, your responses should be typed instead of hand-written. Incorporate textual evidence in your analysis. Be prepared to have a summative assignment over these texts during the first full week of school.

Category Two: Literary Nonfiction

- A list of creative nonfiction books has been provided for you. The books can be found online or at your local library. A small selection are available for checkout in room 303 on a first come, first served basis.
- Read one of the books and complete the required journal entries. Do your research. Pick a book that appeals to you and your interests. If you would like to choose a creative nonfiction book that is NOT on this list, email the title to Ms. Gutierrez by June 30th for approval.
- As you read your book, complete the following journal entries. They will help you begin to understand rhetorical analysis and give you a starting point for your reading and writing frame for AP Language and Composition.
- Your journal entries should be thoughtfully completed **with textual evidence and direct quotes** to support your claims and ideas. **Cite all quotations with page numbers.** Your responses should be so thorough that another person reading your response could give you the original prompt.

Journal Entry #1: What is the main argument of this book?

Literary nonfiction writers seldom get book deals just to ramble on for pages and pages. There is a purpose to their writing. They are trying to convey some message to an audience. If you are reading a memoir, how is the speaker trying convey his or her life? What is the speaker trying to say about life? If the speaker is writing about a political or historical event, how does the speaker interpret that issue? How do you know? Look for emphatic declarations, moments of reflection, and themes as you read. You might need to start this journal entry at the beginning of the book, start to read, and then go back and add details later.

Journal Entry #2: Who is the speaker of this book?

What do you know about the author? Where is he or she from? Why is he or she writing this book? Is he or she trusted? Some of this information might be from the text of the book or book jacket. You might also do a bit of research from reliable sources online. If you do find information from additional sources, be sure to note which sites you consulted (Hint: Wikipedia is a tertiary source. It should NEVER be referenced as a definitive source in this class).

Journal Entry #3: Who is the primary audience of this book?

Who is going to read this book? **Why** would someone read this book? How do you know? Focus on demographics and interests. Consider who this book would relate to the most. Be SPECIFIC. Do not simply write, “this book is for anyone.” It’s not. I promise a thorough market analysis was conducted prior to the publication of the book.

Journal Entry #4: What **evidence/sources** does the speaker use?

How does the speaker support his or her information? Did this speaker use interviews? Memories? Recollections? Data? Give specific examples. Think about his or her sources, and evaluate them critically--especially where memories are concerned. Do you trust his or her sources?

Journal Entry #5: Who might have an **opposing viewpoint** on the argument presented in this book?

Since the book has an argument, there is going to be someone who disagrees with it. You might say, "This book is a memoir. Who could disagree with it?" The point of disagreement might be with how that speaker looks at life. If it's political or research-based, there will be obvious detractors. Think also about why someone would disagree with this book on moral or philosophical levels as well.

Journal Entry #6: What is the **tone** of this book?

For tone, think about voice and word choice. Find and incorporate at least **FIVE** examples of textual evidence that prove your point. How does your speaker treat his or her topic? What attitude does he or she have towards the audience?

Journal Entry #7: How do you, as a **reader**, respond to this book?

Your personal reactions to books still matter--just make sure that you are supporting your opinions with carefully thought out details. Do you like this book? What's your favorite part of this book? What's your least favorite part of this book? Reflect on your experience as a reader.

<i>Mountains Beyond Mountains</i>	Tracy Kidder
<i>A Long Way Gone: Memoirs of a Boy Soldier</i>	Ishmael Beah
<i>The Lottery</i>	George Hahn
<i>Autobiography of a Face</i>	Lucy Grealy
<i>Between the World and Me</i>	Ta-Nehisi Coates
<i>Born a Crime</i>	Trevor Noah
<i>Bringing Down the House</i>	Ben Mezrich
<i>Random Family</i>	Adrian Nicole LeBlanc
<i>Hole in My Life</i>	Jack Gantos
<i>Me Talk Pretty One Day</i>	David Sedaris
<i>Reading Lolita in Tehran</i>	Azar Nafisi
<i>The Audacity of Hope</i>	Barack Obama
<i>The Color of Water</i>	James McBride
<i>The Woman Warrior</i>	Maxine Hong Kingston
<i>Born to Run</i>	Christopher McDougall
<i>This Boy's Life: A Memoir</i>	Tobias Wolff

Class Supplies:
 3 ring binder
 5 pack tab dividers
 Loose leaf paper
 Highlighters
 Blue/black pens
 Post-it notes
 *Attempt to obtain these materials prior to attending our first class.

Summer Assignment Rubric


Category One	Level One	Level Two	Level Three	Level Four
Informational Reading & Vocabulary	--Activities are missing and/or incomplete --Summary is too short and does not capture chapter --Includes few lower level questions in margins --Few terms are complete	--Activities are complete, but mostly inaccurate --Summary includes few major points of chapter --Includes some questions in the margins, but may not be higher level --Most terms are complete	--Activities are complete and mostly accurate --Summary includes most major points of chapter --Includes some higher lever questions in margins --All terms are complete	--Activities are complete and accurate --Summary effectively captures chapter --Includes several higher-level questions in margins --All terms are complete and accurately used
Grade:				

Category Two	Level One	Level Two	Level Three	Level Four
Narrative & Informational Reading	Vague responses that do not encompass content or comprehension of the book and/or rhetoric	More specific responses that include basic information from the book; Comprehension of the book and/or rhetoric is limited	Specific responses that include content from the book and a thorough analysis; basic comprehension of the book and/or rhetoric is clear	Engaging responses that include content from the book, a thorough analysis, and textual evidence to support analysis; comprehension and critical thinking of the book and rhetoric is evident
Grade:				

The Language of Composition: Reading, Writing, Rhetoric
“Chapter 1: An Introduction to Rhetoric”

Directions: Complete the Cornell notes as you read the chapter.

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<p>Using the “Available Means” (page 1)</p> <p>What are some real life examples of rhetoric?</p>	<p>Rhetoric _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Activity 1 (page 2)</p>	<p>Example 1: _____</p> <p>_____</p> <p>Example 2: _____</p> <p>_____</p> <p>_____</p>
<p>The Rhetorical Situation (pages 2-7)</p> <p>What is the purpose of Gehrig’s speech?</p> 	<p>Occasion _____</p> <p>Context _____</p> <p>_____</p> <p>Rhetorical triangle (Aristotelian triangle) _____</p> <p>_____</p> <p>Speaker _____</p> <p>Persona _____</p> <p>Audience _____</p> <p>Subject _____</p>

<p>Activity 2 (pages 4-5)</p>	<p>Rhetorical Situation _____ (Choose a movie, video game, or concert to hypothetically review.) Analysis _____ _____ _____ _____ _____ _____</p>
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<p>What does the acronym SOAPS represent? What is SOAPS used for?</p>	<p>_____ _____ _____ _____ _____</p>
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<p>Activity 3 (pages 6-7)</p>	<table border="1"> <tr> <td data-bbox="487 676 682 823">Subject</td> <td data-bbox="682 676 1528 823"></td> </tr> <tr> <td data-bbox="487 823 682 970">Occasion</td> <td data-bbox="682 823 1528 970"></td> </tr> <tr> <td data-bbox="487 970 682 1117">Audience</td> <td data-bbox="682 970 1528 1117"></td> </tr> <tr> <td data-bbox="487 1117 682 1264">Purpose</td> <td data-bbox="682 1117 1528 1264"></td> </tr> <tr> <td data-bbox="487 1264 682 1411">Speaker</td> <td data-bbox="682 1264 1528 1411"></td> </tr> <tr> <td colspan="2" data-bbox="487 1411 1528 1549"> <p>How would you describe the tone of the speech? Why?</p> </td> </tr> </table>	Subject		Occasion		Audience		Purpose		Speaker		<p>How would you describe the tone of the speech? Why?</p>	
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<p>Appeal to Ethos, Logos, and Pathos (pages 7-21) What is the difference between automatic ethos and building ethos?</p>	<p>Rhetorical appeals _____ _____ Ethos _____ _____ _____ _____ _____ _____</p>
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<p>Activity 4 (page 10)</p>	<p>1. _____ _____ _____ _____</p> <p>2. _____ _____ _____ _____</p>
	<p>Logos _____ _____ _____ _____</p> <p>Counterargument _____ _____ _____</p> <p>Concession _____ _____</p> <p>Refutation _____ _____</p>
<p>Activity 5 (pages 12-13)</p> <p>*Include textual evidence.</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>What are some appeals to emotions (pathos) that have worked on you?</p>	<p>Pathos _____ _____ _____ _____</p> <p>Propagandistic _____ _____</p> <p>Polemical _____ _____</p> <p>Connotations _____ _____ _____ _____ _____ _____</p>

<p>Activity 6 (pages 17-18)</p> <p>*Include textual evidence.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>How does Toni Morrison appeal to ethos, logos, and pathos in her letter to then-senator Obama? (pages 18-19)</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Activity 7 (pages 20-21)</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Rhetorical Analysis of Visual Texts (pages 21-23)</p> <p>What does the cartoon on page 21 represent?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

How does it appeal to authority (ethos), emotion (pathos), and reason (logos)? Explain.

Activity 8 (pages 22-23)

1. What rhetorical strategy does the WWF use to achieve its purpose in the ad?

2. How does the arrangement of the page affect your response? How does the WWF appeal to ethos, logos, and pathos? Explain.

3. How effective do you think the ad is in reaching its intended audience? Explain.

Determining Effective and Ineffective Rhetoric
(pages 23-29)

How is Mr. Collins' rhetoric ineffective?

Do you think the PETA ad is effective or ineffective rhetoric? Explain.

