



AP Boot Camp

Mr. Cano
AP Language 5-6
AP Literature 7-8
2014-15

AP Boot Camp

- ◊ Language Registers
- ◊ Bloom's Taxonomy and Levels of Questioning
- ◊ Abstraction Ladder
- ◊ David Jolliffe's Rhetorical Framework
- ◊ Homework Protocol/Assignment recovery
- ◊ Dialectical/Double-entry journals

Language Registers

- o Developed by Martin Joos (1967)
- o Based on concept of pipe organ's stop, admitting or stopping air pressure to change the tone of music
- o The Universal rule:
 - o A person can go from one register to the next register without any conflicts whatsoever. However, if a person moves from register to register skipping 1 level or more, this is considered anti-social behavior.
 - o Students must know how and when to move from one register to the next.

	Relationship between speaker and audience	How much background info must a speaker supply?	Expectation of grammar and usage	Examples of oral use/formats in written language	Purpose
Frozen	-No speaker -No specific audience	-None	-None	Pledge of Allegiance, Lord's Prayer	To inform
Formal	-Speaker is expert -Interested audience -One-way comm.	-Depend how much the audience knows	-Formal, standard English	-lecture -speeches -essays -sermons -contracts	-To inform -To persuade
Consultative	-2-way comm. -most important register in class	-varies -clarify unknown info	-Formal, standard English	-consultations -conferences -	-To inform -To persuade -Intellectual concepts
Casual	-2-way comm. -work -family/friends	-not necessary -new information not confusing	-Depends greatly on the group	-conversation -texting -Facebook -personal emails	-Emotional bonding / best way to convey emotions
Intimate	-2-way comm. -Emotionally close	-not necessary at all -info already understood	-None -Speaker and audience can create own	-Love notes -sexting -"baby" talk -twin language	-Emotional bonding / best way to convey emotions

Bloom's Taxonomy

- Multiple levels within cognitive domain (Benjamin Bloom, 1956)
- As it is applied to writing, these levels fall into three categories (from low to high)

1. Evidence

- Knowledge
- Comprehension

2. Inferences

- Analysis

3. Evaluation

- Synthesis
- Evaluation

Thesis statements and Topic Sentences

Evaluation – Making judgments about the value of some purpose

recommend judge warn critique justify evaluate urge
reconcile argue persuade defend

Synthesis – Putting together elements and parts to form a whole

create construct modify produce design compose
hypothesize

Inferences

Analysis – Breaking down material into its constituent parts and detection of the relationships of the parts and of the way they are organized

separate outline connect characterize divide relate
identify the parts categorize compare/contrast distribute link

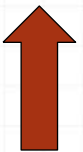
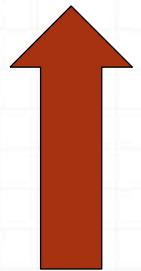
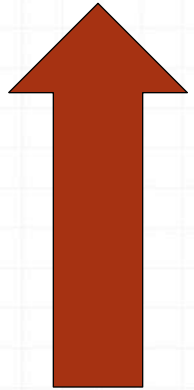
Evidence [quotes and paraphrases]

Comprehension – Understanding the meaning and intent of the material

summarize explain describe clarify reword paraphrase tell
record inform match review decipher

Knowledge – Recognizing and recalling ideas and materials

list recite indentify find locate memorize duplicate



Costa's Levels of Questioning

- Based on Arthur Costa's Model of Intellectual Functioning in his book, *Developing Minds: A Resource Book for Teaching Thinking* (2001).
- Similar to Bloom's, but focused more on questions created by student for deeper understanding
- Critical for Homework Protocol



Look and sound familiar? (Bloom's)

Level 3: Demonstrates Mastery of Knowledge Learned

Put parts together to form a new whole.

Judge the value of material for a given purpose.

The Penthouse of the hotel of intellect!

Level 2: Practice Knowledge Learned

Ability to apply learned material in new situations.

Ability to break down material into its component parts and perceive interrelatedness of the parts.

The Middle Levels of the hotel of intellect!

Level 1: Intro to Knowledge

Specific facts, ideas, and vocabulary.

Understanding material without relating it to other material.

The Lobby Entrance of the hotel of intellect!

Abstraction Ladder

- o Developed by Samuel Hayakawa in his Language in Thought and Action (1941).
- o A result of his study of semantics, specifically with nouns
- o Understanding comes from specific details of our world built upon each other to establish more abstract concepts
- o 4 levels
 1. Specific, identifiable nouns
 2. Noun categories: more definite groups
 3. Noun classes: broad group names with little specification
 4. Abstractions

Larger
Themes

Farmer's assets
are part of the
larger **economy**

Cattle is part of
the farmer's
assets

Bessie is a member of
a herd of **cattle**

Concrete
details



Bessie, the **cow**

David Jolliffe's Rhetorical Framework

○ The Rhetorical Situation

- **Exigence:** What were the circumstances surrounding the original delivery and/or publication of the piece? What was the imperative for writing the piece?
- **Audience:** For whom was the piece written?
- **Purpose:** Why did the author write the speech/work?

David Jolliffe's Rhetorical Framework

○ The Three Appeals:

○ **Logos:** The **logical** arrangement of the piece

○ Does the argument make sense?

○ **Ethos:** The credibility the author has. Is the author credible or **ethical** enough to be reliable about the subject?

○ Is the author believable?

○ **Pathos:** The emotion the writer tries to elicit from the audience. How does the speaker try to make you **empathize** with the piece?

○ What does the piece make you feel?

David Jolliffe's Rhetorical Framework

○ Organization/Structure/Form

○ Fiction or nonfiction?

○ Poetry or prose?

○ Spoken or written?

○ The possibilities are endless, but each one means something different for how you should read or write.

David Jolliffe's Rhetorical Framework

○ Surface Features

○ Diction: Word Choice

○ Why does the writer choose **specific** words?

○ Syntax: Sentence Structure

○ What does the sentence structure reveal about what the writer thinks/wants to emphasize?

David Jolliffe's Rhetorical Framework

○ **Surface Features (Continued):**

- **Imagery:** Language that appeals to the five senses
 - What sensation is the writer exploiting?

○ **Figurative Language**

- **Metaphor**
- **Simile**
- **Personification**
- **Synecdoche**
- **Metonymy**

EXIGENCE