

AP Language and Composition Summer Assignment 2015

Hi, I am Dr. Marye Smith, your AP Lang instructor for second semester 2016 school term. First of all, welcome to AP Language and Composition. This course is a rigorous class in which you will learn to write and analyze prose. The prose we read is modeled after those you might find in a college course. You need to be prepared to be challenged by what you read. Hopefully, you will find this course rewarding, as well as thought-provoking.

For your summer reading experience, you will engage in reading prose from various genres in order that you might familiarize yourselves with schools-of-thought held by these writers.. Hopefully, there may be an awakening of your interest as to what and how it all fit together.

MATERIALS: When you come to class for fall semester, please have with you a 3-ringed binder with loose-leaf lined paper, a marble notebook, a highlighter, and your favorite writing utensil.

Onward!

- The following assignments (terms, essay, and analysis worksheets) are required for the course
- **You will email your assignments to me at: maryesmith53@gmail.com. I will provide you with my school email address at a later date.**
- **Your (MLA) heading will appear in the upper left hand corner in the following sequence on all essays and course work for this class—unless otherwise indicated: Your name, My Name (Dr. M. Smith), AP Lang, Date (Example: 17 July 2015)**

Assignment #1: Read the following article and annotate. (See notes on annotating).

- **“Is Google Making Us Stupid?” by Nicholas Carr—*The Atlantic*, July/August 2008**
- After reading “Is Google Making Us Stupid?” Write an essay in which you defend or challenge Carr’s claim. Be sure to use specific examples from the text to support your argument. Use quotations and specific examples from the text to support your argument. This essay should be typed and double-spaced, in 12-point Times New Roman font. Include a standard header (Name, Class, Teacher, Date) in the upper-left corner.
- **A rubric for this assignment is included; please review it for more information.**

Assignment #2: There are three 3 categories of literary reading listed below: (a) argument, (b) Style: Schemes and Tropes, and (c) Rhetorical Analysis. Choose one (1) selection from each of the three (3) categories (3 total).

1. Complete the following categories for each:

Suggested chart for showing your results:

Name of Selection and Author	Intended Audience	Subject/Content/Purpose	Memorable Quote	Significance of opening/closing statement	Work Data Sheet Source
1.					
2.					
3.					

(You may copy this chart or create your own; however, these categories must be answered and shown in some type of chart.)

- **INTENDED AUDIENCE:** Who is the writer speaking to and why?
- **SUBJECT/CONTENT/PURPOSE:** Summarize the content, including relevant information that is necessary for full understanding. What is the author's intent or purpose? Is the author trying to convince the reader of something, or simply inform?
- **MEMORABLE QUOTE:** Find and record the central claim or hypothesis (thesis) of the selection
- **SIGNIFICANCE of OPENING/CLOSING STATEMENT:** Discuss what the author hopes to achieve with these statements: shock? disgust? enthusiasm? relief? Is your opinion swayed by the piece? Why?
- **WORK DATA SHEET SOURCE:** (in MLA format): include bibliographic information as you would for a Works Cited page or a formal bibliography (author, title, publisher, etc.). **day**
- **Bring a printed copy of your selections with you to class on the first day of school.**

Assignment # 3: Logos, Ethos, and Pathos

- **Prepare a computerized presentation (PowerPoint, Prezi, etc.) wherein you share and discuss the rhetorical appeal(s) used in each of your selections (rubric included)**

Categories from which to Choose

I. Argument

"On Self-Respect" by Joan Didion
 "Whistleblowing and Professional Responsibility" by Sissela Bok
 "Future Schlock" by Neil Postman
 "Why Blame T.V." by John Leonard
 "Save the Whales, Screw the Shrimp" by Joy Williams
 from "The End of Nature" by Bill McKibbin
 "Is Business Bluffing Ethical?" by Albert Carr
 "Pornography" by Margaret Atwood
 "A Proposal to Abolish Grading" by Paul Goodman
 "Why Not a Football Degree?" by William F. Shurhart II

II. Style: Schemes and Tropes

"Marrying Absurd" by Joan Didion
 "I Want a Wife" by Judy Brady
 "Assorted Speeches" by Spiro Agnew
 "Guys vs. Men" by Dave Barry
 "Gettysburg Address" by Abraham Lincoln
 "Nobel Prize Award Speech" by William Faulkner
 "A Small Place" by Jamaica Kincaid

III. Rhetorical Analysis

"An End to Audience" by Margaret Atwood
 "Shooting an Elephant" by George Orwell
 "What High School Is" by Ted Sizer
 "Killing Me Microsoftly" by Julia Keller
 "Distancing the Homeless" by Jonathon Kozol
 "A Vindication of the Rights of Women" by Mary Wollstonecraft

AP Language Summer Terms

Assignment #4: Define the terms listed below. You may have to use the Internet to find some of the terms. **Many of them have already been defined for you;** however, you are responsible for defining those remaining. We will use this list throughout the year.

Rhetorical Terms (concepts and terminology related to rhetoric and argument)

Vocabulary/Defined

1. Ethos-moral belief, ethic appeal, (**Credibility**), or **ethical appeal**, means convincing by the character of the author. We tend to believe people whom we respect. One of the central problems of argumentation is to project an impression to the reader that you are someone worth listening to, in other words making yourself as author into an authority on the subject of the paper, as well as someone who is likable and worthy of respect.
2. Pathos-appeal to emotions, pity, (**Emotional**) means persuading by appealing to the reader's emotions.
3. Logos- persuading by the use of reasoning, means persuading by the use of reasoning.
4. Rhetoric-the art of speaking or writing effectively
5. Irony-The use of words to express something different from and often opposite to their literal meaning.
6. anecdote- a usually short narrative of an interesting, amusing
7. Rhetor-the party that is attempting to persuade
8. audience-The party that is the target of persuasion
9. Syllogism-A claim using deductive logic involving a major premise, a minor premise, and conclusion. This is a move from the general to the specific

10. Analogy- A claim about the quality of one thing A claim about the qualities of one thing using a comparison about another thing.
11. Analysis- separation of a whole into its component parts
12. Evaluate- Place a value on; judge the worth of something
13. Compare pertaining to a written exercise about the similarities between two or more people, places, or things
14. Contrast- pertaining to a written exercise about the difference between two or more people, places, or things
15. Trace- to follow, make out, or determine the course or line of, especially by going backward from the latest evidence, nearest existence
16. Predict- to declare or tell in advance; prophesy; foretell
17. Infer- to make an educated guess
18. Persuade- To cause (someone) to accept a point of view or to undertake a course of action by means of argument, reasoning, or entreaty
19. Explain- to make plain or understandable
20. Describe- to represent or give an account of in words
21. Support- to prevent weakening or failing
22. Justify- To demonstrate or prove to be just, right, or valid
23. Imply- to hint at
24. Interpret- to give or provide the meaning of; explain; explicate; elucidate: to **interpret** the hidden meaning of a parable
25. Distinguish- to recognize differences, or to be identified as a characteristic of something, or to earn a position of status or high esteem
26. Argument
27. Discourse
28. Semantics
29. Thesis
30. Defend

Literary and Stylistic Terms (useful for a discussion of style)

1. Connotation
2. Denotation
3. Diction
4. Ellipsis
5. Equivocation
6. Euphemism
7. Hyperbole
8. Juxtaposition
9. Malapropism
10. Mood
11. Non sequitur
12. Pedantic
13. Platitude
14. Sarcasm
15. Polemic

16. Syntax
17. Tone
18. Understatement
19. Voice
20. Ad Hominem attack
21. argument from ignorance
22. bandwagon
23. Begging the question
24. Deductive reasoning
25. Fallacy
26. False analogy
27. False dilemma (either/or fallacy)
28. Inductive reasoning
29. Poisoning the well
30. Red herring
31. Rhetorical question
32. Slippery slope (domino theory)
33. Straw man

Literary and Rhetorical Devices (useful for a discussion of a writer's craft)

1. Allegory
2. Alliteration
3. Allusion
4. Analogy
5. Anecdote
6. Irony
7. Metaphor
8. Motif
9. Oxymoron
10. Paradox
11. Parallel Syntax (Parallelism)
12. Parody
13. dialect
14. diction
15. euphemism
16. hyperbole
17. jargon
18. metonymy
19. personification
20. Synecdoche
21. Simile

Syntax and Grammar Terms

1. active voice
2. anaphora
3. antithesis

4. appositive
5. asyndeton
6. complex sentence
7. compound sentence
8. compound-complex sentence
9. declarative sentence
10. dependent clause (subordinate clause)
11. ellipsis
12. exclamatory sentence
13. gerund
14. imperative sentence
15. independent clause
16. infinitive
17. interrogative sentence
18. object of the preposition
19. parentheticals
20. participle
21. passive voice
22. predicative adjective
23. predicate nominative
24. simple sentence
25. subject of the sentence
26. subordinate conjunction

Annotation Guide: Annotating is essential for close and critical reading of texts. This skill will assist you in college, work, and any situation where you need to read closely. Many students have practiced making their papers pretty with different colored highlighters, but they haven't learned to actually utilize their annotations. Here are some tips to keep you on track:

In the text:

1. Use one color of highlighter, preferably yellow.
2. Circle phrases you find pithy, thematic, or figurative.
3. Note shifts in pronoun usage or point of view.
4. Circle words the author uses for their connotative meanings.
5. Circle words you need to define in the margin.
6. Underline sentences that stand out, develop and argument, or make a point
7. Number related points
8. Bracket important sections of text.
9. Connect important ideas, words, or phrases with arrows

In the margins:

1. Summarize and number each paragraph
2. Define unfamiliar terms.
3. Note any questions that come to mind.
4. Note possible connotative meanings of circled words.
5. Note any significant patterns or motifs.
6. Identify any outstanding language or writing strategies.
7. Identify points or arguments.

**Don't simply mark a passage without stating why in the margin unless it is obvious. Never rely on your memory.

Essay Rubric for Assignment # 1

<u>Paper Component</u>	<u>Excellent</u>	<u>Good</u>	<u>Adequate</u>	<u>Approaching</u>	<u>Unsatisfactory</u>
Organization	Extremely well-organized, w/ clear beginning, middle, and end; insightful, logical pattern of connections; argument is clear, creative, and easy to follow. Avoids generalizations and thoroughly answers prompt.	Well-organized, w/ clear beginning, middle, and end; logical pattern of connections; argument is clear and easy to follow. Avoids generalizations and answers prompt.	Clear beginning, middle, and end; clear pattern of connections; argument can generally be followed; writer answers the prompt.	Beginning, middle, and end; some connections; argument may be difficult to follow; basically addresses prompt.	Disorganized (or method of organization undetermined); argument difficult to follow; illogical or confusing connections; does not address prompt.

<u>Paper Component</u>	<u>Excellent</u>	<u>Good</u>	<u>Adequate</u>	<u>Approaching</u>	<u>Unsatisfactory</u>
Organization	Extremely well-organized, w/ clear beginning, middle, and end; insightful, logical pattern of connections; argument is clear, creative, and easy to follow. Avoids generalizations and thoroughly answers prompt.	Well-organized, w/ clear beginning, middle, and end; logical pattern of connections; argument is clear and easy to follow. Avoids generalizations and answers prompt.	Clear beginning, middle, and end; clear pattern of connections; argument can generally be followed; writer answers the prompt.	Beginning, middle, and end; some connections; argument may be difficult to follow; basically addresses prompt.	Disorganized (or method of organization undetermined); argument difficult to follow; illogical or confusing connections; does not address prompt.

Content, Argument, and Support	Thoroughly and creatively answers prompt; clear and logical argument; supports argument with excellent examples of emotional, logical, and moral quotations; avoids summary.	Thoroughly answers prompt; clear and logical argument; supports argument with relevant examples of emotional, logical, and moral quotations; avoids summary.	Adequately answers prompt; clear argument; supports argument with examples of emotional, logical, and moral quotations; avoids summary.	Attempts to answer prompt; argument may be unclear or illogical; examples of emotional, logical, and moral quotations may be poorly chosen or incomplete; may rely on excessive summary.	Does not answer prompt; argument may be unclear or illogical; insufficient examples of emotional, logical, and moral quotations; excessive summary.
Grammar/Mechanics	Free from grammatical and mechanical errors; writing is polished and formal.	Minimal grammatical and mechanical errors; writing is polished and formal.	Some grammatical and mechanical errors; writing is basically polished and formal. Multiple grammatical and mechanical errors; writing may not be polished and formal.	Some grammatical and mechanical errors; writing is basically polished and formal. Multiple grammatical and mechanical errors; writing may not be polished and formal.	Multiple grammatical and mechanical errors impair understanding; writing unpolished and informal.
Effective Effort	Essay demonstrates focused and sincere effort; paper thoroughly and creatively addresses all criteria.	Essay demonstrates focused and sincere effort; paper addresses all criteria.	Essay demonstrates sincere effort; paper meets all criteria.	Essay may not demonstrate focused and sincere effort; paper addresses most/some criteria.	Essay does not demonstrate focused and sincere effort; criteria unaddressed.

PowerPoint Assessment Rubric for Ethos, Pathos, and Logos Presentation

(60/3 = 20 Average Points)

	AWESOME (5 points)	ADMIRABLE (4 points)	ACCEPTABLE (3 points)	ATTEMPTED (2 points)	
Factual Content	Creative presentation of relevant content using effective sources from texts, Internet, and novel	Excellent presentation of content using good sources from texts, Internet, and novel	Adequate presentation of content using good sources from texts, Internet, and novel	Limited presentation of content and limited sources from texts, Internet, and novel	__ x 3 (15)
Layout Design	Creative designs that visually engage the viewer	Excellent designs that are visually engaging	Some designs are visually engaging	Designs do not visually engage the viewer	__ x 1 (5)
Media Use	The sounds, images, animations, and slide transitions that are used are creative, relevant, and purposeful	The sounds, images, animations, and slide transitions that are used are excellent, relevant, and purposeful	The sounds, images, animations, and slide transitions that are used are appropriate and purposeful	The sounds, images, animations, and slide transitions that are used are ineffective	__ x 2 (10)
Organization	Information is organized in a creative, logical sequence, making it easy to understand the information that is being presented	Information is organized in an excellent, logical manner, making it easy to understand the information that is being presented	Information is organized in an acceptable sequence, making it easy to understand the information that is being presented	Information is not organized in a logical manner, making it difficult to understand the information	__ x 1 (5)
Narration Script or Voice-Over	The narration is creative and relevant and complements the media selected for the presentation	The narration is excellent and relevant and complements the media selected for the presentation	The narration is acceptable and relevant and complements the media selected for the presentation	The narration is inadequate, is not relevant, and detracts from the media selected for the presentation	__ x 3 (15)

Ethos, Pathos and Logos	All 3 appeals are relevant and clearly creatively identified effectively for in each selection	All 3 appeals are relevant and identified effectively for in each selection	All 3 appeals are identified acceptably for at least 2 of the 3 selection	Appeals are inadequately identified for only one or less of the selections	____x 2 (10)
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