

AP Language and Composition

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Assignment 1 - due August 26

Directions: AP Language and Composition is a course that requires the composition of effective, credible, logically sound arguments. This assignment should assist you in practicing this critical skill. After having thoroughly read your choice novel, begin to consider the nature of the author's argument. **First, establish what you believe to be the overall argument. Then, compose an argumentative essay in which you defend or challenge that argument. Specific textual evidence should be provided from your novel as well as from any source(s) you deem appropriate. This should be in MLA format, should include an outline (attached), and at least three citations from your choice novel.**

Novel Choices:

The Immortal Life of Henrietta Lacks, Rebecca Skloot

Fast Food Nation, Eric Schlosser

Overachievers: The Secret Lives of Driven Kids, Alexandra Robbins

There are No Children Here, Alex Kotlowitz

Kabul Beauty School: An American Woman Goes Behind the Veil, Deborah Rodriguez

She Said Yes: The Unlikely Martyrdom of Cassie Bernall, Misty Bernall

Reading Lolita in Tehran, Azar Nafisi

Dress Your Family in Corduroy and Denim, Davis Sedaris

How Starbucks Saved My Life: A Son of Privilege Learns to Live Like Everyone Else, Michael Gates Gill

Escape, Carolyn Jessop

Beautiful Boy: A Father's Journey Through His Son's Addiction, David Sheff

Prozac Nation, Elizabeth Wurtzel

The Innocent Man, John Grisham

Blink: The Power of Thinking Without Thinking, Malcolm Gladwell

Hot, Flat, and Crowded: Why We Need a Green Revolution - and How It Can Renew America, Thomas Friedman

Stiff: The Curious Lives of Human Cadavers, Mary Roach

How Soccer Explains the World: An Unlikely Theory of Globalization, Franklin Foer

Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong, James Loewen

Reefer Madness: Sex, Drugs, and Cheap Labor in the American Black Market, Eric Schlosser

I am Malala: The Girl Who Stood Up for Education and was Shot by the Taliban, Malala Yousafzai

Columbine, Dave Cullen

Unbroken: A World War II Story of Survival, Resilience, and Redemption, Laura Hillenbrand

Three Cups of Tea: One Man's Mission to Promote Peace... One School at a Time, Greg Mortenson and David Relin

Three Cups of Deceit, Jon Krakauer

The Devil in the White City: Murder, Magic, and Madness at the Fair that Changed America, Erik Larson

The Professor and the Madman: A Tale of Murder, Insanity, and the Making of the Oxford English Dictionary, Simon Winchester

Helter Skelter: The True Story of the Manson Murders, Vincent Bugliosi

Born a True Crime: Stories from a South African Childhood, Trevor Noah

Argumentative Essay Outline Format

I. Introductory Paragraph

A. Thesis Statement:

II. Body of your Argument

A. Background Information

B. Reasons or Evidence to Support your Claim

1. Claim 1:

- Evidence 1
- Evidence 2
- Evidence 3

2. Claim 2:

- Evidence 1
- Evidence 2
- Evidence 3

3. Claim 3:

- Evidence 1
- Evidence 2
- Evidence 3

III. Conclusion

A. Closing Statement:

*Note: You do not need three pieces of evidence for each claim. This is just a guide, so add or delete as you see fits.

Assignment 2 - due January 28

Terms and Tone Journal for *In Cold Blood* by Truman Capote

Directions: AP Language and Composition is a course requiring knowledge of specialized terminology. These words deepen your power of description and analysis and lend precision to the arguments you make. [Each entry should be typed \(see example below\) as well as provide an example and illustration of how that term or tone vocabulary is used or what effect it creates.](#)

Sample Entry:

Inverted syntax: Physical arrangement of words in a sentence outside of normal word order, which is subject-verb-object.

Example: "In a hole in the ground there lived a hobbit" from Tolkien's *The Hobbit*. Sometimes the object comes before the subject, as in "Him I admire."

How used/what effect: Inversions are used to achieve stylistic effects like putting an emphasis on a particular point or changing the form of a particular point.

Part I: The Last to See Them Alive (pp. 1-74)

Concrete Details: Language that describes specific, observable things, people or places, rather than ideas or qualities.

Irony: General name given to literary techniques that involve differences between appearance and reality, expectation and result, or meaning and intention - types are dramatic, situational, and verbal.

Foreshadowing: Use in a literary work of clues that suggest events that have yet to occur.

Non Sequitur: Latin term which refers to a conclusion or inference that does not logically follow. Fallacy where disconnect occurs between a conclusion and the reasons/premises that lead to it.

Pathos: Quality in a real situation or in a literary work which evokes sympathy and feeling of sorrow/pity, usually indicating a helpless suffering caused by outside forces.

Ethos: Ethos, a Greek term from the word *ethics* derives, refers to ethical appeal in rhetoric.

Logos: Appeal that is an attempt to argue based in logical relationships that are hard to refute. In academic argumentation, logical appeals are made primarily through the use of acceptable proof; or logical relationship (e.g., cause/effect, deductive reasoning) to demonstrate how various forms of proof should be interpreted or to make a common sense argument.

Tone: Manner of expression in speaking or writing created by LIDDS (language, imagery, diction, detail, and syntax).

Imagery: Use of language to create mental images; words that paint a picture that cannot be taken literally.

Irrational: Not logical or reasonable.

Complete passage 2 of the APMC. Each asks questions about the reading passages found in Part I of the novel. Be sure to reference your terms and tone journal to help you through the more challenging questions.

Part II: Persons Unknown (pp. 77-155)

Pedantic: Tone that manifests reliance on book learning and formal rules over understanding or experience of practical affairs.

Anecdote: Short, often autobiographical, narrative told to achieve a purpose such as to provide an example, an illustration, or a thematic truth.

Apostrophe: Figure of speech in which a speaker directly addresses an inanimate object or an absent person or a personified quality.

Rhetorical question: Question posed for persuasion, to which the answer is obvious and usually only one answer is possible - not intended to induce a reply.

Complete passage 4 of the APMC. Each asks questions about the reading passages found in Part II of the novel. Be sure to reference your terms and tone journal to help you through the more challenging questions.

Part III: Answer (pp. 159-248)

Allusion: Reference to a well-known person, place, event, literary work, or work of art - they sometimes refer to Biblical or mythological people, places, etc.

Metaphor: Figure of speech in which one thing is spoken of as though it were something else.

Synecdoche: Form of metaphor in which a part of something is used to stand for the whole thing.

Litotes: Form of understatement in which a thing is affirmed by stating the negative of its opposite.

Personification: Type of figurative language in which a nonhuman subject is given human characteristics.

Complete passage 8 of the APMC. Each asks questions about the reading passages found in Part III of the novel. Be sure to reference your terms and tone journal to help you through the more challenging questions.

Part IV: The Corner (251-343)

Bandwagon appeal: Strategy used to convince someone to do something just because that thing is popular. It plays on people's desire to be on the winning side and tries to argue that they should support or oppose a particular issue. Often, it capitalizes on people's urge to merge with the crowd.

Ad hominem: Arguing against the presenter of the argument rather than the subject of the argument.

Contemptuous: Expressing the feeling that a person or a thing is beneath consideration, worthless, or deserving scorn.

Complete passage 11 of the APMC. Each asks questions about the reading passages found in Part IV of the novel. Be sure to reference your terms and tone journal to help you through the more challenging questions.

Tone Paragraph Responses

Directions: For three of the AP multiple-choice questions - 24, 55, and 82 - write a response that justifies or explains the selection you made on that question. These responses should be one paragraph long and are meant to help you establish the habit of making a claim, providing textual evidence for the claim, and then analyzing the connection between the evidence and the claim you made. In class, this will be called claim-evidence-analysis or terms-text-analysis. All tone paragraphs (see example below) should be typed in one document.

Sample Question from APMC:

The following passage is from page 55 of Truman Capote's novel, *In Cold Blood*.

Dick waited, ate some jelly beans, impatiently gunned the motor, sounded the horn. Was it possible that he had misjudged Perry's character? That Perry, of all people, was suffering a sudden case of "blood bubbles"? A year ago, when they first encountered each other, he'd thought Perry "a good guy," if a bit "stuck on himself," "sentimental," too much "the dreamer." He had liked him but not considered him especially worth cultivating until, one day, Perry described a murder, telling how, simply for "the hell of it," he had killed a colored man in Las Vegas - beaten him to death with a bicycle chain. The anecdote elevated Dick's opinion of Little Perry; he began to see more of him, and, like Willie-Jay, though for dissimilar reasons, gradually decided that Perry possessed unusual and valuable qualities. Several murderers, or men who boasted of murder or their willingness to commit it, circulated inside Lansing; but Dick became convinced that Perry was the rarity, "a natural killer" - absolutely sane, but conscienceless, and capable of dealing, with or without motive, the coldest-blooded deathblows. It was Dick's theory that such a gift could, under his supervision, be profitably exploited. Having reached this conclusion, he had proceeded to woo Perry, flatter him - pretend, for example, that he believed all the buried-treasure stuff and shared his beachcomber yearnings and seaport longings, none of which appealed to Dick, who wanted "a regular life," with a business of his own, a home, a horse to ride, a new car, and "plenty of blond chicken." It was important, however, that Perry not suspect this - not until Perry, with his gift, had helped further Dick's ambitions. But perhaps it was Dick who had miscalculated, been duped; if so - if it developed that Perry was, after all, only an "ordinary punk" - then "the party" was over, the months of planning were wasted, there was nothing to do but turn and go. It mustn't happen; Dick returned to the station.

23. In the description of Dick's assessment of Perry, Dick is presented as primarily

- A. cold-blooded
- B. opportunistic
- C. idealistic
- D. suggestible
- E. irrational

Model of Desired Student Response:

This student's paragraph opens with a clear claim that answers the question.

Next, the student **includes textual evidence that supports his claim** that Dick believes he can benefit from Perry's violent nature.

The paragraph closes with *more analysis of the text* and restates the writer's main idea in new language.

In the description of Dick's assessment of Perry, Dick is presented as primarily opportunistic. Capote asserts that Dick had "**not considered [Perry] worth cultivating**" until Perry's anecdote of a murder he committed "**for the hell of it**" causes Dick to see an advantage. It "**elevated**" Perry's worth to Dick, as Perry, a "**natural killer**," could deal the "**coldest-blooded deathblows**" with no qualms. The diction of "**valuable**" and "**gift**" to describe Perry's ability reveal how much Dick prizes what he hopes he can "**profitably exploit**." Dick will use Perry to commit murder to further his own materialistic dreams. His pretending to go along with Perry's vision of seaports and beachcombing further illustrates that he is waiting to take advantage of him.

AP Multiple Choice Passage from *In Cold Blood* by Truman Capote

Passage 2, Questions 9-15. Read the tenth section of “The Last to See Them Alive” which begins “Kenyon had built the chest himself” and ends “nothing out of the ordinary” (pages 38-41) carefully before you choose answers.

9. The concrete details about Nancy and Kenyon Clutter serve primarily to
- A. emphasize the exhaustive research the author undertook
 - B. draw several important distinctions between the two of them
 - C. provide insight into their personality and characters
 - D. suggest possible reasons that two would become victims of a crime
 - E. shed light on the interests typical of the teenagers in Holcomb at the time
10. The author most likely places “the gang” and “inventions” in quotation marks in order to
- A. gently show how naïve Nancy and Kenyon were
 - B. indicate that Nancy and Kenyon used these terms ironically
 - C. make clear that he relied on published sources for his account
 - D. show that these were terms that Nancy and Kenyon used themselves
 - E. clarify that these were words teenagers used in the late 1950s
11. In the paragraph beginning “Equally intoxicating” the author is LEAST objective in his descriptions of
- A. Kenyon’s reaction to Bob’s new interest
 - B. the boys’ relative shooting abilities
 - C. the boys’ overnight hunting hikes
 - D. the recent change in the boys’ relationship
 - E. Bob’s words to Kenyon
12. In light of the passage as a whole, Mr. Helm’s comment that Mr. Clutter “must be laying in a stack of it” is an example of
- A. hindsight
 - B. foreshadowing
 - C. irony
 - D. sarcasm
 - E. *non sequitur*
13. In context, Nancy’s discussion of her one-year-old nephew could best be described as
- A. sentimental
 - B. poignant
 - C. distasteful
 - D. maudlin
 - E. idealistic
14. The author’s chronological relationship to the events described is most clearly emphasized by the details about
- A. Skeeter
 - B. Kenyon
 - C. Bonnie
 - D. Bob
 - E. Mr. Helm

15. The mood created by the last paragraph could be best described as
- A. tranquil
 - B. suspenseful
 - C. lyrical
 - D. ominous
 - E. anguished

Passage 4, Questions 24-30. Read the fourth section of “Persons Unknown,” beginning “Approximately four hundred miles east” and ending “could not help laughing as always” (pages 89-93), carefully before you choose your answer.

24. The tone of Perry’s immediate response to reading the summarizing paragraph from the Kansas City *Star* could best be described as
- A. outraged
 - B. dispassionate
 - C. sarcastic
 - D. pedantic
 - E. incredulous
25. In the paragraph beginning “Yesterday, after studying ...,” the structure of Perry’s words to Dick is that of a(n)
- A. assertion followed by evidence
 - B. effect followed by a series of causes
 - C. question followed by several hypotheses
 - D. dialogue between two hypothetical speakers
 - E. series of unrelated anecdotes
26. Perry most likely brings up Floyd Wells in order to
- A. remind Dick that they owe allegiance to a third party
 - B. make Dick as angry as Perry is
 - C. force Dick to face reality
 - D. ascertain where Dick’s loyalty lies
 - E. divert the subject from the murders
27. Perry’s words in the paragraph beginning “That was a riddle” contain all of the following rhetorical features EXCEPT
- A. imagery
 - B. simile
 - C. apostrophe
 - D. rhetorical question
 - E. sentence fragment
28. Dick’s verbal responses to Perry’s description of his premonitions and dreams are best characterized as
- A. superstitious
 - B. matter-of-fact
 - C. condescending
 - D. fascinated
 - E. dismissive

29. The second half of the passage, which focuses on Perry and his dream, provides
- I. insight into his philosophy of life
 - II. hints of his possible motivation for killing
 - III. elaboration on the contrast between Perry and Dick
- A. I only
 - B. III only
 - C. I and II only
 - D. II and III only
 - E. I, II, and III

30. As he is portrayed in this passage, Dick could LEAST be described as
- A. philosophical
 - B. affable
 - C. mercurial
 - D. sanguine
 - E. vengeful

Passage 8, Questions 53-61. Read the 20th and 21st sections of “Answer,” beginning “She would have been seventeen” and ending “I couldn’t stop him. He killed them all” (pages 226-230), carefully before you choose your answers.

53. The structure of the first section of this passage is most notable for its
- A. repetition
 - B. disjointedness
 - C. chronological order
 - D. juxtaposition
 - E. similarities to poetry
54. In the first paragraph of the first section, the sentence “It wouldn’t amaze him if every Old Grad in Kansas had heard that line” presents an example of
- A. synecdoche
 - B. litotes
 - C. apostrophe
 - D. personification
 - E. simile
55. Dick’s attitude toward Perry could best be described as
- A. disdainful
 - B. wary
 - C. trusting
 - D. ambivalent
 - E. indifferent
56. Perry and Floyd Wells are linked to Dick’s mind in terms of
- I. his level of respect for them
 - II. their intention to harm him
 - III. their potential as threats
- A. II only
 - B. III only
 - C. I and III only
 - D. II and III only
 - E. I, II, and III

57. In the first paragraph of the second section, the parenthetical “(or Joan)” most likely reflects
- A. a disparity in the police report of the interview
 - B. Perry’s attempt to make his account believable
 - C. Capote’s uncertainty about which name Perry gave the police
 - D. the fact that the prostitute used both names
 - E. the officers’ difficulty in understanding Perry’s speech at that point
58. At the end of the first paragraph of the second section, the order of “the Clutters or Holcomb, or even Garden City”
- A. is most likely random
 - B. reflects the order in which the policer posed various questions to Perry
 - C. moves from the general to the specific
 - D. hints at Perry’s growing uneasiness
 - E. emphasizes how emphatic Perry is being in his denial
59. The important contrasts between Perry and Dick as they are presented in the second section is primarily attributable to the
- A. differing personalities of the two sets of questions
 - B. two men’s differing degrees of remorse and consciousness of guilt
 - C. differing tactics employed by the two sets of questioners
 - D. two men’s natural tendencies of temperament
 - E. respective roles each of the two men played in the Clutter murders
60. The language used by Church in the second to last paragraph (beginning “Church closed in”) as he enumerates the charges to Dick is most likely
- A. part of a legal requirement that the exact charges to the accused be read
 - B. a product of Church’s long exposure to the jargon of legal proceedings
 - C. calculated to provoke a strong response from Dick
 - D. begin read verbatim from an arrest warrant
 - E. meant to show that the police know exactly what happened on November 15, 1959
61. In this section of the passage, Dick’s state of mind is revealed by means of all of the following EXCEPT
- A. the description of the surroundings
 - B. the description of his physical actions
 - C. his own words
 - D. the narrator’s direct characterization
 - E. figurative language

Passage 11, Questions 77-83. Read the 15th section of “The Corner,” beginning “Kansas abolished capital punishment” and ending “the death penalty it demanded” (pages 310-317), carefully before you choose your answers.

77. The executioner discussed in the first paragraph can best be understood to be
- A. representative of a state in which capital punishment is legal
 - B. symbolic of all the people employed in the prison system
 - C. a particular individual interviewed by the author
 - D. a reminder that abolishment of the death penalty resulted in some unemployment
 - E. a reference to the one who will participate in Dick and Perry’s death

78. Which of the following words or phrases contributes LEAST to the tone of the second paragraph

- A. "now, at that time ---"
- B. "lodgers"
- C. "important"
- D. "tourist"
- E. "gentleman"

79. In the paragraph beginning "It was the Thanksgiving ...," the tone of the author's narration of the Andrews murders

- A. hints at his sympathy for Lowell Lee
- B. reveal the extent of his research
- C. suggests his antipathy for Lowell Lee
- D. parallels the attitude of the shooter
- E. shows his inability to remain objective

80. The detail that Mr. Andrews was "sobbing, whimpering" serves to

- I. show that the author has embellished the account somewhat
- II. underscore the heinousness of the crime
- III. highlight the contrast between Mr. Andrews and Lowell Lee Andrews

- A. I only
- B. II only
- C. I and II only
- D. II and III only
- E. I, II, and III

81. The argument of "Andrews' defenders" that the Durham Rule should be substituted for the M'Naghten Rule was buttressed by logical appeal and

- A. emotional appeal
- B. bandwagon appeal
- C. ethical appeal
- D. the pathetic fallacy
- E. an *ad hominem* attack

82. The author's attitude toward the Reverend Dameron could best be characterized as

- A. dispassionate
- B. perplexed
- C. laudatory
- D. ambivalent
- E. contemptuous