

**Commentaries (4)**

***Refer to page 8 of the AP Syllabus regarding Commentary Entries for the four parts of In Cold Blood.***

<b><i>Due Date</i></b>	<b><i>Learning Target</i></b>	<b><i>Section</i></b>	<b><i>Assessment</i></b>	<b><i>Score Received</i></b>	<b><i>Learning Target Met?</i></b>
9/16	1. Students will use MLA format correctly.	Part 1: The Last to See Them Alive	<i>formative/10pts</i>		
9/19	2. Students will understand how to formulate strong thesis statement and introductions.	Part 2: Persons Unknown	<i>formative/15pts</i>		
9/24	3. Students will understand how to transition seamlessly.	Part 3: Answer	<i>formative/20pts</i>		
9/30	4. Students will write for a specific purpose or effect in persuasive mode.	Part 4: The Corner	<i>summative/30ps</i>		

**Purpose:** The purpose of commentary is not simply to report things but to give readers a way to make sense of them. A commentary will help you write critically about a topic and will help you analyze this topic within a larger societal context.

**Stance:** Your stance should be formal in that you are writing to an academic audience who will be making meaning of your topic. If you so choose, you may use the pronoun “I” to discuss your position.

**Format:** This paper should be a typed, well-developed essay: 1-2 pages, double spaced, with proper MLA header. You must use MLA parenthetical citation for your sources.

- Give readers something to react to, think about or use to make sense of topic.
- You will not use an objective tone or take a neutral stance; you have a perspective.
- You are attempting to analyze and explain what is going on around you.
- You are asking your readers to consider one possible way of making sense of what has happened in the past and what is going on in the present.
- Approach your readers as co-thinkers, you are asking them to look at the world from your perspective (whether they ultimately agree with you or not). Even through your perspective, you must negotiate differences fairly.

For this paper, you need to use textual evidence. Because you will be trying to show your perspective and make a valid argument, referencing outside sources will be helpful, but not necessary.

### Unit 1: AP Essays

All essays must be submitted to [turnitin.com](http://turnitin.com) by the beginning of the class period on the day it is due. Essays turned in between the due date and deadline will receive a 10% penalty. Essays turned in after the deadline will receive a 50% penalty.

Unit 1 Deadline: October 3, 2014

#### Rhetorical Analysis (4):

*You will write a 200-300 word rhetorical analysis for each of the four introductory speeches.*

<b>Due Date</b>	<b>Learning Target</b>	<b>Section</b>	<b>Assessment</b>	<b>Score Received</b>	<b>Learning Target Met?</b>
9/9	1. Students will understand exigence, audience and purpose.	Elizabeth I: "Speech to the Troops of Tilbury"	<i>formative/10pts</i>		
9/12	2. Students will understand tone, diction, syntax, and author style as it applies to analysis.	Lincoln: "Second Inaugural Address"	<i>formative/15pts</i>		
9/17	3. Students will understand the application of the rhetorical triangle- how the reader, writer, and material interact.	Lincoln: "Gettysburg Address"	<i>formative/20pts</i>		
9/22	4. Students will understand rhetorical modes, devices, and terms.	King: "I Have A Dream"	<i>summative/30pts</i>		

**What speaker does → How speaker does it → Why speaker does it**

#### Content

Classify the rhetorical situation (Context):

- SOAPSTone

Analyze what the speaker does (Claim):

- Your thesis should capture how rhetorical devices affect the message.

Evaluate how the speaker does it (Warrant):

- Use MULTIPLE examples of textual evidence to support your thesis and synthesize this information while keeping your voice central.

Deduce what the speaker says (Impact):

- How did his/her message affect the world around him/her or help you better understand the world around you?
- You are ANALYZING not summarizing

#### Conventions

- This paper should be a typed, well-developed essay: 200-300 words, double spaced, with proper MLA header.
- MLA Formatted: *multiple and correct* in-text citations are used
- Demonstrates mature diction, syntax, and style
- Establishes an understanding of rhetorical devices and their purposes
- Evidence of editing to correct grammar, punctuation, and spelling mistakes is present
- Uses third-person voice and stays in a consistent tense
- Writing is concise and wordiness has been eliminated

