

**AP Language and Composition:
Summer Reading Assignment
ACHS 2021-2022**

Thank you for your interest in AP Language & Composition! This is a semester-long rigorous, intensive study of writing and argumentation that is designed to mimic a first-year college composition course.

You will be required to complete three assignments in preparation for this class. These assignments are not designed to be “busy work,” but rather they are ways to help prepare you for the content and skills assessed in this course.

These assignments are due the first week of class whether in the Fall or Spring semester; no late work is accepted -- no exceptions!

**Assignment #1:
*Outliers: A Story of Success (by Malcolm Gladwell)***

Outliers: A Story of Success

Directions: Annotate the novel focusing on the author’s main claim (the main argument of the essay) of what it means to be successful. Be sure to note significant examples and passages that Malcolm Gladwell utilizes in support of his main claim. **You will write an in-class essay the first week of school in which you define what Gladwell asserts that success is, and then you will take a position and argue for or against the author’s main claim in the novel.**

You may annotate directly into your copy of the novel; however, if you are borrowing the novel or do not like to write in books, you can put your annotations on paper. You may use these annotations to help write your in-class essay.

Basically, you will have to argue whether or not his definition of success is valid. In order to do this, you must (1) identify what he argues about success, (2) consider examples that he incorporates to develop his argument and (3) consider your own perspective on what it means to be successful.

**Assignment #2:
Non-fiction Choice Novel**

1. Book Selection: You will select a **nonfiction book** of your choosing to read and analyze over the Summer. The choice is yours, but there are some parameters in which you must follow. Please make sure that the book you choose follows the requirements and is a topic of interest to you.

Requirements:

- Must be nonfiction
- The novel must present a perspective or argument on a topic, idea, place, or person.
 - You can do a memoir, as long as there is intent behind it (it teaches a lesson or asserts a particular point of view)
 - Do not do a book that is nonfiction that is merely informational. Inappropriate examples would be reference guides, how-to books, self-help or motivational books, etc.
- The novel must be at least 100 pages in length.

If you need help selecting a novel, there are numerous lists that suggest titles. Google “top 50 best nonfiction books” to get you started. Again, the choice is yours, so please choose a book that interests you. Don’t close your eyes and choose a random one. If you have questions, please feel free to email me over the Summer.

2. Dialectic Journal: As you read your choice nonfiction book, you will compose a dialectic journal to help you annotate and navigate the complexities of the novel.

In a journal or composition book, divide the page into two. On the left-hand side, record or paraphrase passages that stick out to you or ones that are vividly written. On the right-hand column, either (1) interpret the passage or (2) make a personal connection. You should do a mixture of both.

Example:

<i>Frederick Douglass describes his experience of learning to read and write as one that causes him great “anguish.” He describes this suffering as causing him to “writhe” under a “curse” (132).</i>	<i>Douglass suggests that his own education comes at a huge mental cost. The weight of learning to read and write is not difficult because of the concepts but because of the burden it puts on him. He knows the full extent of slavery. This language is the opposite how we expect Douglass to see his education.</i>
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You should have a **minimum of twenty entries**. You should work on this as you read the novel. Your dialectic journal should be **thorough and insightful**. Your dialectic journal will be assessed by the quality of your annotations, according to the rubric (on pages 2-3).

3. Quotation of the Book: After reading your book, select a passage from the text that captures the essential meaning of the work itself. Then, argue why the selected passage best represents the book. (1 page minimum)

Rubric for Dialectic Journal:

Exceptionally detailed and thorough (10 pts)	Insightful and thoughtful (9 pts)	Good quality response that mostly meets the criteria (8 pts)	Average response that shows a lack of sophisticated understanding (7-6 pts)	A poor response that shows a lack of comprehension or a lack of effort (5-0 pts)	Criteria:
					Selects meaningful passages and quote selections from the text.
					Includes thoughtful comments about a wide variety of interpretive issues and literary elements, as well as HOW these elements contribute to the meaning of the text.
					Shows evidence that the student has applied an analytical reading of the novel.
					Covers the text consistently; has entries from the beginning, middle and end of the novel. Page numbers are provided.

					Document has an appropriate number of minimum entries.
					Quotation of the Book Argument

Assignment #3: Introduction to Rhetoric Essay

For your last assignment, you will read “Introduction to Rhetoric,” (provided on pages 5-6) which will outline some basic concepts of this class. Then, you will select a speech from a person of significance (does not necessarily have to be of political nature) and compose an essay which analyzes the speaker’s rhetoric. An outline of the essay will be provided for you below. Please follow the outline to best assist you in this task.

Basically, choose a speech (find online) and then analyze it according to the information on the “Introduction to Rhetoric” speech. Follow the outline point by point to assist you.

The essay will be graded according to a rubric (on page 4).

Essay Outline:

- I. Introduction Paragraph
 - A. Explain/ Introduce the Speaker
 - B. Explain the context and situation of the speech (when and where it took place, why it was written, etc.)
 - C. Provide the main argument of the speech (what the speaker is trying to convince the audience of)
- II. Analysis Paragraph #1: Ethos
 - A. Define what Ethos is.
 - B. Make a claim as to how the speaker utilizes ethos in his/her speech.
 - C. Provide an example of ethos that proves your claim.
 - D. Discuss how that example reflects ethos. Consider how this might make the audience trust or like the speaker.
- III. Analysis Paragraph #2: Pathos
 - A. Define what Pathos is.
 - B. Make a claim as to how the speaker utilizes pathos in his/her speech.
 - C. Provide an example of pathos that proves your claim.
 - D. Discuss how that example reflects pathos. Consider what emotions the speaker wants the audience to feel, why the speaker wants the audience to feel this way, and how this is beneficial to the speech as a whole.
- IV. Analysis Paragraph #3: Logos
 - A. Define what Logos is.
 - B. Make a claim as to how the speaker utilizes logos in his/her speech.
 - C. Provide an example where the speaker uses logic to get the audience to accept their message.
 - D. Discuss how that example reflects logos. Consider ways in which the speaker tries to get their point across clearly to their audience in a way that makes sense.

Rubric:

A (100-93):

- Student successfully follows the outline of the essay
- The student is able to explain how elements of the rhetorical appeals function in their selected speech.
- Evidence is provided from the text; the evidence provides correct identification of the rhetorical appeals.
- The essay is well-written with little to no grammatical errors.

B (92-85):

- The student follows the outline of the essay
- The student is mostly able to explain how elements of the rhetorical appeals function in their selected speech. There may be a few minor errors.
- Evidence is provided from the text; the evidence provides mostly correct identification of the rhetorical appeals.
- The essay is well-written with little to no grammatical errors.

C (84-75):

- The essay's organization may be confusing or lacking.
- The student attempts to explain how elements of the rhetorical appeals function in their selected speech. However, there may be obvious errors or the essay shows a significant lack of understanding.
- Evidence may be lacking in quality.
- The essay may have several grammatical errors that should have been caught with proofreading.

D (74-70)

- The essay's disorganization interferes with its meaning.
- The essay is unsatisfactory in explaining any elements of the rhetorical appeals; the essay may be off-topic.
- The student may not provide evidence from the text.
- The essay may be extremely difficult to comprehend due to the numerous amounts of errors that aren't characteristic of an AP student.

“Introduction to Rhetoric”

Rhetoric is simply the **art of effective or persuasive speaking or writing**, especially the use of figures of speech and other compositional techniques. Oftentimes rhetoric has a negative connotation in today’s society. For example, if someone refers to a politician as “all rhetoric,” generally that means that they just make promises and fluffy speeches; however, that is distorting what the art of rhetoric actually is. Don’t think of it as “empty words and promises,” but rather “**language is more than it seems.**” Rhetoric is used to convey a writer/speaker’s perspective vividly and clearly.



Think about how “popular” leaders have used language as a means to motivate others to do or believe something. People’s rhetoric can literally change the world. For example, Adolf Hitler’s vivid and emotionally powerful way of speaking helped him influence one of the most educated countries in the world at the time to commit inhumane, racist atrocities. He is objectively a terrible human-being; however, he still managed to change the world with his speaking (among other methods). Another more positive example is Dr. Martin Luther King Jr., whose powerful speeches and texts (“I Have A Dream” and “Letter From Birmingham Jail” helped promote racial justice and activism). **We study rhetoric to understand relationships of the world, and how messages from others can influence our ways of thinking.**

When we analyze a speech or text for rhetoric, it’s important to consider the **rhetorical situation**: this is simply the circumstances and components that make up a speech or text. There are six major components:

1. **Speaker/ Writer:** Who the author is, and why that person is fit to be creating this piece of writing.
2. **Purpose:** The reason the speaker or writer is writing this piece. Typically, they want to motivate their audience to do or believe something.
3. **Audience:** The intended receivers of the message. The audience could be specific people or more general. Think about what the audience values and what they need to hear from the speaker in order to be convinced.
4. **Context:** The social, political, and cultural context when the speech was written. Society influences how people think about certain topics or issues.
5. **Exigence:** This is a term that simply means the urgency of the text. In other words, why was the text or speech composed? What issue is it addressing and why? Writing never happens randomly, but rather it happens in response to something.
6. **Message:** The main idea that the author is trying to get across to their audience.

Rhetorical Appeals

Aristotle, an ancient Greek philosopher, observed and studied the art of persuasion and established some basic criteria for an effective, persuasive message. Basically, this is how to create and recognize an effective argument. This is commonly referred to as the “**Rhetorical Appeals.**” **These are persuasive, argumentative strategies.**

There are three main appeals: ethos, pathos, and logos.

Ethos:

Ethos is primarily concerned with the **image the author or speaker projects** about his/herself and what **aspects of his/her personality** come through in the text. Aristotle said ethos is the most important of the appeals. With ethos, a speaker tries to come across as **credible, trustworthy, and likeable to their audience.**

Questions for Ethos:

1. How does the speaker try to depict themselves in a positive way?
2. What does the speaker do to try to get the audience to like and trust them?
3. How does the speaker make his/herself seem knowledgeable, sincere, or an expert on the subject at hand?

Pathos:

Pathos is emotional appeal. In other words, it is how the speaker attempts to get the audience to feel something or some way. Appealing to pathos isn't the speaker showing their emotions. **It's when a speaker/writer is trying to get the audience to feel emotions.** There is a wide range of emotions: anger, sadness, pity, guilt, patriotism, etc.

Questions for Pathos:

1. What emotions does the speaker want the audience to feel about something, and why?
2. How does the speaker get them to feel these emotions? What in the speech is creating this?
3. Does the speaker use heavily emotive language? Do these word choices have strong or negative connotations? How do those help create emotions?
4. Does the speaker tell any stories, anecdotes, or examples that elicit emotional responses?

Logos:

Logos is an appeal to logical reasoning. In other words, this is how a speaker successfully argues their message in a way that makes sense to their audience. Think of the reasons, proof, and examples that back up their message.

Questions for Logos:

1. How does the speaker get the audience to accept their argument?
2. Does the speaker provide any support, proof, or examples that back up what they are saying?
3. Is the text organized in a logical manner? How does this help the audience understand the argument being presented?

If you have trouble understanding any of these concepts, there are plenty of resources available online to further assist you. There are great videos on YouTube where instructors break these concepts down in even greater depth.