

## **2011-2012 Course Syllabus A.P. Language and Composition**

### **Course Description:**

The A.P. English Language and Composition course is designed to be equivalent to the introductory year of college composition course work. The writing, reading, and research completed in this course engages students in becoming critical thinkers who are able to analyze a variety of complex, primarily non-fiction, texts from a wide range of time periods then apply the analysis to an awareness of the effect and outcome of the author's primary audience and purpose. The course includes both timed and process versions of expository, analytical, argumentative, research, and reflective, writing that promotes the development of college-level response and communication.

It is the expectation that students have previously mastered standard English grammar and writing skills; however, advanced grammatical and syntactical conventions are studied, practiced, and developed to encourage a higher level of writing communication that enhances a strong and personal writing style and voice.

### **Course Objectives:**

Upon completing the A.P. English Language and Composition course, students will be able to:

- Analyze and interpret a variety of complex texts from a wide range of time periods, identifying and explaining an author's use of rhetorical strategies as used for a primary audience and purpose;
- Apply effective rhetorical and syntactical strategies in their own writing to enhance style and voice beyond conventional essay formats;
- Create and sustain arguments based on reading, research, and or personal experience;
- Analyze image as text and its effective message for an intended audience;
- Demonstrate understanding and mastery of standard written and spoken English;
- Write for a variety of purposes, both in response to timed essays and process papers;
- Practice the stages of the writing process, understanding the benefit of research, drafting, revising, editing, and review;
- Demonstrate understanding of advanced research skills, including evaluating, using, and citing primary and secondary source material as used for appropriate evidence;
- Revise a work to make it suitable for a different audience;
- Incorporate both parenthetical and bibliographic citations into a researched argument formal paper;

### **Primary Texts:**

*American Literature*, 2008 Oklahoma Edition, McDougal Littell  
*Everyday Use*, David A. Jolliffe and Hephzibah Roskelly

*Everything's an Argument*, Fifth Edition, Andrea A Lunsford and John J. Ruskiewicz  
*The Little Brown Compact Handbook*, Seventh Edition, Jane Aaron, ed.  
*A World of Ideas: Essential Readings for College Writers*, Eighth Edition, Lee A. Jacobus  
*Sentence Composing for College*, Don Killgallon  
*One Hundred Great Essays*, Third Edition  
Readings for Writers, Thirteenth Edition

### **Grading:**

Students grades are based on a percentage that is weighted according to the type of assignment:

- 20% Quarterly Nine Weeks Test
- 25% Daily Work
- 45% Tests, Essays, Graded Discussions
- 10% Body Electric, Human Body Project (to be completed quarterly)

**Late Work:** Daily work and homework assignments must be submitted at the beginning of class, unless otherwise noted. Half credit can be earned until the results are given back to the class or up to one week after the due date, whichever comes first.

Long-term Major / Test-Weighted Assignments: The English Department policy is that long-term assignments must be turned in on the due date at the beginning of class or before the student's class period to receive full credit. If you will be absent on the due date, please send your work to school with a friend or parent to receive full credit, so calling in sick on a major due date does not constitute extra given time on an assignment. Daily work is fine to submit when you return from an absence on a 1:1 ratio. (One day allowance for each day you are absent) Major, test-weighted late work assignments will have points deducted as follows:

- Work turned in on the due date but after class begins: 89% possible
- Work turned in one school day late: 79% possible
- Work turned in two school days late: 69% possible, and so on...

It is your responsibility to remember to pick up and submit your missed work. Again, this is a college-level course, so you will be treated as such a student with such responsibilities regarding assignments.

If you miss a quiz or exam, on the day you return to school, you must make arrangements with me to make up the work outside of class. When a time has been agreed to, sign up with me. Make-up tests may (and likely will) be in a different format from the original one given. You will not be allowed to make up tests during a class period. Tests not made up within one week will fall to a zero.

### **Cheating/Plagiarism:**

Plagiarized work will receive no credit. Parents will be contacted and disciplinary action will be taken. Thanks to modern technology, it has become incredibly easy for teachers to know when you have plagiarized...JUST SAY NO!!! Whether or not you are caught, cheating only hurts you, and it is never worth it to lower your moral principles for a

grade. If you plagiarize work (full or partial) in college, you are risking losing scholarship money and the privilege to attend the school. Begin the habit now of completing your own work and getting the education you deserve.

**Classroom Rule:**

*\*Respect-Others, Self, and Property*

This one rule covers all problems that may arise in any given day.

**Course Outline:**

**Quarter 1- The primary focus of this quarter is rhetorical analysis and its respective essay with an introduction to rhetoric, as well as a study and practice of essential college reading, writing skills, and multiple choice strategies, such as close reading / analysis with annotation and sentence building exercise to encourage students to use a variety of sentence patterns in their own writing.**

**Additional Required Readings:**

- *1984*, by George Orwell (Summer reading as assigned in May and due 1<sup>st</sup> day of class) (Sample 1)
  - *Tuesdays with Morrie*, by Mitch Albom (assigned in May as additional recommended summer reading to be read by Sept. 1<sup>st</sup>) (Sample 2)
  - College Solicitation Letters (Franklin College vs. Arizona State University)
  - “Letter from Birmingham Jail,” by Martin Luther King, Jr., from *One Hundred Great Essays*
  - “What is a Writer’s Voice?” Chapter 3 from *Readings for Writers*
  - “What is Rhetoric?” Chapter 2 from *Readings for Writers*
  - “Roots, Prefixes, and Suffixes” Review and Study Word Parts from McDougal Literature Book
  - “Vocabulary in Context” Review and Study from McDougal Literature Book
  - “On Compassion,” by Barbara Lazear Ascher
  - Brutus’ and Antony’s speeches from *The Tragedy of Julius Caesar*
  - “Shooting an Elephant,” by George Orwell, from *One Hundred Great Essays*
  - “The Gettysburg Address,” by Abraham Lincoln, from *One Hundred Great Essays*
  - “Just Walk on by: Black Men and Public Space,” by Brent Staples, from *One Hundred Great Essays*
  - “Allegory of the Cave,” by Plato, from *One Hundred Great Essays* and *A World of Ideas*; also a brief study *The Matrix* movie as a 21<sup>st</sup> century connection to this piece
  - Bi-weekly Assignment: Student choice of a periodical article from the following that pertain to an assigned issue: *Newsweek*, *Time*, *U.S. News and World Report*, *The Wall Street Journal*, or *The New York Times*
  - Bi-weekly assignment: Student choice of a visual (ad or cartoon) from a scholarly periodical of their choice (assigned on off week of article)
  - *The Little Brown Handbook*, Ch. 6 & 7

- *Everyday Use*, Ch. 1, 3, and 6.

**Assessments:**

- Student-chosen passage from *1984*, by George Orwell, to annotate that explains how it helps author achieve his primary purpose (summer reading assignment, sample 1) and to be used as springboard for graded discussion
  - Multiple Choice Tests in Response to Reading and PSAT practice
  - Benchmark EOI Practice Test 1: Multiple Choice and Narrative Essay
- Two Formal Graded Discussions
  - Informal Daily Whole Class Discussions
  - Frequent Small Group Discussions
  - Peer reviews of writing samples and essays: Students complete a PQP, a Praise, Question, and Piece of advice to multiple peer papers.
  - Write assigned examples of words using basic word parts and context clues
  - Frequent Analytical Responses to Text (Samples 2 & 5)
  - Thesis and Short Paragraph with Embedding Quotes in Commentary and MLA Parenthetical Page Documentation Writing Practice
- Daily Sentence Imitation and Syntax Practice
- Critical Lenses /Macrocosm vs. Microcosm Literature Assignment: Students will research and analyze biographical, historical, cultural, social, literary, and psychological/moral motivations and/or appeals for *1984*, by George Orwell.
  - Formal Precis of a Article Criticism in Response to *1984*, by George Orwell (Sample 3)
  - *This I Believe*, Reflective Process Paper, College Curriculum, [www.thisibelieve.org](http://www.thisibelieve.org)
  - Bi-weekly Formal Precis: Rhetorical Based
  - Bi-weekly Formal Precis of a visual (ad or cartoon)
  - Carousel Discussions (Rotation among Various Questioning Posters)
  - Sentence and Paragraph Imitation Exercises (Sentence Composing for College)
  - Rhetorical Analysis Exercises (various visual and prose text)
  - Three Rhetorical Analysis Timed Essays
  - Practice Multiple Choice Exercises with A.P. Released Passages
  - Reflective Essay in Response to Body Human Project (Sample 4)
  - Nine Weeks Test with Full Passage Annotation and a Rhetorical Analysis Essay

**Quarter 2- The primary focus of this quarter is the argument and its respective essay; however, a study of satire will be introduced and practiced, and students will also continue to practice the rhetorical analysis study, as well as practice essential college reading, writing skills, and multiple choice strategies, such as close reading / analysis with annotation and sentence building exercise to encourage students to use a variety of sentence patterns in their own writing.**

### **Additional Required Readings:**

- *Into the Wild*, a biography by Jon Krakauer
- *Everything's an Argument*, by Jolliffe and Roskelly Ch. 1, 3, 7, 13.
- *The Gilmore Girls* television shows (Intro to Argument)
- *Glee* television shows (Study Argument)
  - Benjamin Franklin's "Autobiography," from McDougal Literature Textbook
  - Excerpt from "Poor Richard's Almanac," by Benjamin Franklin, from McDougal Literature Textbook
- *The Onion* (Introduction and study of rhetorical focus of satirical articles using a variety of satirical articles of international, national, and local focus)
  - "Letter to His Son," by Lord Chesterfield
  - "A Modest Proposal," by Jonathan Swift, from *One Hundred Great Essays*
  - Kennedy Inauguration Speech
  - Patrick Henry Speech
  - "On the Slave Trade," by Samuel Taylor Coleridge
  - "The Declaration of Independence," by Thomas Jefferson, from *A World of Ideas*
  - "Letter to Thomas Jefferson," by Benjamin Banneker, from *A World of Ideas*
  - "Declaration of Sentiments and Resolutions," by Elizabeth Cady Stanton
  - *Narrative of the Life of Frederick Douglass, An American Slave*, by Frederick Douglass
  - "What to the Slave is the Fourth of July?" by Frederick Douglass
  - "The Lessons of the Hour: Why is the Negro Lynched?" by Frederick Douglass
  - "Of the Dignity or Meanness of Human Nature," by David Hume
  - "Civil Disobedience," by Henry David Thoreau, from *Everyday Use* and McDougal Literature Textbook
- "Battle of the Ants," by Henry David Thoreau
  - Bi-weekly Argument Assignment: Student choice of a scholarly periodical article from the following that pertains to an assigned argument: *Newsweek*, *Time*, *U.S. News and World Report*, *The Wall Street Journal*, or *The New York Times* to complete a précis in response
  - Bi-weekly Visual Assignment: Student choice of a satirical visual (ad or cartoon) from a scholarly periodical of their choice to complete a précis in response (assigned on off week of article)

### **Assessments:**

- Multiple Choice Tests in Response to Reading
- Benchmark EOI Practice Test 2: Multiple Choice and Descriptive Essay
- One Formal Graded Discussion
- Informal Daily Whole Class Discussions
- Frequent Small Group Discussions

- Peer reviews of writing samples and essays: Students complete a PQP, a Praise, Question, and Piece of advice to multiple peer papers.
- Frequent Analytical Responses to Text (Samples 2 & 5)
- Daily Sentence Imitation and Syntax Practice
- Student-chosen passage from *Into the Wild*, by Jon Krakauer, to annotate that explains how it helps author achieve his primary purpose (modeling summer reading assignment) and to be used as springboard for graded discussion
- Critical Lenses /Macrocosm vs. Microcosm Literature Assignment: Students will research and analyze biographical, historical, cultural, social, literary, and psychological/moral motivations and/or appeals for *Into the Wild*, by Jon Krakauer
- Formal Precis of a Article Criticism in Response to *Into the Wild* (Sample 3)
  - Bi-weekly Formal Precis: Argument-Based Periodical Response
  - Bi-weekly Formal Precis: Satiric-Based Visual (ad or cartoon) Response
  - Carousel Discussions (Rotation among Various Questioning Posters)
- Sentence and Paragraph Imitation Exercises (Sentence Composing for College)
  - Argumentative Analysis Exercises
  - Rhetorical Analysis Exercises (various visual and prose text)
- Student-written memoir in response to Benjamin Franklin’s memoir
- Three Argumentative Timed Essays
- One Rhetorical Analysis Essay
- Practice Multiple Choice Exercises with A.P. Released Passages
- Reflective Essay in Response to Body Human Project (Sample 4)
- Nine Weeks Test with Full Passage Annotation and an Argumentative Essay

**Quarter 3- The primary focus of this quarter is the synthesis argument and its respective essay; however, a review of the rhetorical analysis essay, and the standard argumentative essay and satire will be completed, and students will also continue to practice essential college reading, writing skills, and multiple choice strategies, such as close reading / analysis with annotation and sentence building exercise to encourage students to use a variety of sentence patterns in their own writing.**

**Additional Required Readings:**

- *The Great Gatsby*, by F. Scott Fitzgerald
- *The Onion* (Review rhetorical focus of satirical articles using a variety of satirical articles of international, national, and local focus)
- “Walden,” by Henry David Thoreau, from McDougal Literature Textbook
- “Thoreau Still Beckons, If I Can Take My Laptop,” by Cynthia G. LaFerle, from McDougal Literature Textbook
- Excerpt of “Civil Disobedience,” by Henry David Thoreau, from McDougal Literature Textbook
- Research articles for Researched Argument
  - “Nonmoral Nature,” by Stephen Jay Gould, from *A World of Ideas*

- “The Morals of the Prince,” by Niccolo Machiavelli, from *A World of Ideas* or *One Hundred Great Essays*
- “The Greatest Danger, the State,” by Jose Ortega Gasset, from *A World of Ideas*
- Bi-weekly Assignment: Student choice of a periodical article from the following that pertain to an assigned issue: *Newsweek*, *Time*, *U.S. News and World Report*, *The Wall Street Journal*, or *The New York Times*
- Bi-weekly assignment: Student choice of a visual (ad or cartoon) from a scholarly periodical of their choice (assigned on off week of article)
- “50 Ways to Fix Your Life,” by Caroline Kleiner Butler, from McDougal Literature Textbook
- “Self Reliance,” by Ralph Waldo Emerson, from McDougal Literature Textbook
- “Nature,” by Ralph Waldo Emerson, from *One Hundred Great Essays* and McDougal Literature Textbook

### **Assessments:**

- Researched Argument Paper in response to an event that changed the way we do something; students must argue whether the change is good or bad and prove that the event really made a change; idea will begin with a primary text.
  - Multiple Choice Tests in Response to Reading
  - Benchmark EOI Practice Test 3: Multiple Choice and Persuasive Essay
- One Formal Graded Discussion
  - Informal Daily Whole Class Discussions
  - Frequent Small Group Discussions
  - Peer reviews of writing samples and essays: Students complete a PQP, a Praise, Question, and Piece of advice to multiple peer papers.
  - Frequent Analytical Responses to Text (Samples 2 & 5)
- Daily Sentence Imitation and Syntax Practice
- Student-chosen passage from *The Great Gatsby* to annotate that explains how it helps author achieve his primary purpose (modeling summer reading assignment) and to be used as springboard for graded discussion
  - Formal Precis of a Article Criticism in Response to *The Great Gatsby* (Sample 3)
  - Critical Lenses /Macrocosm vs. Microcosm Literature Assignment: Students will research and analyze biographical, historical, cultural, social, literary, and psychological/moral motivations and/or appeals for *The Great Gatsby*.
    - Bi-weekly Formal Precis: Argument-Based Periodical Response
    - Bi-weekly Formal Precis: Satiric-Based Visual (ad or cartoon) Response
    - Carousel Discussions (Rotation among Various Questioning Posters)
- Sentence and Paragraph Imitation Exercises (Sentence Composing for College)
  - Argumentative Analysis Exercises
  - Rhetorical Analysis Exercises (various visual and prose text)
- Three Synthesis Argument Timed Essays
- Interpretation, Connection, and Synthesis Assignment- Written explanation showing connections between classic literature (Thoreau piece and modern article, “Thoreau Still Beckons...”)

- One Argumentative Timed Essay: Persuasive essay in response to “50 Ways to Fix Your Life,” by Caroline Kleiner Butler
- One Rhetorical Analysis Essay
- Practice Multiple Choice Exercises with A.P. Released Passages
- Reflective Essay in Response to Body Human Project (Sample 4)
- Nine Weeks Test with Proof of Evaluation of Sources, Outline, Annotation, and a Synthesis Argument Essay

**Quarter 4- The primary focus of this quarter is a comprehensive review of the rhetorical analysis essay, argumentative essay, and the synthesis essay. A continued practice of essential college reading, writing skills, and multiple choice strategies will be practiced, such as close reading / analysis with annotation and sentence building exercise to encourage students to use a variety of sentence patterns in their own writing.**

**Additional Required Readings:**

- *Lost Horizon*, by James Hilton
- *Fast Food Nation*, by Eric Schlosser
- *Killed Cartoons*, by David Wallis
- *Mean Girls*-Speech Study (Read and analyze text; view movie clip)
- “The Marrying Kind,” by Jonathon Rauch
- “The Case Against College,” by Linda Lee
- “What Do Murderers Deserve?” by David Gelernter
- “Help for Sex Offenders,” by The New Yorker
- “The Singer Solution to World Poverty,” by Peter Singer
- “None of This Is Fair,” by Richard Rodriguez
- “Natural Selection,” by Charles Darwin
- “Genetic Engineering,” by Francis Fukuyama
- “Morality as Anti-Nature,” by Friedrich Nietzsche
- “Morality and Religion,” by Iris Murdoch
- “Thinking Machines,” by Steven Pinker
- “A Very Old Man with Enormous Wings,” by Gabriel Garcia Marquez

**Assessments:**

- Multiple Choice Tests in Response to Reading
- Benchmark EOI Practice Test 4: Multiple Choice and Expository Essay
- One Formal Graded Discussion
- Informal Daily Whole Class Discussions
- Frequent Small Group Discussions
- Peer reviews of writing samples and essays: Students complete a PQP, a Praise, Question, and Piece of advice to multiple peer papers.



- Frequent Analytical Responses to Text (Samples 2 & 5)
- Daily Sentence Imitation and Syntax Practice
- Student-chosen passage from *Lost Horizon*, by James Hilton, to annotate that explains how it helps author achieve his primary purpose (modeling summer reading assignment) and to be used as springboard for graded discussion
- Critical Lenses /Macrocosm vs. Microcosm Literature Assignment: Students will research and analyze biographical, historical, cultural, social, literary, and psychological/moral motivations and/or appeals for *Lost Horizon*, by James Hilton
- Formal Precis of a Article Criticism in Response to *Lost Horizon* (Sample 3)
  - Bi-weekly Formal Precis: Argument-Based Periodical Response
  - Bi-weekly Formal Precis: Satiric-Based Visual (ad or cartoon) Response
  - Carousel Discussions (Rotation among Various Questioning Posters)
- Sentence and Paragraph Imitation Exercises (Sentence Composing for College)
  - Argumentative Analysis Exercises
  - Rhetorical Analysis Exercises (various visual and prose text)
- Two Argumentative Timed Essays
- One Rhetorical Analysis Essay
- Two Mini-Synthesis Essays
- One Synthesis Essay
- Practice Multiple Choice Exercises with A.P. Released Passages
- Reflective Essay in Response to Body Human Project (Sample 4)
- Nine Weeks Test with Full Passage Annotation and an Rhetorical Analysis Essay (Subject to change based on teacher’s decision to practice students’ weakest essay)

### **Sample Assignments:**

#### **(Sample 1)**

#### ***2011 A.P. English III Language and Composition Summer Reading Assignment:***

Discipline yourself so that others do not have to do it for you: Be good to read and fully complete the assignment on time. “Today we will do what others will not, so tomorrow we can do what others cannot.” -Unknown

**Overview:** The primary focus of A.P. English III is to analyze and discuss meaning, purpose, and effect of text, with a special focus on rhetoric and argumentation, regarding a specific audience. To practice this process, it is necessary to read, think, analyze, annotate, and respond. Most

everything we study next year will have this objective, as well as one to improve writing skills, in mind.

If you have ANY questions about this assignment, please feel free to email me. I will do my best to check email each week. You can also view and print this assignment from my website. If you lose the assignment over the summer, search for my class website through a link from the school website. In addition to this assignment, there will be a multiple choice test, timed writing, graded discussion, and other analytical-related assignments in response to *1984*. Be sure to carefully follow all of the directions on the assignment.

**\*Note:** We will begin reading *Tuesdays with Morrie*, by Mitch Albom, at the beginning of next school year, so reading the book over the summer may work better for your schedule, rather than during a busy start to the school year. Please go ahead and purchase a copy to begin reading by August 18<sup>th</sup>. *Half.com* is a great place to purchase copies for near nothing. Also, our school library will have some copies of each available; it is your responsibility to check out copies well before the last day of school if buying them is not an option. You should finish reading *Tuesdays with Morrie* outside of class by September 1st. Additionally, I encourage you to **read many books** on your own from the suggested college-level author list that is found on my website. The more books you read from the list, the better.

1. **Read *1984***, by George Orwell. Write your name in the book, and bring it to the first day of class and until further notice. \*If you have an ebook, that is fine to use, but you will need to borrow a book from a friend or library to copy a passage to use for this assignment.
2. Choose one memorable passage that is between one – two pages (no less than one; no more than three) in length to fully annotate. (A paragraph is not a passage and will not receive credit.) *Annotation* includes circling or highlighting key information, as well as making brief marginal notes, for the significant devices you find. (The notes do not have to be complete sentences; they are thoughts that clarify why you circle or highlight text. What is the implication, effect, or thought behind what you label?) The purpose of annotation is to analyze specific devices that help authors achieve a purpose, especially one of tone, theme, and / or argumentation of a topic. Your annotated passage is to be fully marked up with the primary key ideas. Some suggested things to annotate:
  3.
    - **Figurative Language**- annotation: type and the effect of it (significance?)
    - **Irony**- annotation: type and the effect of it (significance?)
    - **Imagery**- annotation: type and the effect of it (significance?)
    - **Details (Description)**- annotation: effect of details? (significance?)
    - **Diction (Deliberate Word Choice)**- annotation: effect of words? (significance?)
    - **Syntax (Sentence Structure/Patterns)**- annotation: effect of pattern? (significance?)
    - **Symbolism**- annotation: symbolic of what? (significance?)
    - **Characterization**- annotation: description and significance related to role in whole story

3. **Make a copy** of your annotated passage. I will not accept the whole book as an annotated copy.
4. On a separate blank, unlined paper, include the following neatly drawn and written:
  - A **creative illustration** that **symbolically** represents the **theme** of this passage. Remember, *theme* is the implied message behind the story. *Option:* If you are not an artist, (I'm certainly not!) tracing an image is fine. The illustration is to neatly cover the entire page. It is up to you whether or not to color it. **Effort** and **neatness** are the things to master here! Again, be creative; reflect the theme in a **unique** way.
  - Write a **thematic statement** (full sentence assertion) that reflects the passage, and then creatively **label** and place the theme statement on the illustration.
  - Next, add a **creative title** to the illustration.
5. Complete the following thesis explanation page responses using a bulleted list on a separate paper, **labeled and typed**-or very neatly written:
  - Proof of your **research of novel's background**: Using a **reliable** source, research the historical setting of the book, the writer's beliefs and values, and if the book is a response to a movement, etc. In 3-5 well-written sentences, explain your understanding of the historical background. **Document** your source(s) by listing where you obtained the information. If you use a website, list the URL address and last date information is updated. If you use a book, list and underline the title of the book, and include the publisher name, date published, and specific page #s used.
  - Write a **well-developed thesis statement or assertion** that reflects Orwell's **primary purpose of your chosen passage**. (**not the novel as a whole**) **Be specific**- Some ideas to get you thinking, if needed: What is the effect for the reader? (Always consider the author's primary audience.) *And/or* What would the book be missing if this passage were omitted? The assertion can be relevant to how this passage is necessary to achieve a purpose with the novel as a whole, but should not be the purpose of the novel altogether. This assertion is to be your personal, debatable idea, not a critic's analysis that you find on the internet or in another source.
  - **Cite two quotes from your chosen passage** as evidence that supports and proves your thesis statement or assertion. Also, directly in the annotated passage, **draw a box around the quotes** you are listing here. When I read your quotes, **they are to clearly prove your thesis or assertion**. (Quotes do not have to be full sentences; they can be words, phrases, or shortened parts of sentences. Shorten the quote, if needed, but make sure you have enough to prove your thesis as valid. Use the "meat" of the quote that proves your point.)
  - **Correctly record the page #** of your quotes using MLA requirements: Following each quote, put only the page # in parentheses, outside of the quotation marks, with the period following the page #. *Ex: "Big Brother is watching you" (1)*. Each quote is to be documented with the page #, even if it comes from the same page as the other quotes. When citing page #s, the period follows the page #, rather than the quote specifically, and abbreviations, such as "p." are omitted. (We will further study this format during the school year.)
  - In three-five well-written sentences, **explain how the author achieves a specific purpose with your chosen passage**, as asserted in the above

thesis. In other words, how does he effectively use specific literary devices, primarily regarding his language, to achieve his purpose? This is easy if you use your annotations. You have already done the prep work here, so check your passage for ideas, and explain your thesis!

- **Declare the subject of the passage** (What is the passage about? What does it address?)
- **Declare the author's attitude** (tone) toward the subject of the passage. *Attitude* is how the author feels toward the subject, (see last step) not a character or situational description. (The attitude/tone word is to be one adjective. If you do not have a tone (attitude) word list, go to my website to view or print one.

**6. Assemble the assignment in the following order in a clear, plastic-sleeved envelope or pocket folder with brads:** 1. Illustration on top to serve as a cover 2. Annotated passage 3. Thesis explanation page

7. Put your first and last name on each page of the assignment, as well as on the submission folder.

**Summer Assignment Grading Rubric: 200 Test-Weighted Points**  
**Checklist/Grading Rubric:**

\_\_\_\_ \* **20%:** Fully annotated passage with *insightful, significant* devices marked and explained  
(See steps 2 & 3 and the attached sample of a great annotated passage)

\_\_\_\_ \* **25%:** *Creative* illustration fully reflects theme of passage, is neat, meticulous,  
and has a thematic statement and title (See step 4)

\_\_\_\_ \* **45%:** Thesis page- (See step 5)

- Historical background research with source documentation: **5%**
- *Assertive* and debatable thesis-**10%**
- Two quotes from *1984* passage *clearly prove thesis* as valid-**10%**
- Page #s are documented MLA style-**5%**
- Explanation of how the author achieved his purpose. Which devices that you annotated helped lead you to his purpose? -**10%**

- Accurate subject and author's attitude (Tone)-5%

\_\_\_\_\_ \* **10%:** Followed assignment directions and submitted all parts of assignment neatly in folder (No, you cannot receive above a 90 unless you followed the assignment. Following directions is an important component of A.P. exams.)

\* **Late submission: One letter grade is deducted for each day assignment is late.**

\* **No submissions are accepted after Wednesday, August 24<sup>th</sup>.**

**(Sample 2)**

***Students will complete this form for the periodicals they choose for the bi-weekly assignment.***

**Analytical Response to Text**

**Your Name:** \_\_\_\_\_

**Title and Writer or Speaker of Text:** \_\_\_\_\_

**For the reading assignment annotate and briefly describe below the following:**

- Persona of Writer or Speaker (How does he want to be perceived by the audience?)
- Audience (Who is it? Knowledge? Beliefs? Attitudes?)
- Subject or Issue
- Evidence for Issue (Use shortened quotes)
  - 
  -
- Tone or Attitude of Writer or Speaker
- Primary Purpose, Intention, or Claim
- Motivating Force for Text / Piece
- Describe the rhetorical appeals: Logical, Ethical, Emotional and the effect

Primary Appeal:

Effect:

Secondary Appeal:

Effect:

Secondary Appeal:

Effect:

- Assumptions or Warrants
- Style (**how** the author communicates his message: rhetorical mode, rhetorical devices, which always include diction and syntax; state what type and the effect of such.)  
     Primary Stylistic Device:  
     Effect:
- Organizational patterns found in the text, i.e., main idea detail, comparison/contrast, cause/effect, extended definition, problem/solution, etc. and the effect of it.  
     Primary Organizational Pattern:  
     Effect:

**(Sample 3)**

*Students will use the following assignment to respond to articles that criticize assigned texts.*

**Reading / Analysis / Précis / Discussion Preparation**

For each article we read, you must complete the following assignment.

All assignments must be typed, **submitted to [www.turnitin.com](http://www.turnitin.com)**, and turned in on the day that we are scheduled to discuss the article.

Assignments will not be accepted late. If you are absent, you must still submit the article on time.

If you are unable to access turnitincom, please e-mail the assignment to me.

1. In preparation for the class discussion of each article, you must read and analyze the assigned essay or article the night before.
2. Write a précis (brief synopsis no more than ½ page, single spaced) of the article to hand in at the beginning of class. I will collect these each day, and the grade will count as a daily grade. The assignment must be typed (single spaced). If the assignment is not typed and completed properly, the student will receive a “0” on the assignment and will have no opportunity to remove the grade. Do not forget to label each synopsis with the title and author of the article. Within the précis, state the essay’s original copyright and the magazine, journal, or book where the essay was first published. (Underline or italicize titles of magazines and journals.)
3. Provide a bulleted list of new vocabulary words (with definitions) you learn from the article.
4. State the tone of the article in one, two, or three words.

5. List **several** of rhetorical strategies which you find in the article along with the phrase or sentence in which the strategy occurs. Cite page number in parenthetical documentation.

Examples:

Metaphor Angels wings for wives' conversations (238).

Metaphor Skillet for aircraft carrier (183).

6. List three discussion questions about the article. We will begin discussions with student questions.

a) One question which asks for **clarification** of something within the article (Example: What exactly did the mother do on that day?)

b) One question which addresses the author's **style** (Example: How does the writer's style in this paragraph differ from the other paragraphs in the article?)

c) One question which **applies** the theme or concept of the article to contemporary society or another area (Example: How do you think this character would react to the 2004 Presidential Election?)

7. Include an interesting, memorable, or provocative quotation from the article, and be prepared to read an interesting passage aloud to the class.

8. Cite the article using MLA guidelines.

<b><i>Grading for Synopsis</i></b>	
100	Excellent, concise, and specific summary of article which exhibits excellent writing and a <b>thorough understanding</b> of the reading selection.
90	Good and concise summary of article which exhibits excellent writing and a <b>good understanding</b> of the reading selection.
80	Satisfactory summary of article which exhibits good writing and a <b>scanty or incomplete understanding</b> of the reading selection.
70	Incomplete summary of article and <b>only superficial understanding</b> of the assigned reading.

5 0	Rush Job – Synopsis reflects that the student utilized little thought in reading and/or completing the synopsis
2 5	Incomplete Assignment
0	Student fails to turn in the assignment at the beginning of class. Or, the assignment is not written according to the specifications for the assignment.

**EXAMPLE**

**“Guys vs. Men” Analysis**

Dave Barry’s 1999 essay from the Miami Herald examines the differences between men and women in a humorous passage that confronts many societal stereotypes about gender roles. Barry elucidates the disparity between a “man” and a “guy,” although he readily admits that even he is not sure of what it really means to be a “guy.” Guys, he says, are not concerned with details or rearranging furniture; they like to play with complex and intricate things to occupy themselves. Guys are also relentlessly competitive creatures, and they strive to be the best at whatever they do. It does not matter if the contest in question is completely pointless and irrelevant; guys still have to outdo one another. Many of the greatest inventions and technological advancements in history have come from the innate nature of men and their desire to perform as well as possible. In addition to outdoing each other in physical competitions, guys also must outdo each other when it comes to other manly things, such as trucks or computers. Even though the truck or computer a guy currently owns may be more than sufficient for his needs, he will inevitably upgrade to a bigger and better model within a few years. Women often do not understand why men act the way they do, and the same is true regarding the man’s view of women in general. Barry tackles age-old gender stereotypes and comments on them in a humorous way that enlightens readers about the differences between men and women.

**Vocabulary**

“elucidates” Definition: to clarify or explain

**Tone**Humorous

**Rhetorical Terms**

- \*Primary Appeal: One of logic. Evidence: He states that “guys are not concerned with details” and are “competitive creatures” as compared to girls. (345)



1 \*Oversimplification/Humor – “being male primarily consists of ... possessing a set of minor and frequently unreliable organs” (343).

- \*Hyperbole – “[my computer] is probably capable of supervising the entire U.S. air-defense apparatus while simultaneously processing the tax return of every resident of Ohio” (344).
- \*Personification – “[my computer] sits there, humming impatiently, bored to death, passing the time” (344).
- \*Hyperbole – “twenty-three Advil in my bloodstream” (346)
- \*Simile – “Guys are similar to my small auxiliary backup dog, Zippy” (347).
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### Discussion Questions

- Clarification: How do men and women tackle the same problem differently?
- Application: How do gender stereotypes affect the way we interact with each other?
- Style: Does Barry’s humorous portrayal of gender stereotypes help or hurt relations between men and women?

### Quotation

“[My computer] is probably capable of supervising the entire U.S. air-defense apparatus while simultaneously processing the tax return of every resident of Ohio” (344).

### MLA

Miami Herald. “Guys vs. Girls.” 3 Sept., 1999: 343-347.

### (Sample 4)

#### Quarterly Body Electric Project Overview (10% of quarterly grade)

##### I Sing the Body Electric...

Three times each 9 weeks, be a part of the body human in a way that you have not in the past. You can volunteer for a variety of organizations, or even endeavor to create your own opportunity to be a vital part of a community. Each time you will write a **reflective paper** on your experience. Although I commend your efforts and appreciate your contributions, this assignment cannot be accomplished by participating in activities you are already involved in (i.e. leadership, class, athletics, church, hanging out at Starbucks with your bff’s, etc.). If you question whether or not an occasion “qualifies,” please don’t hesitate to ask.

#### The Body Human (from the University of Kansas Medical Center)

The human body (the individual) is one of nature's stunning examples of diversity. Each cell is unique. Each cell has a purpose. Each cell interacts cooperatively with others in ever growing, more complex organization, in tissues, organs and systems, to form and support the breathing, moving, feeling, and thinking functions of a unique and living person.

The body human (the community) is likewise an amazingly rich and varied world of unique and diverse persons who share the same earth and all its elements in a cooperative, mutually dependent, mutually enriching manner.

The mission of the body human, in all its diverse array, is the health and healing of the human body. The health of the body human, therefore, directly affects the health and healing of the human body. The health of the body human, like that of the human body, is directly related to the health of its diverse members and the manner in which those members interact.

A healthy body human:

- \* Values diversity as essential to its existence
- \* Appreciates the diversity of each of us and all of us as its richest resource
- \* Respects the rights of each us and all of us
- \* Treats each of us and all of us with respect for the positive contributions we make
- \* Commits itself to creating and maintaining a positive work environment
- \* Empowers each of us and all of us to take responsible action to foster a productive and hospitable work environment
- \* Assesses the environmental climate by staying attuned to the day-to-day events and how they impact the attitudes and the well-being of each of us and all of us
- \* Takes proactive measures to develop a positive environment, acting swiftly and deliberately to address the concerns of each of us and all of us
- \* Provides opportunity to participate in the decision-making process before making changes that affect each of us
- \* Supports and encourages the contributions of each of us and all of us to the mission of the medical center community, so that each of us feel that we are a vital part of the organization
- \* Promotes open communications that are clear, honest, and timely between each of us and all of us
- \* Grows and changes, fostering flexibility, creativity, and innovation
- \* Promotes a safe and trusting atmosphere

**(Sample 5)**

**Complete a PIGSACC analysis of the text, always arriving to a synthesis sentence that could later serve as the foundation for the introduction of a rhetorical analysis essay. Begin with persona, followed by audience, genre, context, subject/issue/evidence, and then end with the intention/purpose/aim/claim to logically analyze the piece.**

**Title of Piece:**

1. Persona: Full name and character of the rhetor.? How does s/he <u>WANT</u> to be perceived?
6. Intention- (Primary aim, purpose, or claim?) Primary:  Secondary:



