AP LANGUAGE AND COMPOSITION
CLOSE READING ASSIGNMENT

• Your close reading assignment consists of the following, described in detail below:

• 1. Fully annotate your book (something written on each page. Not just highlights and underlines).
• 2. Read one text and complete the Rhetorical Analysis questions using your selected book.
• 3. Complete a 3-page rhetorical analysis essay about your selected book.
- This assignment will be due on the second Monday of the school year 8.21.2023
- If you cannot reach this deadline, you will lose ten points for every week that it is late.

• These assignments are all required for AP Language and Composition. Additionally, you will be assigned an extension activity at the start of the year.
CLOSE READING

ASSIGNMENT PART 1:

ANNOTATING THE TEXT

YOU NEED TO READ ONE OF THE FOLLOWING TEXTS:
Rhetoric is the art of persuasion.

The goal of persuasion is to change others’ point of view or to move others to take action.
THE RHETORICAL TRIANGLE

Message

Tone

Logos

Style

Ethos

Purpose

Pathos

Speaker

Audience
LOGOS, ETHOS, PATHOS

Making appeals to logos (logic), ethos (credibility, and pathos (emotion) will help you to master the art of **persuasion**.

- Through language, you will be able to change the point of view of others!
- Through language, you will be able to motivate others to take action!
ETHOS

Ethos = Ethics, Credibility

-The author's purpose is to make the audience decide right or wrong about what is being presented to the reader.

-Visually, the ideas of "right" and "wrong" typically have contrasting colors that symbolize the difference between good and evil.

-Ethos also refers to a person's credibility.

Examples: Political issues, national beliefs, religious issues, etc. all demonstrate a sense of ethos. The more credible the speaker, the more persuasive the argument being made.
PATHOS

Pathos = Emotion

-The author's purpose is to make the audience feel something about what is presented to them.

-Typically this argument attempts to “tug at your heart strings”

Examples: Children, animals, illness, memories, etc. All appeal to our sense of pathos.
LOGOS

Logos = Logic

- The author’s purpose is to make the audience think about what is presented to them. It appeals to their sense of reason.

- These arguments tend to be very straightforward without fluff.” They are very scientific and factual in their approach.

Examples: Statistics, facts, authorities, etc. all demonstrate logic. Data and facts provide support that proves hard to dispute. They form the most solid arguments.
Rhetorical Triangle
- Tone
  - Tonal adjectives, tonal shifts
- Message
- Purpose
- Audience – Intended and unintended
- Speaker
- Style
  - Syntax – how authors organize their thoughts sentences/grammatical structure
  - Diction – the word choice (racially charged or vulgar diction or colloquial diction)

Rhetorical Appeals
- Ethos – credibility and ethical perspective
- Logos – appeal to logic
- Pathos – appeal to emotions

Rhetorical Devices
- Allusions, Juxtapositions, Repetition, Epistrophe, Zeugma, Paradox, Aphorism, Etc.

Rhetorical Modes
- Narrative
- Compare and Contrast
- Cause and Effect
- Definition
- Description
- Process Analysis

Historical Context
- Prohibition of alcohol, religious conflicts, economy/farmer lives, racism, etc.

Character types
- Static/dynamic
- Foil/juxtaposition
- Round/flat
- Protagonist/antagonist
- Direct/indirect characterization

Additional Notes
- Personal Connections
- Questions
- Literary Devices – Metaphor, simile, symbolism, foreshadowing, onomatopoeia, personification
- Predictions
- Evaluations
- Imagery – Visual, auditory, tactile, gustatory, olfactory, kinesthetic, organic

AP Lang Annotations: What Are We Annotating For?

Do not just point these out in your annotations.
EXPLAIN how the author uses the devices in the margins of your text.

Pace yourself. Some pages will have more annotations then other.
Some pages may even be blank.
"Long live the King" hailed *Entertainment Weekly* upon the publication of Stephen King's *On Writing*.

Part memoir, part master class by one of the bestselling authors of all time, this superb volume is a revealing and practical view of the writer's craft, comprising the basic tools of the trade every writer must have.

King's advice is grounded in his vivid memories from childhood through his emergence as a writer, from his struggling early career to his widely reported near-fatal accident in 1999 -- and how the inextricable link between writing and living spurred his recovery. Brilliantly structured, friendly and inspiring, *On Writing* will empower and entertain everyone who reads it -- fans, writers, and anyone who loves a great story well told.

This book is recommended to anyone who has interest in becoming a creative writer, or are just a fan of the King of the horror genera.
THE THINGS THEY CARRIED
BY TIM O'BRIEN

In 1979, Tim O'Brien's Going After Cacciato—a novel about the Vietnam War—won the National Book Award. In this, his second work of fiction about Vietnam, O'Brien's unique artistic vision is again clearly demonstrated. Neither a novel nor a short story collection, it is an arc of fictional episodes, taking place in the childhoods of its characters, in the jungles of Vietnam and back home in America two decades later.

This book is recommended for anyone who does not enjoy non-fiction. Written as a Narrative Non-fiction, Obrien’s book tells true stories in the style of a fiction piece.

Parental Advisory: This book uses very vulgar language for a rhetorical purpose.
EVICTED: POVERTY AND PROFIT IN THE AMERICAN CITY
BY MATTHEW DESMOND

In Evicted, Princeton sociologist and MacArthur "Genius" Matthew Desmond follows eight families in Milwaukee as they struggle to keep a roof over their heads. Evicted transforms our understanding of poverty and economic exploitation while providing fresh ideas for solving one of 21st-century America's most devastating problems. Its unforgettable scenes of hope and loss remind us of the centrality of home, without which nothing else is possible.

This book is recommended for anyone who wants to investigate the housing crisis in this country. It is also written as a narrative non-fiction with much of the work reading like a story.
On May 2, 1973, Black Panther Assata Shakur (aka JoAnne Chesimard) lay in a hospital, close to death, handcuffed to her bed, while local, state, and federal police attempted to question her about the shootout on the New Jersey Turnpike that had claimed the life of a white state trooper.

Long a target of J. Edgar Hoover's campaign to defame, infiltrate, and criminalize Black nationalist organizations and their leaders, Shakur was incarcerated for four years prior to her conviction on flimsy evidence in 1977 as an accomplice to murder.

This intensely personal and political autobiography belies the fearsome image of JoAnne Chesimard long projected by the media and the state. With wit and candor, Assata Shakur recounts the experiences that led her to a life of activism and portrays the strengths, weaknesses, and eventual demise of Black and White revolutionary groups at the hand of government officials.

This book is recommended for anyone who is interested in furthering the cause of social justice in the country.
In the mid-seventies, Steve Martin exploded onto the comedy scene. By 1978 he was the biggest concert draw in the history of stand-up. In 1981 he quit forever. This book is, in his own words, the story of "why I did stand-up and why I walked away."

Martin illuminates the sacrifice, discipline, and originality that made him an icon and informs his work to this day. Martin also paints a portrait of his times -- the era of free love and protests against the war in Vietnam, the heady irreverence of The Smothers Brothers Comedy Hour in the late sixties, and the transformative new voice of Saturday Night Live in the seventies.

Throughout the text, Martin places photographs, many never seen before. Born Standing Up is a superb testament to the sheer tenacity, focus, and daring of one of the greatest and most iconoclastic comedians of all time.

This humorous book is recommended for anyone interested in Drama, show business, or is just a fan of The Jerk Steve Martin.
Angela Himsel was raised in a German-American family, one of eleven children who shared a single bathroom in their rented ramshackle farmhouse in Indiana. The Himsels followed an evangelical branch of Christianity—the Worldwide Church of God—which espoused a doomsday philosophy. With self-preservation in mind, she decided, at nineteen, to study at The Hebrew University in Jerusalem. But instead of strengthening her faith, Himsel was introduced to a whole new world—one with different people and perspectives.

Her eyes were slowly opened to the church’s shortcomings, even dangers, and fueled her natural tendency to question everything she had been taught, including the guiding principles of the church and the words of the Bible itself. Himsel’s seemingly impossible road from childhood cult to a committed Jewish life is traced in and around the major events of the 1970s and 80s with warmth, humor, and a multitude of religious and philosophical insights. A River Could Be a Tree: A Memoir is a fascinating story of struggle, doubt, and personal fulfillment.

This book is recommended for anyone who is interested in learning about Jewish culture, or what religious conversion is like.
The Boys in the Boat is about the University of Washington eight-oared rowing crew that represented the United States in rowing at the 1936 Summer Olympics in Berlin – These have often been dubbed “The Nazi Olympics”.

The main character is Joe Rantz. Rantz had a tough time growing up and was abandoned by his family for several years to fend for himself. There are two backstories. One illustrates how all nine members of the Washington team came from lower-middle-class families and had to struggle to earn their way through school during the depths of the Depression. The second backstory begins with a depiction of Hitler decreeing construction of the spectacular German venues at which the Games would take place. Along the way, the book also describes how the Nazis successfully covered up the evidence of their harsh and inhumane treatment of the Jews and other minorities so as to win worldwide applause for the Games, duping the United States Olympic Committee, among others.
DIFFERENTIATION:
PLEASE EMAIL MR. ZAND FOR PERMISSION IF YOU NEED THIS OPTION

If you are not a confident reader, I suggest you choose the Young Adult version of Brown’s book *The Boys in the Boat*. You will still be expected to fully annotate the book, complete the rhetorical analysis questions, and write the five-paragraph Rhetorical Analysis Essay. There will be no points deducted for choosing the YA version.

You do not need to email Mr. Zand to read the standard version of this book.
If you are unable to read a book this summer, I suggest you watch the PBS documentary *American Experience: The Boys of ‘36*. You will still be expected to complete the rhetorical analysis questions and write the five-paragraph Rhetorical Analysis Essay. You will not be able to complete the annotations section of the assignment, and twenty-five points will be deducted. If you do not wish to have 25 points deducted, I suggest you read and annotate a book.

The #1 *New York Times* bestseller about the Greatest Generation freshly adapted for the next generation.
CLOSE READING ASSIGNMENT PART 2:
RHETORICAL ANALYSIS QUESTIONS

WHILE READING EACH WORK, YOU MUST COMPLETE A RHETORICAL ANALYSIS QUESTIONS ON YOUR SELECTED BOOK.
CLOSE READING ASSIGNMENT PART 2: RHETORICAL ANALYSIS JOURNAL

While reading each work, you must complete the Rhetorical Analysis Questions on your selected book. You must answer each of the questions, and for each you must:

• Rewrite the numbered question.
• Write a strong answer which includes at least one specific, relevant, and properly introduced quotation from the text cited in MLA format.
• Be sure to explain how the quotation you selected to include supports the way you answered the question.
• You DO NOT have to work on these questions in order. Rather, when you notice an element of the book that fits into a critical reading question, do that question next. Just be sure to present your answers in number order upon completion and submission.
• Each response should be a minimum of 5-8 sentences using textual evidence.
PART TWO: RHETORICAL ANALYSIS QUESTIONS

READING CRITICALLY MEANS ANALYZING AND UNDERSTANDING HOW THE WORK HAS ACHIEVED ITS EFFECT.

1. What is the Author’s Central Argument (the overall point or theme)? How does the author comment on the central argument?
2. What is the tone of the text? What specific words contribute to that tone?
3. What is the writer’s purpose? (To explain? To inform? To persuade? To motivate? To amuse?) Is there more than one purpose? Does the purpose shift at all throughout the text?
4. How does the writer arrange his/her ideas? (What are the patterns of arrangement? General to specific? Specific to general? Spatial? Chronological?)
7. Is there anything unusual in the writer’s use of punctuation? What punctuation or other techniques of emphasis (italics, capitals, underlining, ellipses, parentheses) does the writer use? Is punctuation over- or under used? Which marks does the writer use when, and for what effects? (Dashes to create a hasty breathlessness? Semi-colons for balance or contrast?)
8. Are important terms repeated throughout the text? What are they? Why are they used?
9. Are there any particularly vivid images that stand out? What effect do these images have on the writer’s purpose? What type of imagery is used?
CLOSE READING
ASSIGNMENT PART 3:
RHETORICAL ANALYSIS
ESSAY

YOUR NEXT TASK IS TO TYPE A 3-PAGE RHETORICAL ANALYSIS PAPER BASED ON YOUR SELECTED SUMMER READING BOOK.
CLOSE READING ASSIGNMENT PART 3: RHETORICAL ANALYSIS ESSAY

• **Prompt:** What rhetorical strategies does the author of your summer reading book use to achieve their purpose.

• Use your rhetorical analysis journal to craft a 3-page rhetorical analysis paper based on your selected summer reading book. Remember that a rhetorical analysis focuses **less on WHAT** point the author is communicating, and **more on HOW** an author communicates that point.

• Make sure that you identify the author’s purpose for writing the book. Craft a three-prong thesis statement as the last sentence of your introduction. Use the three rhetorical devices in each prong of your thesis in the topic sentences of your body paragraphs to provide a correct organization of your ideas.
CLOSE READING ASSIGNMENT PART 3: RHETORICAL ANALYSIS ESSAY

Remember that a rhetorical analysis focuses less on WHAT point the author is communicating, and more on HOW an author communicates that point.

Your essay must include:

- A MLA heading, page numbers, and a thought-provoking title.
- An Introduction with a thesis statement.
- 3 Body Paragraphs that discuss each discuss a rhetorical strategies used and gives specific examples from the text. (Each topic sentence MUST include a new rhetorical strategy that the author uses—you may need to look some up. It is suggested to be more general in the topic sentence (repetition) before becoming more specific with your evidence (anaphora)).
- Properly introduced direct quotes from the novel (use correct MLA parenthetical documentation) Example: According to the author, “This is the sentence from the novel that is in my paper” (Smith 23).
- A Conclusion that re-states the thesis and transcends beyond a summary of what you have said

*AVOID PLOT SUMMARY*
ESSAY ORGANIZATION

• Intro Paragraph
  
  **Hook** that draws the reader in
  
  **Context** that explains the title, author, genera and any other important information
  
  **Thesis** that is arguable and presents a roadmap for your essay

• Body Paragraph (three needed)
  
  **Topic Sentence** introducing a rhetorical strategy
  
  **Evidence** or properly introduced and cited quotation
  
  **Analyze** and explain the quotation
  
  **Significance** of the quotation is given

• Conclusion
  
  **Reimagined Thesis** that summaries and gives significance
  
  **Call to action** that tells the reader what to do next
DUE DATE & CONTACT INFORMATION:

This project is entirely independent. As always, students are held to all academic integrity guidelines. Working together on this project is not only in direct violation of that policy, but is also disrespecting your instructor, your classmates, and your own education.

Please adhere to MLA formatting guidelines found here:
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Due Date: AP Language Summer Assignment Late Work Policy:

- This assignment will be due on the second Monday of the school year 8.21.2023
- If you cannot reach this deadline, you will lose ten points for every week that it is late.

  - Turned in Monday 8/28 = 0 points detracted
  - Turned in Monday 8/22 = 10 points detracted
  - Turned in Monday 9/4 = 20 points detracted
  - Turned in Monday 9/11 = 30 points detracted

• Mr. Zand – Zand@fultonschools.org
  • Room D223
DIFFERENTIATION OR REMEDIATION

• **Differentiation:** If you are not a confident reader, I suggest you choose the Young Adult version of Brown’s book *The Boys in the Boat*. You will still be expected to fully annotate the book, complete the rhetorical analysis questions, and write the five-paragraph Rhetorical Analysis Essay. There will be no points deducted for choosing the YA version. Please email Mr. Zand for permission if you need this option.

• **Remediation:** Students can recover this assignment to a 70% if they watch “My Octopus Teacher”, write annotated notes, complete the rhetorical analysis journal, and rhetorical analysis essay.