



City of Brockton

BROCKTON PUBLIC SCHOOLS

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Dear AP Student:

Congratulations to your acceptance into AP Language and Composition!! Next year you will be honing your understanding, application, and analysis of argument and rhetoric in the English language, as well as increasing your civic awareness and, hopefully, engagement in the world around you. I know the world seems crazy right now, and we will address many of these issues and examine the way language impacts the way we view them, as well.

The summer assignment will create the foundation upon which we will base almost all of your work throughout the upcoming year.

All links to materials you will need to the summer assignment are at the end of this document.

SUMMER ASSIGNMENT: LEARNING about THE RHETORICAL SITUATION

*AP Language and Composition requires you to analyze texts, focusing on rhetorical elements and how they interact within a text in relationship to the **rhetorical situation**. We will be using the acronym SPACE CAT to help us analyze texts*

The first part of the summer assignment will revolve around giving you detailed information about the rhetorical situation, the parts that make up SPACE of SPACE CAT: Speaker, Purpose, Audience, Context, and Exigence. You will use this information as the foundation for the second part of the summer assignment, as well as everything we do in the course next year.

PART 1: BUILDING YOUR FOUNDATION OF KNOWLEDGE

A large portion of AP Language and Composition requires you to read a text and analyze it in relation to its rhetorical situation. The first part of the summer assignment will help you build your understanding of these.

- I have created 5 Power Point presentations (one for each element of the rhetorical situation). The links are below. (Please note: some of the files will not be ready until July 6). The Power Points are titled:
 - [The rhetorical situation: Speaker](#)
 - [The rhetorical situation: Purpose](#)
 - [The rhetorical situation: Audience](#)
 - [The rhetorical situation: Context](#)
 - [The rhetorical situation: Exigence](#)
- View each Power Point presentation and take notes about the content in each.
- Note: the presentations vary in length; the shorter ones are not particularly “less important;” instead, they contain information that most likely need less explanation or are similar to what you may have learned in the past. The longer ones (particularly audience and purpose) need more detail because they require you to look at these topics in more depth than you may have in the past.

ASSIGNMENT #2: PUTTING YOUR FOUNDATION INTO PRACTICE: READING for & IDENTIFYING the elements of the RHETORICAL TRIANGLE AND RHETORICAL STYLE

For the second part of the assignment, I am asking you to read two texts by the same author, Stephen King. Despite the two texts being by the same author, his “persona” as speaker is different in the texts, as are the other elements of the rhetorical situation, the texts vary greatly in their language and style. You will look to see how he, as an author, changes his writing to reflect the rhetorical situation of each text.

Complete the steps for **each** reading (reading names follow these directions). While both readings have the same author, the components of their rhetorical situations (including author) are different.

1. Annotate the reading. If you do not have a printer, take detailed notes, including not only what you are noticing but location of the text (line and/or paragraph #).
 - a. Hint: Please look up any references you are unaware of.
2. Your annotations should be in 3 colors:
 - a. Color #1: Notes on content- *what* the author is saying. As you are reading, focus on looking for the author's main idea (the central message) and the content of the reading that supports this message.
 - b. Color #2: Notes on clues the author gives about how the author develops aspects of the rhetorical situation. Where in the text is the author keeping in mind the rhetorical situation of the text? For example (but do not limit yourself to these questions; look for aspects of SPACE you learned in the Power Points): *What speaker "persona" is King taking on? Who is the audience? What rhetorical clues does the author provide that hint at the audience? What is the purpose? How does the purpose relate to the audience?*) *Look for patterns, clues, and connections; do not simply identify the components individually. He will most likely not say this directly, but look for clues in the writing that hint at these elements. (The Power Points tell you many clues to look for.*
 - c. Color #3: Notes on style- Even though, in his own words, Stephen King is "America's boogeyman" and usually writes horror books, his writing style displays his unique voice. Look for choices he makes throughout the text that reflects his writing style and what makes his writing "his."
3. Complete the attached handout for each work. If you do not have a printer, you can recreate this handout on a separate paper and complete it long hand.
 - a. I would suggest filling in most of this document as you go, jumping around to the aspects that you can easily identify. The handout components do not need to be done in order, as long as they are completed.

Reading #1: "Scaring You to Action," Commencement Speech at Vassar College, 2001 by Stephen King*

- Both the printed text and the video of the speech is included below. You can use either for your work; the actual speech differs slightly from the printed text, but not enough to change the message.

Reading #2: "Toolbox", (a slightly edited) excerpt from *On Writing* by Stephen King*

***Note of caution for both texts:** I know there are websites online that analyze these sources. While it is encouraged that you seek outside resources for help with establishing your foundation, if you are confused about a particular element (Assignment #1), you are expected NOT to seek outside resources regarding the Stephen King readings' content. Failure to complete any of the work on your own and failure to have your work reflect your independent thoughts result in a grade of 0 for the summer assignment.

<p>ONGOING, OPTIONAL PREPARATION FOR AP LANGUAGE AND COMPOSITION: PREPARE for AP ENGLISH LANGUAGE AND COMPOSITION TERMINOLOGY</p>
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The AP Exam requires you to know specific terms. Sometimes, the exam will explicitly test the terms, but often it will require you to know, understand, and discuss the concept the term describes.

- While there is no collected "assignment" for this part, it is to your advantage to preview the words from the following terminology lists and begin to learn them. You will be using them all year in class and will be assessed on these words in class. Some students find it advantageous to create flashcards or some other study tool during the summer.
- **Tone Words.** Knowing, understanding, and identifying tone is integral in AP Language and Composition. You will need to know a plethora of tone words, so I have created a list of key tone words to know. [This list is available here](#), as well as Vocabulary.com. (Go to "Lists", then "Search Lists." The list name is "AP Language and Composition Tone List" by Mrs. Wolfe.) It is your responsibility to

begin learning these tone words. You will be tested on these words shortly after the beginning of the school year. Regular and reliable access to this list, electronically or hard copy, is required in class.

- **Rhetorical Terms.** [This list is available here.](#) Knowing the concepts behind these words is imperative to your success in the class. Regular and reliable access to this list, electronically or hard copy, is required in class.





Due Date:

- ⇒ The written components (notes/annotations and handout for each text) is due in class the day we return to school: September 2, 2020.
 - If we are meeting in person and you are absent on the first day of school, you must email your work by 2 pm.
 - If we are meeting remotely, you must email me a copy of your work (Microsoft Word documents (.doc), PDF (.pdf) or pictures of handwritten documents) by 2 pm.
- ⇒ The notes on the Power Points are due the Monday after we return to school: September 7, 2020.
- ⇒ Late assignments lose 7 points each assignment, per day.

Grading:

- ⇒ I will collect your notes and your handout for one of your readings this first day of school and it will count as one quiz (formative) grade. You will be graded on the completeness of your tasks, your ability to utilize the resources in the Power Points, understanding of the readings, ability to make connections between the author's text and the rhetorical situation.
- ⇒ Within the first few days of school, but not on the first day of school, you will have a test on the rhetorical situation elements. You will be allowed to use your notes but be sure that your notes are in your own words, and are true notes, not direct copying of the material.
 - I suggest one of these methods: [5 Effective Note Taking Methods](#)
 - Another good method is the doodle note method, if you are more artistic/visual. I don't have a link to this, but a quick Google or YouTube search can generate a lot of helpful tools. I recently had a student do great sketch notes using Good Notes 4 on her iPad. (Not a requirement; just a tip.)
 - I may collect your notes, to ensure they are actually notes and not transcriptions or copies of the Power Points.
- ⇒ Within the first few days of school, we will begin discussing both texts and how to use your précis dialectical journals to begin crafting a rhetorical analysis. We will walk through the initial steps together using one of the texts, and then, within the first few weeks of school, you will write your own rhetorical analysis on the other text. This will count as a test (summative grade).

THINGS TO KEEP IN MIND:

-  **AP English Language and Composition is a college-level course, not a preparation for college. Students who find the greatest success are focused, motivated, and diligent in their studies.**
-  I recommend beginning the assignment as early as possible. Consider creating a schedule of mini-deadlines over the summer to complete your work.
-  Your annotations and notes should help you understand the concepts explained in these texts. The assignment forms the foundation for your future classwork, so you will do yourself a disservice by skimming and/or skipping sections of these texts.
-  If you have questions or concerns, please email me at maurawolfe@bpsma.org from your **school email** address. Write your name and an appropriate subject in the subject line. Please keep your questions simple, concise, and professional (i.e., proofread your email!) I check my email occasionally over the summer.
Please note: I am unavailable between the dates of August 25, 2020 – August 30, 2019.

I'm looking forward to our year together next year. Have as great a summer as circumstances will allow!
Mrs. Wolfe ☺

Important Links:

Below you will find links to all documents mentioned in the summer assignment. I linked the name of the document to the original URL and also created a shortened URL if you are typing the URL into the toolbar. Either link should work; I am only providing two to help with ease of access, depending on which method you choose to use.

Resource/Site Name	Link (Documents will have a Shortened “tiny” URL)	Notes about this resource/site:
The rhetorical situation: Speaker	https://tinyurl.com/mrswolfespeakerppt	
The rhetorical situation: Purpose	https://tinyurl.com/mrswolfepurposeppt	This resource is another one of the longer ones, but it is meant to teach you all the components of audience we will use all year. It is ready to be viewed.
The rhetorical situation: Audience	https://tinyurl.com/mrswolfeaudienceppt	This resource is one of the longer ones, but it is meant to teach you all the components of audience we will use all year. It is ready to be viewed.
The rhetorical situation: Context	https://tinyurl.com/mrswolfecontextppt	This resource will be available July 6.
The rhetorical situation: Exigence	https://tinyurl.com/mrswolfeexigenceppt	This resource will be available July 6.
“Scaring You to Action” by Stephen King (text)	https://tinyurl.com/scaringyoutoactiondocx	
“Scaring You to Action” by Stephen King (video)	https://tinyurl.com/Scaringyoutoactionvideo	
“Toolbox”, (a slightly edited) excerpt from <i>On Writing</i> by Stephen King	https://tinyurl.com/toolboxexcerpt	
5 Effective Notetaking Methods	https://www.oxfordlearning.com/5-effective-note-taking-methods/	
List of AP Language Rhetorical Terms	https://tinyurl.com/mrswolferhetoricalterms	
AP Language and Composition Tone List	https://www.vocabulary.com/lists/6820099	

AP Language Summer Assignment 2020

Looking for Main Idea and Rhetorical Elements (SPACE)

*If you need more room, please continue on a separate piece of paper, labeling the parts. You will need extra room if you write large.

Text name, author, and genre (type of text):

Main Idea/Message of the piece. Please use complete sentences:

Justify, using at least 2 quotes to support your ideas, why you believe this is the main idea/message of the piece (response should be at least one good paragraph in length):

**AP Lang Summer Assignment 2020 | Looking for Main Idea and Rhetorical Elements (SPACE)
(page 2)**

ELEMENTS OF THE RHETORICAL SITUATION:
(use the resources in the power points to help you identify and describe these elements)

Rhetorical Situation Element & Aspects to Consider	Identify the rhetorical element (lists are ok)	Areas in the text you see the author making choices that reflect this element of rhetorical situation. (Quotes or small snippets of text- no large "chunks" of text. Include para/pg #.)	Brief explanation of how these quotes/snippets of text reflect this aspect of the rhetorical situation
<p align="center">S</p> <p>(Who is the speaker? What persona does the speaker take on? What are the speaker's relevant traits, etc?)</p>			
<p align="center">P</p> <p>(What is the purpose? What, immediately, is the author hoping to accomplish through the text? What is the ultimate outcome? etc)</p>			
<p align="center">A</p> <p>(Who is the intended audience? What are their aspects (remember, there's 3 categories of aspects consider)? What does the author/text assume about them? Is there a secondary/tertiary audience? If so, who? etc)</p>			
<p align="center">C</p> <p>(What is the context of the piece? What factors should be considered?)</p>			
<p align="center">E</p> <p>(What is the exigence of the piece? What "sparked" the piece to be created?)</p>			