

**AP 11**

**Language and Composition**

**Summer Assignment**

**2022-23**

**A Three-Part Assignment**

**Part 1: 300 points**

**Part 2: 100 points**

## ***In addition to your One School/ Many Books selection, below is your Summer Reading Assignment.***

We live in a world of facts.

For example, with only minor efforts, we can learn many things about the weather, approaching storms, appropriate weather-related technical terms, and other things which allow, seemingly, young children to talk with knowledge heretofore available only to students in college classes in meteorology.

Facts can be fascinating bits of knowledge (like all those things you know from reading the *Hunger Games*); facts can help understanding why you have allergies or why your knee hurts. Facts can inform (like all the reasons why you can't go to college in Hawaii or why you cannot have a new car).

However, facts can weigh down the readability of material assigned for class.

*Rhetoric* means “the study of effective, persuasive language use.” Aristotle used the word *rhetoric* to describe the “available means of persuasion.” We will use the word *rhetoric* many times in AP English 11, and *rhetoric* is the key term in the College Board’s definition of AP Language and Composition.

Your summer reading assignment will be an opportunity for you to understand how the use of facts can help or hinder the readability of material. Too many facts can, indeed, ruin the effectiveness of the rhetorical nature of print material.

You will need to read a portion of your summer reading book (Bill Moyers’ book *Moyers on Democracy*. (ISBN: 978-0-307-38773-8). We will use most of the remainder of this book for classroom enrichment throughout the school year.

You will also need access (print or on-line) to a **reputable** news magazine from which you can find an article in which there is an abundance of facts.

### **THE ASSIGNMENT**

Compare how the use of facts can aid the effectiveness of the presentation of an author’s thoughts.

❖ Read *Moyers on Democracy*:

Chapter 6: In this material, from a speech made at West Point, Moyers uses factual examples to develop his topic. He uses facts gathered from his TV documentaries, from his readings, and from his knowledge of history,

Chapter 8: In this material, from a speech made to college registrars, Moyers uses *many* numbers—the ultimate example of factual information.

❖ Read an article from a reputable news magazine in which facts are used in abundance to convey the author’s purpose.

Print-out or copy this article and attach it to your final paper.

So here is the assignment: Develop your list of 3 to 5 purposes which are ***shared in common*** (in the above 3 works) to make the use of facts effective in conveying the authors’ purposes in writing. For example, you might find that facts serve the purposes of **providing a foundation for the reader’s understanding, documenting the process by which something happened,** or some other reasons which YOU believe are shared in the resources you have read. (A perusal of your *Back to the Lake* textbook may help you to understand the meaning of *purpose*).

This assignment should be at least 5 pages long (which means 1 word on the 6<sup>th</sup>) and no longer than 7 pages. It should be in correct academic form (double-spaced, Times Roman type, 1-inch margins on all sides, etc.). You should document direct quotations **and paraphrases** used in your paper. Plagiarism will result in a grade of zero and removal from the class. Documentation should be MLA in-text format detailed in your *Easy Writer 6<sup>th</sup> Edition*. Make sure to avoid any “gross-outs” (a list is provided in your syllabus).

Feel free to email me with any questions you may have: [mcnabors@briarcrest.com](mailto:mcnabors@briarcrest.com)

*See the reverse side for the assignment rubric*

Name: \_\_\_\_\_

## **Grading Rubric**

*This assignment is a 300-point grade, with the points being distributed as indicated below:*

### **Synthesis**

\_\_\_\_\_/60 points to include

- ◊Correct use of appropriate documentation in appropriate form
- ◊Seamless insertion of documented materials so as not to detract from readability, including the use of documented paraphrases
- ◊Good use of documented research to support the paper

### **Exigence**

see Grading Rubric in the *Syllabus*

\_\_\_\_\_/ 160 points to include

- ◊paper is clear & focused; holds reader's attention
- ◊organization enhances and showcases the central theme, is compelling, & moves the reader through the text
- ◊presented in a voice and tone appropriate to the audience, engages the craft of writing to respect the purpose for writing
- ◊proper use of unity, coherence, and emphasis once the thesis has been presented
- ◊words convey the intended message, are powerful and engaging; good use of transitions and other organizational elements
- ◊sentences underscore & enhance the meaning of the paper; appropriate vocabulary for a formal theme, good syntax, appropriate attention to the rhetorical situation

### **Conventions**

\_\_\_\_\_/80 points

- ◊writer adheres to standard writing conventions, including grammatical accuracy based on the *Easy Writer 5<sup>th</sup> Edition* text assigned for class
- \_\_\_\_ x 1= - \_\_\_\_ x 5=-\_\_\_\_
- ◊writer uses conventions to enhance readability
- ◊paragraphing reinforces sound organizational structure

### **Notice**

- ◊This sheet must be attached to the paper when submitted. Failure to do so will result in a 25-point deduction

***All parts of this assignment (Part 1, 2, 3) and materials relating to the assignment are due at the beginning of class on August 9, 2022***

## Part 2: Rhetorical Strategies and Stylistic Devices:

Create **flashcards** for each of the terms from the list below. On one side of the card, write the word. On the other side, define it and provide your own example. The attached list will provide you with definitions; you will need to research an example. Then, place them in alphabetical order, punch a hole in one corner and bind them with a note card ring. These cards will be collected for a grade on the first day of school, and *you will also be tested on these terms during the second week of school.*

**Alliteration:** The repetition of the same sound or letter at the beginning of consecutive words or syllables.

**Allusion:** An indirect reference, often to another text or an historic event.

**Analogy:** An extended comparison between two seemingly dissimilar things.

**Anaphora:** The repetition of words at the beginning of successive clauses. **Anecdote:** A short account of an interesting event.

**Annotation:** Explanatory or critical notes added to a text.

**Antecedent:** The noun to which a later pronoun refers.

**Antimetabole:** The repetition of words in an inverted order to sharpen a contrast. **Antithesis:** Parallel structure that juxtaposes contrasting ideas.

**Aphorism:** A short, astute statement of a general truth.

**Appositive:** A word or phrase that renames a nearby noun or pronoun.

**Archaic diction:** The use of words common to an earlier time period; antiquated language. **Argument:** A statement put forth and supported by evidence.

**Aristotelian triangle:** A diagram that represents a rhetorical situation as the relationship among the speaker, the subject, and the audience (see rhetorical triangle).

**Assertion:** An emphatic statement; declaration. An assertion supported by evidence becomes an argument.

**Assumption:** A belief or statement taken for granted without proof.

**Asyndeton:** Leaving out conjunctions between words, phrases, clauses.

**Attitude:** The speaker's position on a subject as revealed through his or her tone.

**Audience:** One's listener or readership; those to whom a speech or piece of writing is addressed. **Authority:** A reliable, respected source—someone with knowledge.

**Bias:** Prejudice or predisposition toward one side of a subject or issue.

**Cite:** Identifying a part of a piece of writing as being derived from a source.

**Claim:** An assertion, usually supported by evidence.

**Close reading:** A careful reading that is attentive to organization, figurative language, sentence structure, vocabulary, and other literary and structural elements of a text.

**Coach Nabors:** Your Beloved Instructor.

**Colloquial/ism:** An informal or conversational use of language.

**Common ground:** Shared beliefs, values, or positions.

**Complex sentence:** A sentence that includes one independent clause and at least one dependent clause.

**Concession:** A reluctant acknowledgment or yielding.

**Connotation:** That which is implied by a word, as opposed to the word's literal meaning (see denotation).

**Context:** Words, events, or circumstances that help determine meaning.

**Coordination:** Grammatical equivalence between parts of a sentence, often through a coordinating conjunction such as "and", or "but."

**Counterargument:** A challenge to a position; an opposing argument.

**Declarative sentence:** A sentence that makes a statement.

**Deduction:** Reasoning from general to specific.

**Denotation:** The literal meaning of a word; its dictionary definition.

**Diction:** Word choice.

**Documentation:** Bibliographic information about the sources used in a piece of writing.

**Elegiac:** Mournful over what has passed or been lost; often used to describe tone.

**Epigram:** A brief, witty statement.

**Ethos:** A Greek term referring to the character of a person; one of Aristotle's three rhetorical appeals (see logos and pathos).

**Figurative language:** The use of tropes or figures of speech; going beyond literal meaning to achieve literary effect.

**Figure of speech:** An expression that strives for literary effect rather than conveying a literal meaning.

**Hyperbole:** Exaggeration for the purpose of emphasis.

**Imagery:** Vivid use of language that evokes a reader's senses (sight, smell, taste, touch, hearing). Imperative sentence: A sentence that requests or commands.

**Induction:** Reasoning from specific to general.

**Inversion:** A sentence in which the verb precedes the subject.

**Irony:** A contradiction between what is said and what is meant; incongruity between action and result.

**Juxtaposition:** Placement of two things side by side for emphasis.

**Logos:** A Greek term that means "word"; an appeal to logic; one of Aristotle's three rhetorical appeals (see ethos and pathos).

**Metaphor:** A figure of speech or trope through which one thing is spoken of as though it were something else, thus making an implicit comparison.

**Metonymy:** Use of an aspect of something to represent the whole.

**Oxymoron:** A figure of speech that combines two contradictory terms.

**Paradox:** A statement that seems contradictory but is actually true.

**Parallelism:** The repetition of similar grammatical or syntactical patterns.

**Parody:** A piece that imitates and exaggerates the prominent features of another; used for comic effect or ridicule.

**Pathos:** A Greek term that refers to suffering but has come to be associated with broader appeals to emotion; one of Aristotle's three rhetorical appeals (see ethos and logos).

**Persona:** The speaker, voice, or character assumed by the author of a piece of writing.

**Personification:** Assigning lifelike characteristics to inanimate objects.

**Polemical:** An argument against an idea, usually regarding philosophy, politics, or religion. Polysyndeton: The deliberate use of a series of conjunctions.

**Premise (major, minor):** two parts of a syllogism. The concluding sentence of a syllogism takes its predicate from the major premise and its subject from the minor premise.

**Major premise:** All mammals are warm-blooded.

**Minor premise:** All horses are mammals.

**Conclusion:** All horses are warm-blooded (see syllogism).

**Propaganda:** A negative term for writing designed to sway opinion rather than present information. Purpose: One's intention or objective in a speech or piece of writing.

**Refute:** To discredit an argument, particularly a counterargument.

**Rhetoric:** The art of speaking or writing effectively.

**Rhetorical modes:** Patterns of organization developed to achieve a specific purpose; modes include but are not limited to narration, description, comparison and contrast, cause and effect, definition, exemplification, classification and division, process analysis, and argumentation.

**Rhetorical question:** A question asked more to produce an effect than to summon an answer. **Rhetorical triangle:** A diagram that represents a rhetorical situation as the relationship among the speaker, the subject, and the audience (see Aristotelian triangle).

**Satire:** An ironic, sarcastic, or witty composition that claims to argue for something, but actually argues against it.

**Sentence patterns:** The arrangement of independent and dependent clauses into known sentence constructions—such as simple, compound, complex, or compound-complex.

**Sentence variety:** Using a variety of sentence patterns to create a desired effect.

**Simile:** A figure of speech that uses “like” or “as” to compare two things.

**Simple sentence:** A statement containing a subject and predicate; an independent clause.

**Source:** A book, article, person, or other resource consulted for information.

**Speaker:** A term used for the author, speaker, or the person whose perspective (real or imagined) is being advanced in a speech or piece of writing.

**Straw man:** A logical fallacy that involves the creation of an easily refutable position; misrepresenting, then attacking an opponent’s position.

**Style:** The distinctive quality of speech or writing created by the selection and arrangement of words and figures of speech.

**Subject:** In rhetoric, the topic addressed in a piece of writing.

**Subordinate clause:** A clause that modifies an independent clause, created by a subordinating conjunction.

**Subordination:** The dependence of one syntactical element on another in a sentence.

**Syllogism:** A form of deductive reasoning in which the conclusion is supported by a major and minor premise (see premise; major, and minor).

**Syntax:** Sentence structure.

**Synthesize:** Combining or bringing together two or more elements to produce something more complex.

**Thesis:** The central idea in a work to which all parts of the work refer.

**Thesis statement:** A statement of the central idea in a work, may be explicit or implicit.

**Tone:** The speaker’s attitude toward the subject or audience.

**Topic sentence:** A sentence, most often appearing at the beginning of a paragraph, that announces the paragraph’s idea and often unites it with the work’s thesis.

**Trope:** Artful diction; the use of language in a nonliteral way; also called a figure of speech. **Understatement:** Lack of emphasis in a statement or point; restraint in language often used for ironic effect.

**Voice:** In grammar, a term for the relationship between a verb and a noun (active or passive voice). In rhetoric, a distinctive quality in the style and tone of writing.

**Zeugma:** A construction in which one word (usually a verb) modifies or governs—often in different, sometimes incongruent ways—two or more words in a sentence.