

Summer Reading Assignment, AP Lang. and Comp.
B. Warren, WHS

Dear AP Lang Student,

The AP Language and Composition course is focused on an author's use of rhetorical appeals and devices to convey his/her message. With that in mind, this summer you will be required to complete a reading assignment that reinforces and expands your understanding of the three rhetorical appeals (ethos, logos, and pathos) as well as other rhetorical devices in preparation for the course. The assignment consists of two parts:

1. Read Ann Patchett's collection of essays, *These Precious Days*.
2. After reading the book, you will select three chapters and write three Rhetorical analyses (see details and grading rubric below). Though similar in content, the format for these analyses will not be the same as essays. You are not required to have a thesis statement, introductory paragraph or conclusion.

Your Rhetorical analyses will be collected the first day of school and will count as a **test grade**. There will be a MC test the first week. Finally, towards the end of the first six weeks, there will be a Harkness discussion of the book followed by an essay.

Don't procrastinate! We will start on day one, and not completing your summer reading will put you at a disadvantage right from the start.

If you have any questions, you can contact me at brent.warren@wimberleyisd.net, and, should you lose the instructions, you can download another copy from the Wimberley HS webpage (search the Academics tab for Summer Assignments).

Happy reading,

Mr. Warren

Honors/AP ELA Teacher, English Dept. Head

Instructions for Rhetorical Analysis

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Objective: The purpose of rhetorical analysis is to encourage close reading of a text and demonstrate your understanding of the rhetorical devices and appeals within the text, how they

are used, and the author's purpose. The student, rather than passively reading (i.e., reading the words without paying attention to what he/she is reading), should actively think about what he/she is reading while making notes about the text itself and his/her thoughts on the text. A rhetorical analysis is not the same as summarizing. Summarizing simply demonstrates a student's ability to regurgitate what he/she has read. **Rhetorical analysis is *interacting with the text to comment on and to interpret the significance of various elements within the text*; specifically, the student makes note of such things as rhetorical devices and appeals used and to what purpose, connections between various passages of the text, motifs that contribute to the overall themes of a text, questions that the student has about the text, and unfamiliar vocabulary.**

Directions:

1. Read "Close Reading Techniques for Rhetorical Analysis" (pages 4-5).
2. Read the "AP Rhetorical Analysis Grading Rubric" to understand specifically what you will be graded on and the quality of work we are looking for in your analysis.
3. **Select one chapter each from pages 1-118, 119-215, 216-320 of *These Precious Days*.**
4. Look for the following rhetorical devices and appeals in the chapter:

Essential Rhetorical Devices for AP Lang

- Anaphora: Repetition of a word/phrase at the beginning of successive sentences.
- Antithesis: Opposition or contrast of ideas in a balanced, parallel structure.
- Juxtaposition: Placing two contrasting elements side-by-side to highlight their differences.
- Parallelism: Repetition of similar grammatical structures to show ideas are of equal importance.
- Diction: Specific word choice intended to create a particular tone or effect.
- Allusion: A brief, indirect reference to a person, place, or event (often historical or biblical).
- Epistrophe: Repetition of a word/phrase at the end of successive clauses.
- Anecdote: A short personal story used to connect with the audience or illustrate a point.
- Paradox: A statement that seems self-contradictory but reveals a deeper truth.
- Hyperbole: Deliberate, often extreme exaggeration for effect.
- Understatement: Making a situation seem less important or severe than it is.
- Alliteration: Repetition of initial consonant sounds for emphasis or musical effect.
- Epanalepsis: Repetition of a word/phrase at both the beginning and end of a clause.

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- Anadiplosis: Repetition of the last word of one clause at the beginning of the next.

Key Rhetorical Concepts & Appeals

- Ethos: Credibility and ethics.
- Pathos: Emotional appeal.

- Logos: Logical reasoning and evidence.
 - Tone Shift: A change in the author's attitude towards the subject, often signaled by shifts in diction
5. Analyze and discuss the importance of these elements and how they contribute to an understanding of the chapter.
 6. Discuss how these elements contribute to the overall tone (or tones if there is a shift) of the chapter, and how they contribute to developing one of the themes of the novel.

Format:

1. **Each of the three analyses should be ONE to THREE PAGES long and TYPED on SEPARATE Google Docs.**
2. Follow WHS/MLA style guidelines (google MLA Formatting and Style Guide—Purdue OWL).
3. Double space.
4. Include the title of the chapter (chapter titles are in quotation marks).
5. Write in complete sentences; use transitions between ideas; check for G.U.M. issues before submitting.
6. Use properly **embedded quotes** (google MLA Formatting and Style Guide—Purdue OWL) to support discussion of Rhetorical elements, tone, and theme.
7. You can organize your response in one of two ways:
 - organize your response by rhetorical devices/appeals (e.g., group all examples of diction together and discuss)
 - or work through the passage in chronological order, working from beginning to end and discussing rhetorical devices/appeals as they appear in the passage

NOTE: The use of **AI programs such as ChatGPT or book guides such as SparkNotes or any other similar resource** for any part of this assignment **will be considered cheating** and result in an **automatic zero**. To ensure that you have not used AI or other sources, **I will be checking the history of your Google Doc and run it through a real-time AI checker**. The best way to avoid suspicion is to complete the assignment on your **SCHOOL issued Chromebook**.

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Close Reading Techniques for Rhetorical Analysis

Students should focus on how the author **constructs an argument** rather than just what the text says. Rhetorical analysis examines the relationship between the speaker, the audience, and the subject to determine how language achieves a specific purpose.

I. The Rhetorical Situation (SOAPStone)

Before analyzing specific lines, establish the context. These "first impressions" are critical. ●

● **Speaker:** Who is the voice? What are their credentials or persona? How do they want to be perceived?

● **Occasion:** What is the immediate event or broader historical context that prompted this

writing?

- **Audience:** Who is the target? What are their values, beliefs, or prejudices? ●
- Purpose:** What does the author want the audience to *do, think, or feel*? (Use strong verbs: *challenge, incite, lampoon, advocate*).
- **Subject:** What is the literal topic vs. the deeper message?
- **Tone:** What is the attitude toward the subject? (Look for **shifts**—a shift in tone often signals a shift in the argument).

II. Rhetorical Appeals (The "Big Three")

Analyze how the author builds credibility and moves the audience. **Don't just label them; explain how they work.**

- **Ethos:** How does the author establish themselves as trustworthy? Do they use "we" to create unity with the audience?
- **Logos:** What facts, statistics, or logical progressions are used? Is the argument inductive or deductive?
- **Pathos:** What specific emotions (fear, pride, guilt) are targeted? What vivid imagery triggers these feelings?

III. Diction and Syntax (The "How")

Focus on the technical choices in language and sentence construction.

- **Diction (Word Choice):**
 - Are the words **monosyllabic** (direct) or **polysyllabic** (scholarly)?
 - Is the language **denotative** (literal) or **connotative** (emotional)?
- **Syntax (Sentence Structure):**
 - **Sentence Length:** Short, punchy sentences for emphasis vs. long, cumulative sentences for complexity.
 - **Punctuation:** Do dashes or semicolons create a "breathless" pace or a formal, measured one?
 - **Repetition:** Identify **Anaphora** (start) or **Epistrophe** (end). What idea is being hammered home?

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IV. Figurative Language as Persuasion

In AP Lang, metaphors and similes are tools of persuasion, not just decoration. ● **Allusion:** Does the author cite history or religion to lend authority to their claim? ● **Irony/Satire:** Is the author saying the opposite of what they mean to expose a flaw in an opposing viewpoint?

- **Rhetorical Questions:** Is the answer so obvious that it forces the audience to agree with the speaker?

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V. Organizing the Analysis

- **Patterns:** Where does the author repeat certain images or structures? ● **Shifts:** Where does the "But" or "However" occur? This usually marks a change in the line of reasoning.

- **Microcosms:** Can one paragraph represent the strategy of the entire essay?

NOTE: Students may review earlier sections as needed throughout the reading.

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AP Lang Rhetorical Analysis Grading Rubric

	Excellent 20	Good 18	Adequate but needs Improvement 16	Lacks Honors/AP Quality 14	Insufficient 10
Width: Variety of topics and rhetorical elements marked for discussion	Student thoroughly works through a variety of Rhetorical elements..	Student identifies and discusses only 4 or 5 Rhetorical elements.	Student identifies and discusses only 2 or 3 of Rhetorical elements or may not have a complete understanding of Rhetorical elements.	Student identifies and discusses only 1 Rhetorical element.	Student does not identify or explain any Rhetorical elements.
Depth: Significance of commentary	Student offers abundant depth and excellent detail regarding analysis and commentary.	Student offers abundant depth and excellent detail regarding analysis and commentary.	Student offers limited depth in analysis and commentary.	Student offers little depth in analysis and commentary.	Student merely summarizes the text.
Big Picture: author's tone and shifts tagged for discussion, themes are identified.	Student makes connections between passages and to the author's purpose; offers an insightful understanding of the text with extended commentary; clearly identifies theme(s) and general tone of work.	Student makes connections between passages and to the author's purpose; the overall understanding of the text is good; identifies theme(s) and general tone of work but perhaps not clearly or with varied focus.	Student makes limited connection between passages and to the author's purpose; understanding of the text is limited; identification of theme(s) and general tone of work is limited—too narrow a focus on details.	Student makes little connection between passages or to author's purpose; understanding of text is shallow; identifies either theme or tone, but does not identify both.	Student makes no connection between passages or author's purpose. Student does not discuss themes or tone at all.
Formatting/G.U.M	Student's response follows WHS style guidelines, is double spaced, and 1-3 pages in length AND the response contains only 1-2 minor G.U.M. issues.	Student's response follows WHS style guidelines, is double spaced, and 1-3 pages in length AND the response contains only 3-5 minor G.U.M. issues.	Student's response follows WHS style guidelines, is double spaced, and 1-3 pages in length AND the response contains more than 5 minor G.U.M. issues, but they do not	Student's response does not follow WHS style guidelines, or is not double spaced, or is less than a page long OR the response contains too many G.U.M. issues that make comprehension	Student's response does not follow WHS style guidelines, or is not double spaced, or is less than a page long And the response contains so many G.U.M. issues that the response is

			interfere with comprehension.	difficult.	incomprehensible.
Quotations	The student has included abundant quotes to support the discussion of Rhetorical elements AND all quotes are properly integrated; there are no stand alone quotes.	The student has included 4-5 quotes to support the discussion of Rhetorical elements AND all quotes are properly integrated; there are no stand alone quotes.	The student has included 3-4 quotes to support the discussion of Rhetorical elements AND all quotes are properly integrated; there are no stand alone quotes.	The student has included quotes to support the discussion of Rhetorical elements BUT some quotes are not properly integrated, or there are stand alone quotes.	The student has NOT included quotes to support the discussion of Rhetorical elements OR quotes are not properly integrated, or they are stand alone quotes.