Overview
Welcome to AP Language! I am excited about the upcoming year and hope you are as well. In preparation for next year, this assignment consists of two components: current event project and literary/rhetorical terminology. Each is explained in detail below. In order to become a confident writer in the AP Language and Composition class, you must have a diverse background in current events and societal issues of our day and time as well as times past. The Summer Assignment is a hands-on activity which engages you in gathering, reading, and writing about current issues. The purpose of this assignment is to look closely at how language connects author, purpose, and audience. The goal is to have you look closely at a single topic and recognize how different authors use language in different ways to persuade their audience to take different actions. The topic is the same… so look closely at how authors manipulate their audience with language. In addition to this, you will be responsible for creating index cards for each of the literary/rhetorical terms needed for this class. It is imperative that you have a working knowledge of these terms in order to effectively analyze and argue a position.

Current Event Project

- Choosing your topic and gathering artifacts
  - Choose your current event topic
    - Start by considering broad topics
      - Censorship
      - See the List #1 for more suggestions
    - Research your topic to narrow it down to a more specific topic
      - Censorship becomes the controversy of censoring certain books in schools
      - You are now ready to collect your artifacts
  - Collect 7 (seven) artifacts.
    - Choose articles from credible news sources (List #2 for suggestions)
    - Must have each of the following
      - 1 News Article
      - 2 Opinion-Editorial (Op-Ed) or Editorial
      - 1 Comic Strip/Political Cartoon
      - 3 other artifacts of your choice (which may include any of the above)
      - Be sure that you gather a variety of positions on the issue, in other words, you do not want sources that all agree
    - Print a copy of each of the artifacts that you have selected (all 7)
Do not Cut and Paste into Word Documents. Print the articles exactly as it appears on the screen.
Thoroughly annotate each article, following the Twelve Steps of Annotation (see attached)

Writing Assignment: Write an analysis of Each of the Seven Artifacts which include the following:

- Pre-Analysis of Artifacts
  - Written Artifacts: Complete a SOAPSTone Chart for each
  - Visual Artifacts: Complete and OPTIC Chart for each

- Citation in MLA format: Create a citation for each artifact, using www.easybib.com as a guide. This should be at the top of each analysis.

- Rhetorical Precis: Write a Rhetorical Precis for each artifact (see attached)

Order for Packet:

- Cover Page: Your Name, Broad Current Event, Narrowed Focus of Current Event
- Table of Contents
- Title Page for Artifact
  - Artifact Number
  - Title of Artifact
  - Author
  - Source
- Rhetorical Precis
  - MLA Citation Centered at top of page
  - Rhetorical Precis Paragraph
- Completed SOAPSTone/OPTIC Chart
- Annotated Article

Literary/Rhetorical Terms

Using the attached list of terms, create a Quizlet set for each. Each one must have the definition and at least two examples. Examples can come from online research. You will be responsible for knowing and understanding each term upon your return in the Fall.

You must bring a Hard Copy of the Current Event Project on the FIRST DAY of class. You also need to save it to Google Drive, flash drive, One Drive, etc.. This assignment can also be found on the Trimble Tech website or our class website (angelabattles.wixsite.com/battlesenglish). Do not hesitate to contact me with any questions.

Have a great Summer!! See you in the Fall!!!
### List #1 Potential Topics

<table>
<thead>
<tr>
<th>Activism</th>
<th>New and Reemerging Diseases</th>
<th>Poverty</th>
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<tbody>
<tr>
<td>Affirmative Action</td>
<td>Domestic Violence</td>
<td>Welfare</td>
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<td>Antibiotic Resistance</td>
<td>Drug War/Legalization</td>
<td>Standardized Testing</td>
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<td>Arsenic in Drinking Water</td>
<td>US Economy</td>
<td>Identity Theft</td>
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<td>Bioethical Issues</td>
<td>First Amendment</td>
<td>Immigration</td>
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<td>Birth Control and</td>
<td>Freedom of Religion or Belief</td>
<td>Racism</td>
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<td>Reproductive Rights</td>
<td>Gender Issues</td>
<td>Right to Die/Euthanasia</td>
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<td>Death Penalty and Offenders with Mental</td>
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<td>Sex Education</td>
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<td>Handicap</td>
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<td>Modern Day Slavery</td>
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<td>Capitalism</td>
<td>Gender and Sexism</td>
<td>E-Cigarettes</td>
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<tr>
<td>Capital Punishment</td>
<td>Global Warming</td>
<td>Smoking Bans</td>
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<td>Censorship</td>
<td>Gun Control</td>
<td>Social Security</td>
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<tr>
<td>Child Injury Deaths</td>
<td>Hackers</td>
<td>Social Media</td>
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<td>Children’s Internet Protection Act (CIPA)</td>
<td>Health Care Reform</td>
<td>Tobacco Control</td>
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<td>College/Higher Education</td>
<td>Human Rights</td>
<td>US Patriot Act</td>
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<td>Teen Drinking</td>
<td>International Religious</td>
<td>War Crimes</td>
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<td>Teenage Pregnancy</td>
<td>Freedom</td>
<td>Who Owns America?</td>
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<td>Consumer Health</td>
<td>Internet Issues</td>
<td>Women’s Issues and Studies</td>
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<td>Corporations and Human Rights</td>
<td>Manipulation of the Media</td>
<td>Youth Violence</td>
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<td>Death Penalty</td>
<td>Legalization of Marijuana</td>
<td>Genetic Engineering</td>
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<td>Democracy as Class Struggle</td>
<td>Biased vs. Unbiased News</td>
<td>Terrorism</td>
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<td>Democracy for the Few</td>
<td>Nuclear Issues</td>
<td>Life on Mars</td>
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<td>Police Brutality and</td>
<td>Doping in Sports</td>
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<td>Accountability</td>
<td>Environment</td>
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### List #2 Potential Sources

<table>
<thead>
<tr>
<th>CNN</th>
<th>Chicago Sun Times</th>
<th>Wall Street Journal</th>
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<tbody>
<tr>
<td>ABC News</td>
<td>Newsweek</td>
<td>The Washington Post</td>
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<tr>
<td>MSNBC News</td>
<td>Time</td>
<td>Reuters</td>
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<td>CBS News</td>
<td>USA Today</td>
<td>The Onion (contains mature</td>
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<td>FOX News</td>
<td>The New York Times</td>
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<td>WGN News</td>
<td>National Public Radio</td>
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<td>Chicago Tribune</td>
<td>BBC News</td>
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<td><strong>SOAPSTone Chart – for written or spoken texts</strong></td>
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<td><strong>Example</strong></td>
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<p>| <strong>Speaker</strong> | Nicolette Hahn Niman is a rancher in Bolina, California, and the author of Righteous Porkchop: Finding Life and Good Food Beyond Factory Farms. She wants a broad audience for her message, so she wrote a book and submitted this to the LA Times (not a local paper). She is a wife, mother, member of a diverse family, generally, open-minded (entertains mixed family), and presents a positive, balanced, view. |
| <strong>Occasion</strong> | Niman’s family was discussing the topic during holiday dinner, and members have varied opinions. Topics of sustainable farming and poor economy have been in news lately. |
| <strong>Audience</strong> | Niman’s audience would be readers of LA Times Op-Ed pages – generally middle to upper classes, Southern California residents and visitors, college-educated (or well educated), interested in current events and opinions. |
| <strong>Purpose</strong> | Niman show the reader that sustainable farming can produce plentiful food for the world without damaging the environment. Niman convinces readers that agribusiness carries large, long-term and hidden costs, including cost of government subsidies, ecological expense of transporting the foods, loss of family farms, increased use of chemicals (long-term resistance and health problems), and negative impact on dumping subsidized goods on the economies of third-world countries (destruction of their farming system). She wants people to “push for public policies that will help bring good, wholesome food” to everyone, not through huge agribusiness companies. |
| <strong>Subject</strong> | Sustainable farming seems expensive to the consumer, and agribusiness provides what appears to be cheaper food everyone can afford. Agribusiness has unseen costs that will negatively impact people and the environment long term. government policies favor big agriculture, which the author says must change. |
| <strong>Tone</strong> | She starts out friendly, family-oriented, describing her holiday dinner. She shows how open-minded she is in describing a very mixed family. She provides the counter argument first, summarizes it, and then provides evidence why it is not accurate. She remains friendly, caring, balanced, rational, providing quotations from other expert to bolster her argument. She ends with a positive reminder of family. Niman is quietly passionate and positive, but impatient about progress. |</p>
<table>
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<th>OPTIC Chart – for visual discourse</th>
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Other Questions:
These are not included on either chart, however they should be considered when analyzing written, spoken or visual discourse.

- What **facts or statistics** do you find most interesting in this article? Why?
- In what ways has the author made his argument or article **convincing**?
- Does the author use any **logical fallacies**? Explain.
- What **questions** do you still have about this issue?
- What information **do you still need to know** to fully understand the controversy? List at least THREE things.

**Rhetorical Precis Paragraph**
A rhetorical precis analyzes both the content (the what) and the delivery (the how) of a unit of spoken or written discourse. It is a highly structured four-sentence paragraph blending summary and analysis. Each of the four sentences requires specific information; students are expected to use brief quotations (to convey a sense of the author’s style and tone) and to include a terminal bibliographic reference. Practicing this sort of writing fosters precision in both reading and writing, forcing a writer to employ a variety of sentence structures and to develop a discerning eye for connotative shades of meaning.

**Overall Format**

1. Name of author, [optional: a phrase describing author], genre and title of work, date in parentheses (additional publishing information in parentheses or note); a rhetorically accurate verb (such as: assert, argue, suggest, imply, claim, etc…); and a THAT clause containing the major assertion (thesis statement) of the work.
2. An explanation of how the author develops and/or supports the thesis, usually in chronological order.
3. A statement of the author’s apparent purpose followed by an “in order to” phrase.
4. A description of the intended audience and/or the relationship the author establishes with the audience.

**Closer Look**

1. **THE FIRST SENTENCE** identifies the essay’s author and title, provides the article’s date in parenthesis, uses some form of the verb says (claims, asserts, suggests, argues…) followed by that, and the essay’s thesis (paraphrased or quoted).
   **EXAMPLE:** In “The Ugly Truth about Beauty” (1998), Dave Barry argues **that** “…women generally do not think of their looks in the same way that men do” (4).
   **EXAMPLE:** In “The Ugly Truth about Beauty” (1998), Dave Barry satirizes the unnecessary ways that women obsess about their physical appearance.
2. **THE SECOND SENTENCE conveys** the author’s support for the thesis (how the author develops the essay); the trick is to convey a good sense of the breadth of the author’s support/examples, usually in chronological order.

   **EXAMPLE:** Barry illuminates this discrepancy by juxtaposing men’s perceptions of their looks (“average looking”) with women’s (“not good enough”), by contrasting female role models (Barbie, Cindy Crawford) with male role models (He-Man, Buzz-Off) and by comparing men’s interests (the Super Bowl, lawn care) with women’s (manicures).

3. **THE THIRD SENTENCE analyzes** the author’s purpose using an **in order to** statement:

   **EXAMPLE:** He exaggerates and stereotypes these differences **in order to** prevent women from so eagerly accepting society’s expectation of them; to this end, Barry claims that men who want women to “look like Cindy Crawford” are “idiots” (10), implying that women who adhere to the Crawford standard are fools as well.

4. **THE FOURTH SENTENCE describes** the essay’s target audience and **characterizes** the author’s relationship with that audience – or the essay’s tone:

   **EXAMPLE:** Barry ostensibly addresses men in this essay because he opens and closes the essay directly addressing men (as in “If you’re a man…”) and offering to give them advice in a mockingly conspiratorial fashion; however, by using humor to poke fun at both men and women’s perceptions of themselves, Barry makes his essay palatable to women as well, hoping to convince them to stop obsessively “thinking they need to look like Barbie” (8).

**Putting it all Together:**

In “The Ugly Truth about Beauty” (1998), Dave Barry argues that “…women generally do not think of their looks in the same way that men do” (4). Barry illuminates this discrepancy by juxtaposing men’s perceptions of their looks (“average looking”) with women’s (“not good enough”), by contrasting female role models (Barbie, Cindy Crawford) with male role models (He-Man, Buzz-Off), and by comparing men’s interests (the Super Bowl, lawn care) with women’s (manicures). He exaggerates and stereotypes these differences **in order to** prevent women from so eagerly accepting society’s expectation of them; in fact, Barry claims that men who want women to “look like Cindy Crawford” are “idiots” (10). Barry ostensibly addresses men in this essay because he opens and closes the essay directly addressing men (as in “If you’re a man…”) and offering to give them advice in a mockingly conspiratorial fashion; however, by using humor to poke fun at both men and women’s perceptions of themselves, Barry makes his essay palatable to both genders and hopes to convince women to stop obsessively “thinking they need to look like Barbie” (8).

Verb Bank: Suggestions of Verbs to use.

<table>
<thead>
<tr>
<th>Verbs</th>
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<tbody>
<tr>
<td>adjures</td>
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<td>advances</td>
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<td>elucidates</td>
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V. Stevenson and M. Frerichs, PHHS, San Diego
Part II Rhetorical/Literary Terms

For each of the following terms, create an index card. Side one – Term; Side Two – Definition and Two Examples (You may use the internet for this part.) Note: Each Level of the Outline should be defined. The outline serves only as a guide as to the categorization of each term.

1) Diction
   a) High/Formal
   b) Neutral
   c) Informal/Low
   d) Slang
   e) Colloquial
   f) Jargon
   g) Dialect
   h) Concrete
   i) Abstract
   j) Denotation
   k) Connotation

2) Imagery

3) Details

4) Figurative Language
   a) Hyperbole
   b) Oxymoron
   c) Pun
   d) Alliteration
   e) Metaphor
      i) Synecdoche
      ii) Metonymy
   f) Onomatopoeia
   g) Personification
   h) Simile

5) Syntax
   a) Sentence Order
      i) Basic
      ii) Cumulative/Loose
      iii) Periodic
   b) Sentence Type
      i) Declarative
      ii) Imperative
      iii) Exclamatory
      iv) Interrogative
v) Simple
vi) Compound
vii) Complex
viii) Compound/Complex
ix) Inverted Order vs Natural Order
c) Punctuation
i) Colon
ii) Semicolon
iii) Dash
d) Repetition/Parallelism
i) Antithesis
ii) Chiasmus
iii) Anadiplosis
iv) Anaphora
v) Epistrophe
vi) Polysyndeton
vii) Assonance
viii) Consonance
e) Omission
i) Ellipsis
ii) Asyndeton
6) Rhetorical Figures
a) Allusion
b) Aphorism
c) Analogy
d) Apostrophe
e) Euphemism
f) Paradox
g) Understatement
h) Rhetorical Question
i) Flashback
j) foreshadowing
k) Irony
i) Verbal Irony
   (1) Sarcasm
ii) Situational Irony
iii) Dramatic Irony
l) Mood
m) Motivation
n) Narration
o) Plot
p) Point of View
   i) First Person
   ii) Second Person
   iii) Third Person Limited
   iv) Third Person Omniscient
q) Prosody
r) Protagonist
s) Antagonist
t) Rhyme
   i) End Rhyme
   ii) Internal Rhyme
   iii) Slant Rhyme
   iv) Rhyme Scheme
u) Setting
v) Shift or Turn
w) Structure
x) Style
y) Suspense
z) Symbol
aa) Theme
   bb) Tone
7) Rhetorical Appeals
   a) Ethos
   b) Pathos
   c) Logos
      i) Deductive Reasoning
      ii) Inductive Reasoning
8) Logical Fallacies
   a) Ad hominem Argument
   b) Ad populum Argument
   c) Begging the Question
   d) Either/or Reasoning
   e) False Analogy
   f) Hasty Generalization
   g) Circular Argument
   h) Slippery Slope
   i) Non-sequitur
   j) Oversimplification
9) Subject
10) Occasion
11) Audience
12) Purpose
13) Speaker
14) Modes of Discourse
   a) Description
   b) Narration
   c) Exposition
      i) Comparison
      ii) Contrast
      iii) Cause and Effect
      iv) Classification
      v) Division
      vi) Definition
   d) Argumentation