

## AP Language Summer Reading

Advanced Placement Language and Composition is a junior English course taught at a college level with the content, approaches, and expectations commensurate with a college English course. This is a course which analyzes expository, argumentative, and rhetorical prose. Students are expected to bring the same dedication, enthusiasm, and scholarly acumen to all their efforts in the class so that we may all learn from one another through various approaches.

### Summer Assignment (Read a book and write an essay):

**We are asking you to expand your cultural literacy through this summer assignment by reading ONE of the following works and completing an essay on it:**

- *The Sunflower*, Simon Wiesenthal
- *The Immortal Life of Henrietta Lacks*, Rebecca Skloot
- *The Devil's Highway*, Luis Alberto Urrea
- *In the Heart of the Sea*, Nathaniel Philbrick
- *When Breath Becomes Air*, Paul Kalanithi

These books are readily available in most local bookstores or on Amazon.com. E-book versions are also a good option. Many area public libraries also have copies of the books. Goodwill used bookstore is also an option.

Examining Rhetoric will be a key focus of our class. Rhetorical analysis requires you to analyze HOW an author's written passage contribute to a greater meaning or theme. **Do not summarize** the book for me. Identify examples of rhetoric and tell me **how** they impact, create, alter, suggest, etc., meaning.

Your essay should be structured in clear paragraphs. Each paragraph should focus on an example of rhetoric with explanations of the impact. Do not tell me there is rhetoric, tell me what the rhetoric accomplishes. How long should your paper be? I hate counting words. If you are counting words you are not writing well. If your paper is good, it will be long enough. Focus on quality, not length.

Impress me with your analysis and writing ability. This will give me an understanding of where your analytical and writing skills are. This is going to be a baseline for me to use as a teacher. It will not be a huge grade. There is no point in cheating and making me think you have skills you do not possess.

**This is due on the first day of school. We will get to class work right away.**

This will count as the students' first grade of the year.

Summer may seem long in June. Don't let it get away from you. Set a schedule and keep to it. Have fun! Feel free to e-mail me with questions and concerns.

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## Scoring Rubric for Question 2: Rhetorical Analysis (6 points)

Reporting Category	Scoring Criteria				
<b>Row A</b> <b>Thesis</b> <b>(0-1 points)</b> <b>1.A</b> <b>4.B</b>	<b>0 points</b> For any of the following: <ul style="list-style-type: none"> <li>There is no defensible thesis.</li> <li>The intended thesis only restates the prompt.</li> <li>The intended thesis provides a summary of the issue with no apparent or coherent claim.</li> <li>There is a thesis, but it does not respond to the prompt.</li> </ul>	<b>1 point</b> Responds to the prompt with a defensible thesis that analyzes the writer's rhetorical choices.			
<b>Row B</b> <b>Evidence</b> <b>AND</b> <b>Commentary</b> <b>(0-4 points)</b> <b>1.A</b> <b>2.A</b> <b>4.A</b> <b>6.A</b> <b>6.B</b> <b>6.C</b>	<b>0 points</b> Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.	<b>1 point</b> <b>EVIDENCE:</b> Provides evidence that is mostly general.  <b>AND</b>  <b>COMMENTARY:</b> Summarizes the evidence but does not explain how the evidence supports the student's argument.	<b>2 points</b> <b>EVIDENCE:</b> Provides some specific, relevant evidence.  <b>AND</b>  <b>COMMENTARY:</b> Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty.	<b>3 points</b> <b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning.  <b>AND</b>  <b>COMMENTARY:</b> Explains how some of the evidence supports a line of reasoning.  <b>AND</b>  Explains how at least one rhetorical choice in the passage contributes to the writer's argument, purpose, or message.	<b>4 points</b> <b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning.  <b>AND</b>  <b>COMMENTARY:</b> Consistently explains how the evidence supports a line of reasoning.  <b>AND</b>  Explains how multiple rhetorical choices in the passage contribute to the writer's argument, purpose, or message.
<b>Row C</b> <b>Sophistication</b> <b>(0-1 points)</b> <b>2.A</b> <b>4.C</b> <b>6.B</b> <b>8.A</b> <b>8.B</b> <b>8.C</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation. Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following: <ol style="list-style-type: none"> <li>Explaining the significance or relevance of the writer's rhetorical choices (given the rhetorical situation).</li> <li>Explaining a purpose or function of the passage's complexities or tensions.</li> <li>Employing a style that is consistently vivid and persuasive.</li> </ol> This point should be awarded only if the sophistication of thought or complex understanding is part of the student's argument, not merely a phrase or reference.			

## RHETORICAL KEYSTONE

### RHETORICAL APPEALS

Ethos      Pathos      Logos

### RHETORICAL STRATEGIES

(plan for achieving specific writing purpose)

Example      Cause/effect      Contrast/comparison      Division/classification  
 Process      Description      Narration      Argument      Definition

### RHETORICAL TECHNIQUES

(choices and HOW the author uses rhetorical devices)

These choices revolve around the following:

Diction                  Syntax  
 Tone/attitude      Organization  
 Point of View

### RHETORICAL DEVICES

(Tools and mechanisms the writer employs to develop the strategy)

Alliteration                  Hyperbole/exaggeration                  Parallelism  
 Allusion                  Metaphor\*                  Personification\*  
 Analogy\*                  Metonymy/synecdoche\*                  Rhetorical question  
 Antithesis                  Onomatopoeia\*                  Simile\*  
 Apostrophe                  Oxymoron\*                  Understatement/litotes  
 Epithet\*

\*=figures of speech

**Academic Contract  
Advanced Placement Course Work  
Suncoast Polytechnical High School**

*The Administration at SPHS is committed to providing a rigorous classroom experience to ensure success for our AP students. This contract is to enforce your academic commitment to the academic and attendance standards of this college-credit course. For the 2022-2023 school year, the following requirements must be met in order to remain in an AP course.*

1. You must have your Summer Assignment completed by the first day of school.
2. You will commit to working on your AP homework every night to maintain pace with your classmates and foster classroom discussion.
3. There is a three-week period at the beginning of the year during which you may drop this AP course. This may disrupt your CTE and academic schedule.
4. You will seek remediation opportunities when you receive below satisfactory scores on any assignments or assessments.
5. Students with a grade of D or F at the end of Quarter 1 or Semester 1 will be placed into a regular on-level class. This may disrupt your CTE and academic schedule.
6. Students with a grade of C at the end of Semester 1 will need a parent/guidance/teacher conference to determine a path that will help the student be more successful and more likely to pass their AP test.
7. Students with excessive total absences (excused and unexcused), five or more in Semester 1, will be placed in a regular on-level class. This may disrupt your CTE and academic schedule. Unexcused absences in 2<sup>nd</sup> semester will result in referrals.

\*As an AP student, you are expected to meet a rigorous behavioral and academic standard to help ensure your success in Advanced Placement Language

*This contract, signed by the parent and student, needs to be returned no later than*

       *May 20*       . *This contract is required for your formal participation in the course.*

Student Signature \_\_\_\_\_ Print Name \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Print Name \_\_\_\_\_ Date \_\_\_\_\_