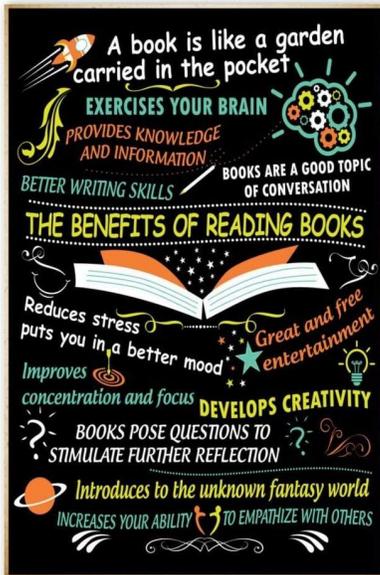


AP Language & Composition Summer Assignment



Contact Us

- Mrs. Hedrick: jlhedrick@dcsdk12.org
- Mr. Nelson: jnnelson@dcsdk12.org

Please allow up to 72 hours for a response before emailing again.

Part 1

In Cold Blood by Truman Capote

ISBN number: 978-0-679-74558-7

- Read/ Analyze:
 - As you read *In Cold Blood*, use this [ANALYSIS TEMPLATE](#) to analyze the book.
- Annotations:
 - No annotations will be graded, but you might want to mark text that will help you review for the quiz.
- Quiz Format:
 - multiple choice & true/false over the main plot & characters
 - matching characters to their descriptions (Herb, Bonnie, Nancy, Kenyon Clutter, Eveanna, Beverly, Perry Smith, Dick Hickcock, Willie-Jay, Alvin Dewey, Floyd Wells, Susan Kidwell, Harold Nye, Bobby Rupp, Josie Meier)
 - two paragraph response questions
 - Date: First week of school

Part 2

Nonfiction Analysis

You will print/read/annotate the collection of nonfiction works found below, posted on the LHS Website, & [LINKED HERE](#).

Nonfiction Titles & Their Rhetorical Mode

Narration/Description: "The Ashen Guy" by Thomas Beller

Process Analysis: "The Joy of Reading and Writing: Superman and Me" by Sherman Alexie

Example: "All Seven Deadly Sins Committed at Church Bake Sale" **no specific author-- use "staff writer"**

Definition: "The Extraordinary Characteristics of Dyslexia" by Jack Horner

Classification: "The Ways We Lie" by Stephanie Ericsson

Compare/Contrast: "Neat People vs. Sloppy People" by Suzanne Britt

Cause/Effect: "Just Walk on By: Black Men and Public Space" by Brent Staples

Argument/Persuasion: "The Boston Photographs" by Nora Ephron

Speech: The Space Shuttle Challenger Tragedy Address by Ronald Reagan

Annotations

1. As you read each piece, make annotations on the actual text and NOT typed out separately.
2. Use the chart below to assist with your annotations. **You DO NOT need to look anything up.**
 - a. You may or may not be able to identify the exigence and context depending on what the background information says about the piece.
 - b. You can circle the author and title it “writer.”
 - c. You will have to infer who the audience is and write it on the text.
 - d. The text may or may not have an explicit message or purpose within the text, so you might have to infer those as well and write them on the text.
 - e. Circle/label rhetorical choices

Elements of Rhetorical Analysis	
<i>Rhetoric is the art of effective or persuasive speaking and writing.</i>	
<i>Rhetorical analysis is breaking down a text to examine how a writer's rhetorical choices contribute to the argument, purpose, or message.</i>	
The Rhetorical Situation	
Exigence	The impetus that inspires, stimulates, provokes, or prompts writers to create a text.
Context	The time, place, occasion of a text.
Writer/Speaker	The author of the text.
Audience	To whom the text is directed. The audience has shared as well as individual beliefs, values, needs, and backgrounds.
Purpose	What the writer hopes to accomplish with the text (persuade, inform, entertain, provoke, etc). Writers may have more than one purpose in a text.
Message	The author's main claim, main idea, overall point.
Rhetorical Choices	
<i>Devices</i>	<i>Strategies</i>
Diction (word choice--denotation, connotation, symbolism, jargon, slang)	Details (facts, observations, incidents)
Syntax (sentence structure, punctuation)	Tone (author's attitude)
Imagery (appealing to senses)	Appeals (Ethos, Logos, Pathos)
Figurative Language (simile, metaphor, personification, onomatopoeia, hyperbole, allusion, irony, idiom, analogy, pun, paradox, oxymoron, metonymy, synecdoche, symbolism, satire, etc.)	Structure/Form (9 rhetorical modes or methods of development--description, narration, example, process, definition, classification, cause/effect, compare/contrast)
Sound Effects (repetition, alliteration, anaphora, epistrophe, asyndeton, polysyndeton, etc.)	Organization (chronological, spatial, specific to general, general to specific, least to most important, most to least important, flashback/ flash-forward, compare/contrast, cause/effect)
	Genre (book, essay, speech, letter, interview, blog, memoir, biography, document, etc.)

Précis

1. Once you have annotated each piece (your notes on the piece itself), create a précis for each piece using this [Précis Template](#).
2. This document and your annotated pieces will be used for several additional in-class assignments throughout the year.
3. Each précis will be scored as follows: Weak=0 Beginning=1 Emerging=2 Developing=3 Maturing=4 Strong=5

Final Thoughts

We expect your work to be thorough and thoughtful. You will be graded primarily on content, however, mistakes in grammar, mechanics, and spelling will limit the power of your ideas. Be aware of how you use language to describe your responses. *On the first day of class, we will walk you through the process of submitting these assignments to Turnitin.com, so your responses should reflect YOUR ORIGINAL thoughts, opinions, reactions, & analysis of the text!* This assignment will take time to produce the thoughtful, insightful, critical thinking we expect from you, so do not delay!