

Quarter Four Project: Nonfiction Independent Reading Project (NIRP)

Mr. Eble, AP Language & Composition

This project will allow you to explore rhetorical analysis, argumentation, and synthesis for a nonfiction text of your choosing. Not only will this project prepare you for the AP test, but it will help you to harness all of the skills you've gained in this class to demonstrate your AP-level reading and writing skills.

This project will take the place of the semester exam; if you're not taking the AP exam, you'll also complete a presentation on this text (more details to come).

Thus, besides the usual class readings, you'll complete this work by **May 8th (A) / 11th (B)**.

This project also entails a fourth-quarter grade adjustment, which follows:

Quarters 1-3 Grading	Quarter 4 Grading
Writing: 35% Quizzes / Tests: 20 % Participation: 15% Microscopic Skills: 15% Quarter Project: 10% Writing Center: 5%	Quarter 4 NIRP: 30% Class-Related Activities: Seminar Blogs / Quizzes / Participation / Partner Seminar Presentation: 25% Essay #1 on Education: 20% Essay #2 on Gender: 20% Writing Center: 5%

This percentage readjustment makes room for the NIRP, consolidating the quarter project, microscopic skills, and some quiz/test points. This will also reflect a more... collegiate... atmosphere in terms of grades / expectations.

I will not be accepting rewrites of essays this quarter; it is your duty to visit the Writing Center, to meet with me, and to draft your essays accordingly in preparation for submitting them on the due dates.

Elements of the Project:

1. Rhetorical Background—50 points
2. Rhetorical Analysis—100 points
3. Stylistic Analysis—100 points
4. AP-Style Multiple Choice Quiz—50 points
5. Synthesis Question and Essay 300 points

All parts are due on May 8th (A) / 11th (B). **I will not grant extensions!**

Potential Book Choices

While you can find a list of AP-level nonfiction texts below, here's the requirements:

- The text must be an AP-level text—one that might be taught in a nonfiction class or whose author might appear in our textbook or on an AP test.
- The text must be a minimum of 200 pages—but don't pick a book because of its length!
- The text must be approved by Mr. Eble

SCIENCE / MEDICINE / NATURE / THE ENVIRONMENT

The Panda's Thumb (Stephen Jay Gould)

The Omnivore's Dilemma (Michael Pollan)

In Defense of Food (Michael Pollan)

Silent Spring (Rachel Carson)

The Right Stuff (Tom Wolfe)

Pilgrim at Tinker Creek (Annie Dillard)

Stiff: The Curious Lives of Human Cadavers (Mary Roach)

How the Mind Works (Steven Pinker)

The Structure of Scientific Revolutions (Thomas S. Kuhn)

The End of Nature (E.O. Wilson)
The Art of the Commonplace: The Agrarian Essays of Wendell Berry (Wendell Berry)

CULTURE / AMERICAN CULTURE / WORLD and/or ETHNIC CULTURE

Fast Food Nation: The Dark Side of the All-American Meal (Eric Schlosser)
Eating Animals (Jonathan Safran Foer)
Consider the Lobster: And Other Essays (David Foster Wallace)
Seabiscuit: An American Legend (Laura Hillenbrand)
Amusing Ourselves to Death (Neil Postman)
The Tipping Point (Malcolm Gladwell)
Outliers (Malcolm Gladwell)
The Souls of Black Folk (W. E. B. Dubois)
Reading Lolita in Tehran: A Memoir in Books (Azar Nafisi)
The Color of Water: A Black Man's Tribute to His White Mother (James McBride)
The Autobiography of Malcolm X (As Told to Alex Haley) (Alex Haley)
Our Kind of People: Inside America's Black Upper Class (Lawrence Otis Graham)
The American Scene (Henry James)
Regarding the Pain of Others (Susan Sontag)

ECONOMICS / SOCIAL SCIENCE

Nickel and Dimed (Barbara Ehrenreich)
Collapse: How Societies Choose to Fail or Succeed (Jared Diamond)
Freakonomics (Steven D. Levitt)
Reefer Madness: Sex, Drugs, and Cheap Labor in the American Black Market (Eric Schlosser)
The Lexus and the Olive Tree: Understanding Globalization (Thomas L. Friedman)
Manufacturing Consent: The Political Economy of the Mass Media (Edward S. Herman)
How to Lie with Statistics (Darrell Huff)
The Mother Tongue (Bill Bryson)
Ten Days that Shook the World (John Reed)

TRAVELOGUES

Travels with Charley in Search of America (John Steinbeck)
Travels with Lisbeth (Lars Eighner)
Zen and the Art of Motorcycle Maintenance (Robert Pirsig)
Blue Highways (William Least Heat-Moon)

TRUE CRIME / LAW

The Devil in the White City: Murder, Magic, and Madness at the Fair that Changed America (Erik Larson)
In Cold Blood (Truman Capote)
Zeitoun (Dave Eggers)
Under the Banner of Heaven (John Krakauer)
Dead Man Walking (Sister Helen Prejean)

MEMOIRS / PERSONAL JOURNEYS

A Heartbreaking Work of Staggering Genius (Dave Eggers)
What is the What (Dave Eggers)
Naked (David Sedaris)
Me Talk Pretty One Day (David Sedaris)
Desert Solitaire: A Season in the Wilderness (Ed Abbey)
Walden (Henry David Thoreau)
Life on the Mississippi (Mark Twain)
Angela's Ashes (Frank McCourt)
Into the Wild (John Krakauer)
The White Album (Joan Didion)
The Life and Times of the Thunderbolt Kid (Bill Bryson)

Parts of the NIRP

Part 1—SOAPS Rhetorical Background of Text

In three double-spaced pages in MLA format, provide a SOAPS (Subject, Occasion, Audience, Purpose, Subject) analysis of your text, as well as general rhetorical elements of the text—information about the writer, the context of the writing, the intended audience, and the author’s purpose / main claim. You shouldn’t merely list this information; any information should be cited, and you should include a Works Cited page.

Part 2—Stylistic Analysis

In three double-spaced pages, analyze your author’s style—that is, based on the text you’ve read, what are the author’s writing tendencies? That is, take the text through Joliffe’s Rhetorical Framework (which you can find in the appendix. Consider the following:

- What is the author’s main claim? How does he / she use the classical appeals (logos, ethos, pathos) to achieve this argument?
- What schemes does the author utilize? (I.E. sentence-level strategies to argue his / her claims)
- What tropes does the author utilize? (I.E. word-level strategies to argue his / her claims)
- How does the author organize text on a broader scale (what details / areas of focus come in what order? Why?)
- What kind of imagery does the author use?
- Tonally, what tendencies does the author have?

I would not suggest answering these questions in “order,” I.E. dedicating a paragraph to each. Instead, you may consider a broad-to-specific analysis of your author’s stylistic tendencies, or even an in-depth analysis of four to five tendencies your author demonstrates in his/her writing.

See Chapters 1 and 2 of *The Language of Composition* for help here.

Part 3—Rhetorical Analysis

Select two significant segments of text for your book; for each, develop an AP-style Rhetorical Analysis question (Question 2 on the AP Test—see your semester exam and the Johnson AP-Style Rhetorical Analysis question for guidance). Be sure that you provide each segment of text (roughly 300-500 words) being included for the question.

For each AP-style rhetorical analysis question, provide a two-page answer key that explains the analysis that a high-scoring essay would have to achieve; be sure to cite specific pieces of the text as support for your answer key and to provide a clear analysis of the text (use Joliffe as support).

Part 4—Make Your Own AP-Style Multiple Choice Quiz

Select a rhetorically-significant segment of the text (400-500 words—**it cannot be the same as a section used in Part 3**). For this piece of text, you should complete a six-question AP-Style Multiple Choice Quiz (like you made for *Thoreau’s On the Duty of Civil Disobedience*). You should follow these guidelines for making your six-question quiz; for each question, you should provide 4 responses (obviously, one being correct!):

- Two should deal with **comprehension**—understanding of very specific elements in the passage. These may include syntactical questions, such as identifying a pronoun reference or a word that a phrase modifies.
- Two should deal with **rhetorical strategies**—technique items that include style and that usually refer to specific lines in the passage. For example, you may ask what scheme or trope the author includes in paragraph X (very often “except” questions work well here). These may include terminology (oxymoron, parallel structure, detail selection), and they may ask about the purpose or effect of particular sentences.

- Two **inferential / deductive** questions requiring synthesis of some elements of the passage or the entire passage. Questions about tone / purpose are typical of these big-picture questions.

I've included all of the AP-style Multiple Choice question stems at the end of this document in the Appendix.

You should format Part 4 to fit an AP test; that is, you should put the text on the left side of the page and the questions on the right.

Besides the six questions, you should include an answer key after the quiz that provides a thorough, text-supported explanation for the answer to each question.

Part 5—Synthesis Question and Essay

For the final part of the NIRP, you'll complete your own synthesis question, for which you'll provide the following (which mirrors question 1—the synthesis question—from the AP test):

- Choose an issue from your text that is widely disputed and that is multifaceted (I.E. many experts / critics discuss the issue in depth, often contentiously); this should be taken from not only the general focus of the text, but also the author's stance / main claim.
- Develop an argumentative question surrounding this topic, I.E. a question based on the topic that will yield a multiplicity of responses.
- Then, provide six or seven sources that provide arguments / information pertaining to the complexities of the topic. These should cover as much of the gamut of the topic as possible, and they should come from reputable, CRAAP-worthy sources. You should find these via research; **one (and only one) should include a segment of your text.** Sources should be less than one page long (or less) for text-only readings, **you should include at least one visual (an editorial cartoon, a graph, a painting / picture)**
- Please label each source as "Source A," "Source B," and so on; you should also provide the correct MLA Works Cited page entry for each source at the bottom of the page.
- Provide a brief prompt page, including an introduction to the issue (like on the AP test) in which you give the scope of the topic, as well as a source list (Source letter, followed by the correct MLA in-text citation). You can find a copy of this in the appendix.

Then, of course—**write your essay.** Go to bat with your author, taking into account the complexity of the issue. Like any AP synthesis question, you should use **at least three** of the sources and attribute / cite / explain effectively. **One of those sources should include your author.**

Please double-space your essay and write it in MLA format.

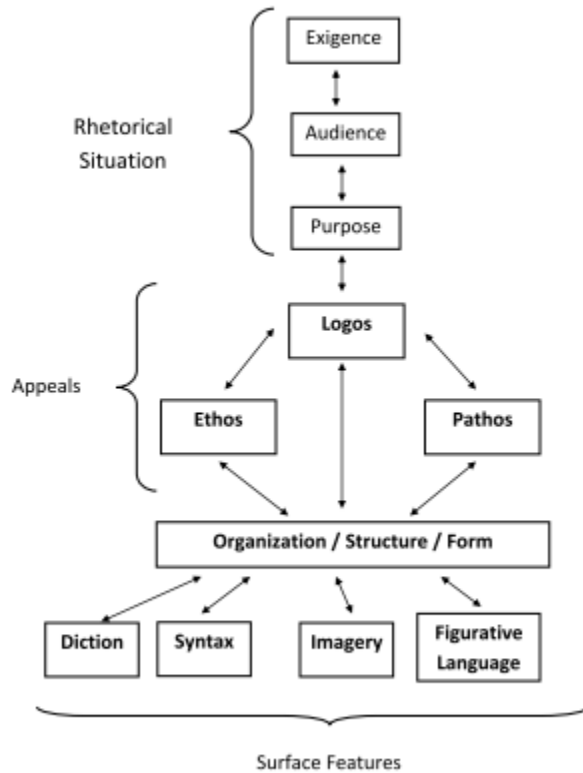
Please refer to *The Language of Composition* chapters 3 and 4 for help here.

Again, all parts are due on **May 8th (A) / 11th (B).** Print all parts, stapling together individual elements and binder-clipping them all in one nice, neat package.

Appendix

Joliffe's Rhetorical Framework

Joliffe's Rhetorical Framework Diagram



Rhetorical Analysis / Close Reading: Multiple-Choice Stems From the AP Language and Composition Exam:

1. What is the author's attitude toward the subject?
2. The word _____ in context (line ____) is best interpreted to mean . . .
3. What does the phrase _____ mean?
4. The phrase _____ functions primarily as . . .
5. The word/phrase _____ in line ____ refers to which of the following?
6. How would you characterize the style of the passage?
7. The style of the passage as a whole is most accurately characterized as . . .
8. What is the main point of the passage?
9. Restate the phrase, _____.
10. Define the phrase, _____.
11. What does the speaker accomplish in this passage?
12. What is the speaker's purpose in writing this passage?
13. What is the speaker's purpose in lines _____.
14. The speaker's reference to _____ serves primarily to . . .
15. Lines ____ can be interpreted to mean . . .
16. In lines ____, the speaker employs which of the following rhetorical strategies?
17. In the sentence beginning _____, the speaker employs all of the following EXCEPT . . .
18. The type of argument employed by the speaker is most similar to which of the following?
19. The speaker describes _____ in an order best described as from the . . .

20. Why does the writer use the allusion to _____?
21. Which of the following best summarizes the main topic of the passage?
22. The attitude of the entire passage (or parts of the passage) is one of . . .
23. What is the tone of the passage?
24. How would you characterize the diction and style of the passage?
25. What is the speaker asserting in lines _____?
26. In relation to the passage as a whole, the statement in the first sentence presents . . . [syntax]
27. The second sentence (line ____) is unified by metaphorical references pertaining to . . .
28. The sentence _____ in lines ____ contains which of the following?
29. Describe the structure of the sentence in lines _____.
30. What contrast does the speaker develop in lines _____?
31. What effect is achieved by the speaker's using the phrases _____?
32. What dominant technique is the speaker using in lines _____?
33. In lines _____, _____ is a metaphorical way of saying _____.
34. What does the author achieve by juxtaposing _____ and _____?
35. What does the choice of words show about the speaker's beliefs?
36. Where is there a shift of tone in the passage?
37. The reason for the shift in tone is due to . . .
38. The tone of the passage shifts from one of _____ to one of _____.
39. The syntax in lines _____ serves to _____.
40. What is the speaker's attitude toward the subject?
41. What assumptions does the speaker make about the audience?
42. It can be inferred by the description of _____ that which of the following qualities are valued by the speaker?
43. How does the author seek to interest us in the first paragraph?
44. What method does the author use to develop the argument?
45. Line _____ is parallel to what other line in the passage?
46. What can you infer about the author's attitudes toward the subject?
47. What is the antecedent for _____?
48. What type of argument is the author using in this passage?
49. What pattern of exposition is the author using in this passage?
50. What is the atmosphere established in lines _____?
51. Why is the sentence in lines _____ coherent, despite its length?
52. In line _____, the use of _____ instead of _____ accomplishes what?
53. What is the function of _____ in the passage?
54. What is the subject of the sentence in lines _____?
55. The primary rhetorical function of lines _____ is to . . .
56. The main rhetorical strategy of the _____ paragraph is for the purpose of . . .
57. What does the author apparently believe about the subject?
58. What does the author believe we should do in response to this passage?
59. The author uses this (certain image) for the purpose of . . .
60. The principal contrast employed by the author in the passage/paragraph is between _____ and _____.
61. Why is the sentence in lines _____ remarkable?
62. The antecedent for _____ in the clause _____ is . . .
63. The pattern of exposition exemplified in the passage is best described as . . .
64. The point of view indicated in the phrase _____ in line ____ is that of . . .
65. The atmosphere established in the ____ sentence of paragraph ____ is mainly one of . . .
66. The function of the clauses introduced by _____ in lines _____ is to . . .
67. What is the function of paragraph _____ of line _____?

68. In the passage, the speaker makes all of the following assumptions about his/her readers EXCEPT
69. The diction in the passage is best described as
70. One prominent stylistic characteristic of the ____ paragraph is the use of _____

Synthesis Essay Prompt Page

Yours should look (roughly) like this.

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ENGLISH LANGUAGE AND COMPOSITION

SECTION II

Total time—2 hours

Question 1

(Suggested time—40 minutes. This question counts for one-third of the total essay section score.)

Locavores are people who have decided to eat locally grown or produced products as much as possible. With an eye to nutrition as well as sustainability (resource use that preserves the environment), the locavore movement has become widespread over the past decade.

Imagine that a community is considering organizing a locavore movement. Carefully read the following seven sources, including the introductory information for each source. Then synthesize information from at least three of the sources and incorporate it into a coherent, well-developed essay that identifies the key issues associated with the locavore movement and examines their implications for the community.

Make sure that your argument is central; use the sources to illustrate and support your reasoning. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

- Source A (Maiser)
- Source B (Smith and MacKinnon)
- Source C (McWilliams)
- Source D (chart)
- Source E (Gogoi)
- Source F (Roberts)
- Source G (cartoon)