

A.P. English Language and Composition
Mr. Melton
Summer

Recommended Summer Readings and Assignments

Recommended for the class is a close reading of texts during the summer break. Because the class is a college-level course, the student must bring a degree of commitment and sophistication to the readings that is appropriate for the college experience. The student can access a copy of each text, annotate the text, and [come to class prepared to discuss these annotations]. (You may buy your own or check out copies from a library.)

Summer Readings:

<u>Reading</u>	<u>Author</u>	<u>Genre</u>
<i>Black Like Me</i>	John Howard Griffin	non-fiction
<i>Brave New World</i>	Aldous Huxley	fiction
<i>Hiroshima</i>	John Hersey	non-fiction

Summer Assignments: To be completed *by the start* of the first semester, because you will receive graded assignments when the course starts...

- 1) Read and annotate *Black Like Me* by John Howard Griffin and *Hiroshima* by John Hersey. Pay attention to the methodology listed below.
- 2) As you read and annotate *Brave New World* by Aldous Huxley, pay close attention to the overarching thematic issues that permeate most of Huxley's works: The moral issue of the needs of the individual versus the claims of the social order, tradition, and community; and the nature of that community. (This work is a *mature* portrayal of ideas that touch on morality at times.)
- 3) There are study questions to aid you as you read, but I will not check these at all.

3) For the non-fiction texts, you will need to know the SOAPSTone method provided below and the “Rhetorical Appeals” information (also below) to frame the meanings of the texts. Using these definitions, annotate how the writers make their appeals and construct their arguments. Pay attention to the concepts of ethos, pathos, and logos. What are the arguments contained within the texts? Pay attention to the rhetorical techniques and construction of the sentences which the authors use. How do the authors use these techniques to reinforce the arguments they propose?

*SOAPSTone Method:

Speaker = Identification by name and relevant biographical details

Occasion = The time and place of the text

Audience = The group of readers to whom the text is directed

Purpose = The reason behind writing the text

Subject = The general topic, content, and ideas expressed

Tone = The attitude of the speaker toward the subject (or audience)

Rhetorical Appeals—A writer knows that a reader constructs meaning of his text, and thus she or he appeals to the reader in various ways:

Ethos appeals (character)

These appeals connect most closely to the speaker/writer. Ethos appeals are attempts to persuade an audience by using the speaker’s character as a reason for the audience to assent to the argument.

- A useful way to study ethos is to look at the introductions to essays. Notice how the writer/speaker introduces himself. Ethos is often used to prepare the reader for the main body of the argument. The writer/speaker is basically establishing his credibility—through *acceptable values, trustworthiness, good will, and knowledge of the subject*.

Pathos appeals (emotion)

Appeals to pathos are emotional appeals in the broadest sense. These can be direct or indirect appeals to the *audience's* emotions and personal concerns. The writer/speaker may not be emotional herself when making an emotional appeal to the reader/audience.

Logos appeals (reason)

Logos appeals connect most directly with the subject of the text. In addition to logic or reasoning, appeals to logos can include facts, statistics, definitions, analogies, quotations from authorities, and other kinds of objective evidence offered in support of the arguable claims. Like the other appeals, this makes *the reader* use reason in response to what the writer/speaker says.