



STUDYRESOURCES

DISCORD

AP EXAM 2020

Notes

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Rhetorical Terms:

https://www.benedictinecollegeprep.org/uploaded/SummerAssignments/2019_AP_English_11_Summer_Reading_Assignment.pdf

1: Exam Directions - ONLY READ BEFORE THE EXAM

1.1: What it says

- *[Background on the rhetorical situation]. Read the passage carefully. Write an essay that analyzes the rhetorical choices [the writer] makes to [develop/achieve/convey] [his/her] [argument/purpose/message]*
- Example: *In 1997, then United States Secretary of State Madeleine Albright gave the commencement speech to the graduating class of Mount Holyoke College, a women's college in Massachusetts. Read the passage carefully. Write an essay that analyzes the rhetorical choices Albright makes to convey her message that perseverance can make a difference.*

1.2: What this means for you

- Do not waste any time trying to figure out the directions during the exam. You literally do not have the time to spare. Understand them before you take the exam.
- Pay attention to the background! This will be especially important for the sophistication point discussed in 3.4
- "Rhetorical choices" does not necessarily mean rhetorical devices - simply listing off rhetorical devices is not sufficient. You must explain how each rhetorical choice relates to your thesis. These include the style and formation of choices that the author makes.
- It is critical that you understand the argument the author makes, and that you briefly reference that message somewhere near your thesis

2: Recommended essay format to hit all 6 points:

2.1: [The Rubric](#) (see Q2 only)

- 1 point for a defensible on topic, relevant thesis that discusses rhetorical choices
 - You must hit all of those properties to get the point
- 4 points for evidence and commentary
 - No direct quotes/line citations = Max 1 point
- 1 point for "sophistication" - basically you must explain why the rhetorical choices fit the situation, also this is about having your essay sound nice, having a conclusion, even though it is not graded, helps with this

2.2: The Introduction Paragraph

- The introduction paragraph is crucial - no thesis point means max score = 2/6
- Your intro must do 3 things: include the thesis, discuss the motivation and message of the speaker, and "demonstrate a complex understanding of the rhetorical situation"
- Recommended template:
 - **Grabber**: Generalization about life, snapshot of whole piece, or narrow in on a specific word or phrase from the piece
 - **TAG** - Title (if any), Author, Genre (article, speech, letter, etc.)
 - **Thesis**
 - **Sophistication** - explain how the rhetorical elements fit the situation
- Example from the [2019 AP Lang Rhetorical Analysis](#):
 - Nonviolence has often been a technique used by social and political figures to peacefully display opposition to a certain law of practice. In Mohandas "Mahatma" Gandhi's 1930 letter to Lord Irwin, Gandhi utilized the principles of civil disobedience and nonviolence to discuss his moral necessity to act against British oppression in India. By describing the British control of Indian commerce as greedy and misguided, clearly asserting the peaceful nature of the protest, and offering to negotiate with Viceroy Lord Irwin, Gandhi makes the case that his nonviolent protests stand up for the good of mankind against the tyranny of the British. Ultimately, Gandhi's focus on his peaceful intentions would underscore the peaceful, moral nature of the Salt March, discouraging Irwin from a violent crackdown.
- Important: your thesis is not a statement of fact. "Gandhi offers to negotiate and uses a peaceful tone" earns no points. "Gandhi offers to negotiate and uses a peaceful tone *in order to X*" does earn the point.
 - If you're struggling, a good format for the thesis is "Using an [adjective] [device] and a [adjective] [device], [author] does X in order to Y."
 - **Example**: Using a deferential tone towards Irwin and a noble portrayal of his own aims, Gandhi builds a human connection between himself and Irwin in an attempt to turn Irwin's opinion against colonial policy.
 - Possible devices are outlined in section 4
 - To understand X and Y, try WECAMPing the passage (writer, exigence, context, audience, message, purpose - message should be your X and purpose your Y. purpose should always be whatever the writer is trying to get the audience to DO.)
 - Sanity check your thesis: Is it too broad? Too narrow? Too hard to prove? Too easy to prove? If your answer to those questions is 'no' then you're good to go.

2.3: Bodybuilding

- For full points, your essay must do all of the following: Provide specific evidence, consistently relate the evidence to your thesis, and do so for multiple rhetorical devices

- It's easiest for me to follow the same base rule: **Assertion**, **Evidence**, **Commentary**
 - Start each paragraph with an assertion, then provide a piece of evidence to back up your claim, then relate that evidence back to your original thesis
 - Repeat Evidence-commentary as many times as necessary per Assertion
 - Commentary is very important and should not only be limited to simple ideas. Ask yourself why the author is writing this, and how they are doing so. Commentary can also include your own questions regarding the text (these questions should serve to move your essay in a progressive direction) and they'll help you earn that "sophistication" point too!
 - Example: After establishing his theme of standing up to tyranny, **Gandhi shifts to emphasizing the benefits that a change in British policy could bring to relations with India.** **Gandhi frames British control of commerce as wrong** by saying that his goal is to **"combat such evils"** as the British government has enacted on India. Gandhi says that British commerce must be **"purified of greed,"** and states that after they can do so they will clearly see their own wrongdoing. This once again **builds upon the foundation of the noble goal** that Gandhi built in the earlier segment, because it **portrays Gandhi as standing up for the rights of mankind.** Although Gandhi encourages the British to **"deal with these evils"** and change their ways, he also gives them an ultimatum by saying if they do not change, he will lead a nonviolent protest to **"disregard the provisions of the salt laws."** **Here Gandhi ties back his discussion to the British monopoly on salt while also asserting that he will take peaceful action to disobey the laws he deems unjust.**
- Attempt to establish a line of reasoning - make sure your points flow into each other. A good way to do this is to have the last line of your prior paragraph 'hook into' the assertion line of your new paragraph. The reader should be able to smoothly follow each point to the next.

2.4 Conclusion

- Good resource is [this](#); that is what the start of this is mostly quoted from
- Students must identify 2-3 key ideas—singular abstract words—to which the analyzed piece relates.
 - E.g. Struggle, Maturity, Anxiety, Compassion, Love, Encouragement, Inspiration
- Tie one or all of them to the purpose of the speaker; do not list out any rhetorical strategies; focus on the ideas. (try turning the first sentence of their conclusions into a metaphor.)
 - E.g. Throughout the piece, Abigail Adams strives to help her son navigate the tumultuous seas of adolescence.
- Highlight the ideas that the paper explores by putting them into a universally applicable model and/or make the audience respond to said ideas, but never by asking a question.

- E.g. By embracing her matriarchal role, she serves as a model to all who seek to correct those with less experience: she exemplifies that one must never shy away from exposing acts of naiveté; however, such criticism must be simultaneously paired with encouraging words and, most important of all, the love “of a tender parent” (Adams 23).
- Other notes - broaden the scope of your paper again. In the intro, you seized the reader’s attention with a universal idea and funneled it down into your thesis; now broaden it back out.
 - Style points here are totally okay and encouraged - metaphors/similes, allusion, alliteration - really go for the smooth writing or hook-like phrases here.
 - People say to rephrase your thesis; what they really mean is to restate your thesis in a broader context, or really explain it in that context.
 - Here’s another example conclusion, written as part of an essay for the [rhetorical analysis question in 2008](#): “Barry does qualify his claims slightly (“It is not the courage to venture into the unknown. It is the courage to accept [...] uncertainty”) but on the whole it is a ringing endorsement for a profession battling an epidemic sweeping the nation. Barry’s carefully chosen allusions, metaphors, and bold diction clearly convey his point to his American audience: Turner’s frontier may have closed, but a new one is being tackled by a profession with the same courage and determination as the wilderness heroes of yore: the scientist.”
 - **Transition** from the previous paragraph into the thesis. (This is very specific to whatever your last body paragraph ended with.) Transition sentences make your work flow smoothly.
 - **Brief summary of the body paragraphs** reminds the reader of what happened in the essay, and broadens out from the transition. Remember, you’re reverse funneling now. (Still be specific-ish though!)
 - **Addressing the thesis** now you’re back out at the level you were at the end of your introduction. DO NOT simply restate it/rephrase it, this sounds artificial. Instead, rewrite it considering the broader impact - for reference, the thesis in this essay was “Barry alludes to ideas familiar to his American audience about conquest, nature, and exploration to legitimize and explain what scientists were researching - both to battle the epidemic and beyond.”
 - **Reverse hook** or going out with a bit of a bang, is now fully generalizing what you said in your bit addressing the thesis, and ideally doing so in a ‘clever’/memorable way, much like in your hook, except a bit backwards.

2.5 Sophistication

- Assuming you’ve done everything right, you should’ve gotten “sophistication” somewhere in the last body paragraphs, but now you’ve really got to hammer it in

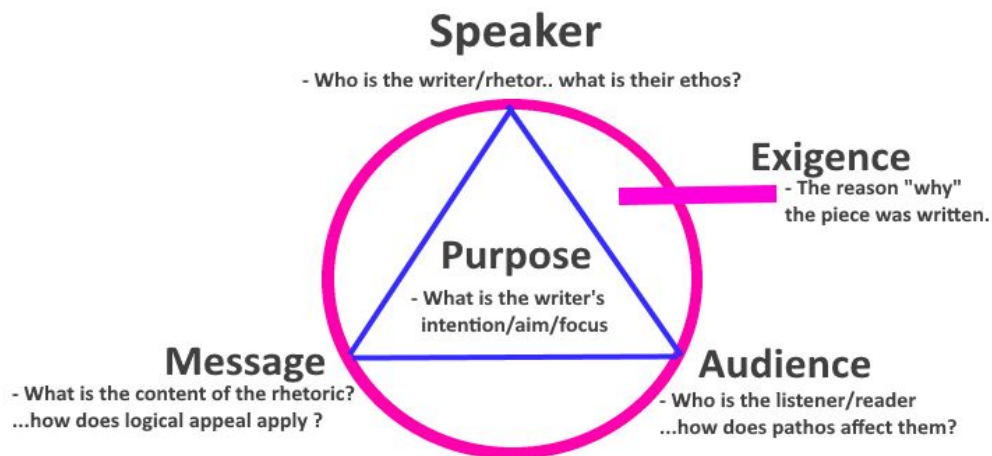
- Because this is a rhetorical analysis essay, you, the writer, should be inclined to include some of your own use of rhetorical strategies in your essay. These should not take away from your writing but should serve to expand on the topics you have presented already
- Employing a deliberate style or syntactical structure to your paper will also help in furthering your sophistication. Try to employ these in a way that is vivid and persuasive (remember it should help your paper, not hurt it!)
- Be sure to include an explanation of “a purpose or function of the passage's complexities or tensions”
- Be sure to also explain the “significance or relevance of the writer's rhetorical choices (given the rhetorical situation)”
- There are multiple ways to earn this point: contextualizing the text in historical terms, discussing how the rhetorical strategies work together to the author’s benefit, or just writing persuasively and vividly
 - The keyword that can really help is “yet” - example below
 - Gandhi emphasizes how “tens of thousands” will protest with him, yet he continues to maintain a reasonable tone and offers to discuss matters with Viceroy Lord Irwin.
 - Consider having some APUSH/Euro/World notes on hand and referencing the stuff relevant to the time period the piece was written in to see if any major historical reference jumps out at you.
- This is perhaps the hardest point to get, and you’ve really got to think critically here
- Including a counterargument is one slightly easier way to get the sophistication point, but it really is hit or miss.
- Realize tired AP readers who have seen a thousand essays on the same topic already are reading it. Think in those terms: clear flow of writing, vocabulary that’s smart but not abused, strong line of reasoning, evidence/perspectives that no one has perhaps thought of [historical references can be very good for this if you do it right].

3. Strategies and Outline

3.1 Strategies

- SOAPSTone
 - S: Speaker. The person telling the story.
 - O: Occasion. The time in place in which the story takes place as well as when it was written.
 - A: Audience. Who was the text written for? Why?
 - P: Purpose. What value does the text give to the audience?
 - S: Subject. What is the author trying to get at? What is the general topic/genre/idea?
 - Tone. What is the attitude of the author toward the subject?
- WECAMP
 - W: Writer. The person telling the story.

- E: Exigence. What caused the writer to tell the story?
- C: Context. What other factors influenced the telling of the story? (These might be historical, etc. If context is the firewood, exigence is the match that lit the fire.)
- A: Audience. Who was the text written for? Why?
- M: Message. What is the author's thesis/point/topic/idea?
- P: Purpose. Why is the author conveying the message? What do they want the reader to *do* with the information?
- Rhetorical Triangle
 - One of the most dynamic organizational strategies for deconstructing the elements of a rhetorical piece is the Rhetorical Triangle.



- It is imperative that all of the aspects regarding the Rhetorical Triangle are answered or addressed throughout your entire essay in order to ensure that you have a solid line of reasoning.

3.2 Outline

- Introduction
 - Hook
 - TAG
 - Thesis
 - Sophistication
- Body
 - Transition

- Assertion
- Evidence
- Commentary
- Repeat for each 'section' in passage, or each significant point in your thesis
- Conclusion
 - Transition
 - Summary of body
 - Address thesis
 - Reverse-hook

4: Questions to consider when choosing Rhetorical Devices

Diction	<p>Which words are important? What relationship do they share? What does the language connote?</p> <p>What is the normal association of the word compared to its use in the passage? What ambiguity or irony or incongruity does the word suggest? What images, stereotypes, or emotions are attached to the words?</p> <p>How does this use of such words contribute to the writer's purpose?</p> <p>Note: NEVER say "The author uses diction to ..." - diction is just 'words', so you're just saying "The author uses words to ..." which is weird. INSTEAD, say "The author uses [adjective] diction ..."</p>
Imagery	<p>Which image is created by the writer and to which senses does it appeal to? How does this image contribute to the writer's tone/ purpose?</p>
Details	<p>Why is it important? To what does it refer to? What does it describe? How does the inclusion of this fact contribute to the writer's purpose/view/ tone?</p> <p>(omitted detail) What detail is obviously omitted from the selection? How does omitting the detail have a greater effect than including it? How does this omission contribute to the writer's purpose/view/tone?</p>

Language	<p>Which type of figurative language does the writer use? How does it function? what is being compared, humanized, or exaggerated? By drawing these connections how does the writer support the purpose/view/ tone?</p>
Syntax	<p>Which type of syntax does the writer use? How does the syntactical device function within the sentence, paragraph, or passage? How does this structure contribute to the effectiveness of the speech or to the purpose/view/tone of the writer?</p>
Some specific devices to help with specific points	<p>Alliteration Synecdoche Metaphor/simile Allusion <- very useful to tie into historical events of the day Juxtaposition</p>

Other	<ul style="list-style-type: none"> ● What is the author’s primary purpose for composing this text? How does he or she hope the audience will react? ● How does the author’s prior knowledge or lack thereof affect the text? ● What is the primary message communicated? ● Who is the original intended audience? What might be some of the common expectations of this audience? ● Are there secondary or unintended audiences to consider? ● What is the historical time period in which the text was composed? ● How does the audience’s awareness of the historical events of the day affect the author’s choices? ● What is the cultural background of the author and his or her initial audience? Consider geographic location, gender, ethnicity, shared beliefs, and discourse communities. ● What have others said or written about this text or its subject? ● What is the unspoken assumption within the piece? ● Do NOT use ethos/logos/pathos; as per an AP reader, it tends to make the essay weaker and is unnecessary.
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- Understanding the Enthymeme

StudyResources AP Lang Review Sheet. <https://t.me/apresources>

- An enthymeme, otherwise known as an “unspoken assumption” is an argument within a piece that is not explicitly stated. It can be intertwined within the analysis of your essay to bolster rhetorical strategies and their explanations.
- Differences from syllogism (deductive reasoning):
 - ◆ You presume your audience already believes the statement.
 - ◆ The major premise goes unstated--this is called a warrant or unspoken assumption.
- Utilize the fallacy of “begging the question”, where you raise an argument based upon an assumption that YOU believe the audience already believes, but may not.

When you read the text... ask yourself this question:

- What is the author saying, and how does this apply to the audience? Are there any possible inferences you could make about their argument to bolster your analysis?

How to write an introduction: Format

(<https://logophilesunleashed.files.wordpress.com/2015/08/how-to-write-a-rhetorical-analysis-essay.pdf>)

1. Use SOAPs

- Speaker, Occasion, and Subject
 - (writer’s credentials), (writer’s first and last name), in his/her (type of text), (title of text), (strong verb) (writer’s subject).

Example: *Well-known essayist and writer, Joan Didion, in her essay, The Santa Ana, describes the dramatic mood altering effects of the Santa Ana winds on human behavior.*

2. Purpose

- (Writer’s last name)’s purpose is to (what the writer does in the text).

Example: *Didion’s purpose is to impress upon readers the idea that the winds themselves change the way people act and react.*

3. Audience

- He/she adopts a(n) (adjective describing the attitude/feeling conveyed by the writer) tone in order to (verb phrase describing what the writer wants readers to do/think) in his/her (intended audience).

Example: *She creates a dramatic tone in order to convey to her readers the idea that the winds are sinister and their effects inescapable.*