**AP Language Readings from *Patterns for College Writing***

**This Week’s Theme:** Business and Work

**Required:**

George Orwell, *Shooting an Elephant* p. 126

Argument Essay: In paragraph 7, Orwell observes that “when the white man turns tyrant it is his own freedom that he destroys,” and that “He wears a mask, and his face grows to fit it.” Consider the implications of these statements concerning human nature. Write an essay in which you support, refute, or qualify Orwell’s paradox and metaphor. Refer to your reading, knowledge, or experience to support your argument.

**Choose 1:**

Bonnie Smith-Yackel, *My Mother Never Worked* p. 114

Laurence J. Peter and Raymond Hull, *The Peter Principle* p. 216

Stanley Fish, *Getting Coffee Is Hard To Do* p. 287

For the choice essay, you must briefly answer the following questions:

* Analyze the text using SOAPSTone.
* Write a thesis statement for a prompt that asks you to analyze the strategies the author uses to achieve the purpose.
* Write a theme statement that combines ideas from both the required and choice texts.

**DO NOT place your name on the response.**

**Paper assignment due to Turnitin.com on Thursday, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**Review a peer’s essay for a peermark assignment due in Turnitin.com on Tuesday, \_\_\_\_\_\_\_\_\_\_\_\_.**

**Revised essay due to Turnitin.com on Friday, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**Multiple Choice over *Shooting an Elephant* on Friday, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

You will want to be familiar with the following terms found on the MC test:

Ambivalence

Antipathy

Devotion

Indifference

Trivial

Salutary

Colloquial

Tone

Polemical

Didactic

Lugubrious

Candid

Reflective

Authoritative

Fact

Warrant

Claim

Qualifier

Rebuttal

Periodic sentence

Parallel structure

Extended metaphor

**AP Language Thematic Readings Rubric**

**NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Theme \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
|  | **Standard** | **2****Emerging** | **4****Meets** | **5****Exceeds** |
| **Required****Text** | **INTERPRETATION OF PROMPT AND/OR PASSAGE*** **CBAPELC LO1**—analyze and interpret samples of good writing, **identifying and explaining** an author’s use of **rhetorical strategies and techniques**
 |  |  |  |
| **REASONS AND EVIDENCE*** **CBAPELC LO3**—**create and sustain arguments** based on readings, research, and/or personal experience
* **CBAPELC S4**—A balance of generalization and specific, illustrative **detail**
 |  |  |  |
| **ORGANIZATION*** **CBAPELC S3**—Logical **organization**, enhanced by specific techniques to increase **coherence**, such as repetition, transitions, and emphasis
 |  |  |  |
| **RHETORICAL DEVICES AND MATURE STYLE****At least 1 device underlined & labeled.** **Limited “to be” verbs and boring diction.*** **CBAPELC S5**—An effective use of **rhetoric**, including controlling **tone**, establishing and maintaining **voice**, and achieving appropriate emphasis through diction and sentence structure
* **CBAPELC LO2**—apply effective **strategies** and techniques in their own writing
 |  |  |  |
| **GRAMMAR AND USAGE*** **CBAPELC LO6**—demonstrate understanding and mastery of **standard written English** as well as stylistic maturity in their own writings
* **CBAPELC S2**—A variety of **sentence structures**, including appropriate use of subordination and coordination.
 |  |  |  |
| **VOCABULARY INCORPORATION****At least 1 vocabularyword underlined.*** **CBAPELC S1**—A wide-ranging **vocabulary** used appropriately and effectively
 |  |  |  |
| **QUOTATION LEAD-INS AND CITATION*** **CBAPELC LO7**—demonstrate understanding of the conventions of **citing primary and secondary sources**
 |  |  |  |
| **Choice** **Text** | **RHETORICAL SITUATION*** Speaker, Occasion, Audience, Purpose, Subject, Tone
 |  |  |  |
| **THESIS STATEMENT on AUTHOR’S STRATEGIES*** Tropes, Schemes, Appeals
 |  |  |  |
| **THEME STATEMENT*** Combines both readings
 |  |  |  |

**Total \_\_\_\_\_\_\_ / 50**