

## AP Language

### Introduction to Rhetoric Project: *Thank You for Arguing* by Jay Heinrichs

ELAGSE11-12RI6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

**You are required to obtain a copy of Jay Heinrichs' book *Thank You For Arguing*.**

*Thank You For Arguing* covers the core rhetorical teachings of Aristotle and Cicero, but Heinrichs does it entirely using modern examples, drawing on political, marketing, workplace, and cultural references, as well as his own family arguments. One paragraph discusses Socrates; the next discusses Sherlock Holmes. The balance between formal lessons and practical examples makes the book highly valuable and applicable to everyday speaking and writing. Among other things, you will learn: • A deeper understanding of ethos, pathos, and logos • Many figures of speech • How to recognize strong and weak logical arguments • How to recognize (and use, or defend against) persuasive techniques • How to construct a persuasive language in speaking and writing.

Though you are required to read the entire book, you will turn in handwritten notes on the following chapters **only** (chapter numbers will vary among editions of the book):

Set Your Goals  
Soften Them Up  
Get Them to Like You  
Control the Mood  
Control the Argument  
Spot Fallacies  
Give a Persuasive Talk  
Appendix: The Tools

After reading *Thank You For Arguing*, you are required to choose one speech from American Rhetoric's "Top 100 American Speeches" list. Click on the following link, <http://www.americanrhetoric.com/top100speechesall.html>, choose a speech, print it out, and find an audio version of the speech. You will write an analysis essay that encompasses not only the written prose and various rhetorical strategies covered by Heinrichs (see focus chapters above), but also the social and historical context, the delivery, the rhetorical situation, and a compelling conclusion that addresses the "so what" factor of the speech.

**Deliverables due Friday, August 5, 2016 (fall semester) or Monday, January 9, 2017 (spring semester):**

- Handwritten notes on the above chapters. For each chapter, you should have at least a page of notes with the following elements: summary of the chapter, rhetorical devices, definitions, and one specific example in which Heinrichs puts his theory into practice.
- Printed and Annotated Speech: *Notes do not need to be complete sentences*. You will print the speech and will annotate
  - each clear section of the speech with a summary of the main ideas presented,
  - how those ideas fit into the speaker's overall purpose and into the historical context,
  - rhetorical strategies as mentioned in the selected chapters from the text,
  - the purpose and effect of the rhetorical strategy.

- **Historical Context:** You will need to research the historical context of the speech. What precipitated the ideas delivered in the speech? Think about the social, political, environmental, or technological events happening in the world at the time of the speech.
- **Overall Purpose Statement:** After you have carefully read the speech, listened to the delivery, and researched the historical context, consider the primary purpose of the speech. Write the purpose at the top of your annotated speech in a cogent claim statement.
- **Analysis Essay (4-5 pages typed, MLA format):** Write a thorough analysis of the rhetorical strategies used by the author and his or her success of delivery and effectiveness of purpose. Cite paragraph or line numbers from the speech as well as page numbers from Heinrich. (If your speech does not have numbers, you should manually number each line/paragraph.) Essay must be turned into [www.turnitin.com](http://www.turnitin.com) and should receive a plagiarism report under 3%. See turnitin directions below.
  - **Introduction:** State the name of the speech and the author/speaker, introduce the complete rhetorical situation, including historical significance and context; and answer the following question in your thesis: *How does the speaker use rhetorical strategies to achieve his purpose?*
  - **Body:** Examine the rhetorical strategies the author employs to convince his audience. Use Heinrichs to evaluate both how and why the author structured the text as he did. Analyze the speech in chronological order—beginning, middle, end. You may sub-divide as you see fit. Body paragraphs should begin with topic sentences that make a secondary claim that links to the prompt, and paragraphs should contain thoughtful lead-ins that blend with meaningful quotes. Analysis of quotes should clearly explain the effect of the quote (refer to your annotated speech notes) and how that effect points to your overall thesis. Don't forget to use parenthetical citations for both the speech and Heinrichs.
  - **Conclusion:** To finish your essay, you will provide the important “so what” element, which will evaluate *why* the speech was good enough to be featured on AmericanRhetoric.com. In your conclusion, consider why certain speeches continue to have such power for years to come. Do not simply repeat what you have already said.
  - **Conventions:** Essay should be in MLA (Times New Roman, 12 pt., double-spaced, correct heading and page numbering, citation, punctuation), edited (replace “be” verbs, dead words, repeated words, “this” and “thing” and in general, eliminate typos. Voice: formal, scholarly. No contractions, no idioms or clichés. After you have written the first draft, consider rewriting for elevated vocabulary and sentence variety. Above all, remember that this paper represents my first impression of you as a student, scholar, and writer. So keep in mind what Heinrichs says about first impressions!
- **Works Cited Page:** Include a bibliographic citation for the speech and any materials you used to research the historical context. Use MLA formatting requirements. See [www.easybib.com](http://www.easybib.com) for help.
- **Turnitin.com Report:** Print the Originality Report and attach it to the back of your essay.

### **Need help with MLA formatting?**

Go to the Harrison AP Language webpage at <http://harrisonaplanguage.weebly.com> . You will find an MLA handbook and PowerPoint on the Research page.

### **Step by step directions for using Turnitin**

1. Go to [www.turnitin.com](http://www.turnitin.com).
2. Click on the New Users at the top of the homepage.  
Use the following class ID and an enrollment password.  
**class ID: 12609677**  
**enrollment password: hhsaplang**
3. Your class will show up on your homepage. Click on the name of your class to open your class portfolio.
4. Your class portfolio shows the assignments and your submissions to the class.
5. To submit a paper, click the submit button next to the paper's assignment.
6. The paper submission page will open. Enter a title for your paper. To select a paper for submission, click the browse button and locate the paper on your computer. The program accepts submissions in these formats:
  - MS Word, WordPerfect, RTF, PDF, PostScript, HTML, and plain text (.txt)
7. After entering a title for your paper and selecting a file, click submit to upload your paper.
8. (Skip this step if you had no problem submitting your paper. Move on to step 10.) If your paper is in a format that the program does not accept, you can submit it by cut and paste. To submit a paper this way, select cut & paste using the pulldown at the top of the form. After you confirm your submission, a digital receipt will be shown. This receipt will be e-mailed to you. To return to your portfolio and view your submission, click the portfolio button.
9. **This step is very important!** You will see an icon under the contents column of the student class portfolio page. The Originality Report provides a summary of matching or similar areas of text found in a submitted paper. When the grayed out box turns to a number (percentage), click on this % to pull up your report. Originality Reports are typically completed within 10 to 15 minutes of submissions. This report generation time may vary based on the levels of usage. You may need to refresh your screen.
10. **PRINT THIS OUT. This report shows areas that you MUST change if the program indicates that they are from another source and undocumented.** This is plagiarism. **Your final paper MUST reflect the changes that you made from this original report.**

**AP Language****Rhetorical Analysis: American Rhetoric and *Thank You for Arguing* by Jay Heinrichs**

Student Name \_\_\_\_\_

Adapted from AP Language and Composition Scoring Guide

<b>Grade</b>	<b>Description</b>
<b>9</b> <b>Sophisticated</b> <b>100-96 A+</b>  <b>8</b> <b>Effective</b> <b>95-90 A</b>	<ul style="list-style-type: none"> <li>creative and original ideas and insights are extensively elaborated and refreshing</li> <li>goes beyond general commentary</li> <li>refers to the texts, explicitly or implicitly</li> <li>offers specific details to support their analyses</li> <li>offers compelling connections between technique and effect</li> <li>makes use of sophisticated vocabulary, sentence variety, parallel structure</li> <li>language is concise and lucid, verbs are active, and punctuation is effective</li> </ul>
<b>7</b> <b>Complete</b> <b>89-87 B</b>  <b>6</b> <b>Adequate</b> <b>86-80 B-</b>	<ul style="list-style-type: none"> <li>ideas are developed, but there may be problems with the textual examples</li> <li>refers to the texts, explicitly or implicitly, but offer less detailed and/or less convincing explanations or maybe just less sufficient development</li> <li>provides more summary rather than insight</li> <li>mechanically accurate</li> <li>more attention should be given to sentence variety, precise vocabulary, active verbs, and focus</li> </ul>
<b>5</b> <b>Superficial</b> <b>79 C</b>	<ul style="list-style-type: none"> <li>acceptable but not impressive</li> <li>minimal analysis with little insight</li> <li>analysis tends to be summary</li> <li>superficial</li> <li>should focus more on revision: topic sentences, sentence variety, redundancy, punctuation, weak verbs, wordiness, transition, vocabulary</li> </ul>
<b>4</b> <b>Inadequate</b> <b>78-74 C-</b>  <b>3</b> <b>Lacking</b> <b>73-70 D</b>	<ul style="list-style-type: none"> <li>unacceptable for a college-bound student</li> <li>ideas are not developed and they offer little or no textual evidence</li> <li>illogical or immature, marked by a less than adequate reading or analysis of the text</li> <li>does not demonstrate control of sentence variety, punctuation, vocabulary, verb choice, or focus</li> </ul>
<b>2</b> <b>Simplistic</b> <b>69-65 D-</b>  <b>1</b> <b>Scant</b> <b>64-60 F</b>	<ul style="list-style-type: none"> <li>unacceptable for a high school student</li> <li>does not attempt to establish a thesis</li> <li>summarizes or makes the most general observations about the texts</li> <li>offers little evidence or textual support, and, if offered, the support does not relate to a clear purpose</li> <li>vague or simple</li> <li>serious errors in sentence structure, paragraphing, transition, punctuation, and vocabulary</li> </ul>
<b>0</b>	No attempt or completely off topic response

**Total Score** \_\_\_\_\_