

AP English Language and Composition
Friday Analysis Practice

Today's assignment is to work the four prompts listed below the asterisks.

Give yourself plenty of room to address each prompt. You may choose to use a separate piece of paper for each prompt so that you have space to work. In any case, your answers should be clearly labeled and spaced in such a way that you can receive teacher comments.

Here is the exercise:

1. For each prompt, write first a short statement of what you believe to be the main argument of the piece. Then quickly give the rhetorical means you will highlight. The statement of argument should be coherent, but the list in this question is just for you.
2. Now, write what will be the introduction of your essay. This introduction may be a thesis statement only (including a map in the same sentence), a map and a thesis (two sentences, with the thesis in the second one)—it may, if desired, include a sentence at the beginning with some orienting matter as well.

•Please complete #1 and #2 separately.

Be sure the thesis statement is in active voice, that all pronouns (“this”) have antecedents, and that all modifiers are placed properly. You are not required to include an essay map in the thesis; if you need to give a couple of sentences to get to the thesis,

3. Then outline the different categories of development with enough detail that the reader can see how the categories fit into the overall argument.
4. List the examples you will highlight in each section, demonstrating that examples will not overlap.

•You may nest your examples (#4) under their corresponding categories (#3).

•You will need to be clearer in #3 and #4 than you will be when you are completing pre-writing for yourself only on the exam. Use what you know about coherence to communicate your intentions successfully.

Before you begin, refresh your thinking about rhetorical analysis by going through the eleven approaches given on the assignment sheet. Think about what prominent techniques are in play in each piece—Hughes’ conception of his audience, DuBois’ use of kairos, etc.—before you start, and don’t lose sight of those elements as you think more fully about the specific content of each argument. Be sure your response emphasizes the analysis of language.

You should spend about 10 minutes on each prompt.

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I. “Theme for English B” by Langston Hughes.

In a well constructed essay, discuss Hughes’ use of the rhetorical situation (discussed by us as the rhetorical triangle) to set forth his argument.

II. “Returning Soldiers” by W.E.B. DuBois.

DuBois’ argument for the enfranchisement of African Americans in “Returning Soldiers” is shaped by its historical context. How does DuBois use the element of *kairos*, along with other linguistic means, to assert his argument.

III. “How It Feels To Be Colored Me” by Zora Neale Hurston.

Perform a rhetorical analysis on Hurston’s piece. You may wish to consider her conception of audience, her use of rhetorical appeal, or her use of the stases in your response. (If you use the stases, articulate your ideas in a way that can be understood by a reader not conversant with the stases as a rhetorical schema.)

IV. Alain Locke’s Introduction to *The New Negro*.

Locke offers a complex argument to his audience about the position of the African American as a contributor to American civilization. The complexity here may well remind you of W.E.B. DuBois’ idea of the double consciousness, an idea that would have influenced his thinking. In a well constructed essay, identify the main idea of Locke’s argument and argue for what you perceive to be the main methods Locke uses to assert that argument.