Current Events

This activity will begin to prepare you to write the synthesis, analysis, and argument essay types on the AP English Language and Composition exam. <u>*The effort you put in will reveal itself over time.*</u>

Assignment

You will **select, read, and analyze 10 articles** (print or online). Your work must be typed and will be collected electronically through Turnitin.com during the first week of school; your teacher in the fall will provide further instructions.

Due Date: August 12, 2022
Late Enrollment (after May 26) Due Date: Week of August 22, 2022 **(Please check with Ms. Reid or Mr. Ottman about specific due date.)**

Each article you select must be current meaning published between **<u>June and August 5 of 2022</u>**. Articles **must be non-fiction newspaper or magazine** and they must be about current events or issues in which the author takes a position (e.g. – supports or disagrees with an idea, policy, etc.). Be sure it is not simply informational. You should also focus on using different sources as not all articles should come from the same newspaper or magazine. In addition, **the following are banned**:

- Celebrity news/gossip magazines (*People*, etc.)
- Beauty/fashion magazines (*Seventeen*, *Vogue*, etc.)
- Reviews (reviews of music, equipment, movies, cars, make-up, etc.)
- Blogs (that apply to any of the above)
- Human interest (e.g. – "Man grows 500-pound watermelon.")

The following are examples of **sources that would be acceptable** to use for Current Events:

- You can pull magazine editorials, commentaries or essays from *Newsweek, Time, The New Yorker, Rolling Stone, Atlantic Monthly, New Republic*, *Forbes, The Economist, The Atlantic, National Geographic, Harper's,* or *Scientific American.*
- You can pull newspaper editorial or commentary/essay from newspapers such as *The New York Times, The Hartford Courant, The National Post, The Guardian, The Washington Post, The State, They Herald-Journal, The Post and Courier, The Atlanta Journal-Constitution, The Miami Herald, The Los Angeles times,* or *the San Francisco Chronicle*.

Do the Following for Each Article:

<u>Section 1</u>

1. See example at the end of these instructions for how to set up the articles when typing.
2. Each article should start on a new piece of paper. When all ten articles are together, you will have one large document to submit. *(see pages 3 and 4)*
3. Use OWLPurdue.edu, Easybib.com, CitationMachine.com or other online works cited

generator. Ensure ALL necessary aspects of the resource are included. Select MLA 9 (the most current MLA format as of this writing). *(see page 3)*

4. For the first section: 150-200 words, you will **summarize the article**. You must include a small quote from the article in your summary that shows you can control including quotes in your writing: introduce the quote or embed the quote in the summary so that it flows well with your summary. **DO NOT** write/include a quote as its own complete sentences.

    a. **DO NOT** write more than 200 words in the summary.

Section 2:

1. 150-200 words, you **will write commentary** examining the content of the article (*what is said*) or the **form/style** (*how the author writes*) used by the author.

    a. If you comment on **content**, defend, challenge, or qualify (state exceptions or conditions) the author's claim, point, thesis, or interpretation.

        i. Some questions you might consider in developing your comments:

            1. What are some of the author's best arguments? What makes them good?

            2. Which arguments or points made by the author do not make sense? Why?

            3. Is the author using logo or pathos to get you to agree?

    b. If you comment on **form/style**, you may be commenting on the diction, syntax, tone, imagery, organization, appeals, etc.

        i. Some questions you might use to develop your comments:

            1. Is there any connotative language?

            2. What is the writer's attitude (tone) toward the subject and what words reveal this attitude?

See page 5 for an example of responding to the author's form/style.

Verbs that describe what texts/authors do: *Each of these verbs might be used to complete a phrase such as "this paragraph [or section] _____, or the author _____."*

adds (e.g., adds details)	evaluates	proposes
analyzes	explains	qualifies
argues	expresses	questions
asks	extends	quotes
cites	generalizes	reasons
compares	illustrates	rebuts
connects	informs	reflects
continues	interprets	repeats
contradicts	introduces	speculates
contrasts	lists	suggests
demonstrates	narrates	summarizes
describes	offers	supports
details	opposes	traces
dramatizes	presents	
elaborates	projects	

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Avoid using the verbs: "uses", "shows", "says", or "states" (note these are not on the above list – do not use them – these are overused and non-descript. It is necessary for you to be more specific in appropriately conveying what the author does by picking specific verbs that fit the author's purpose.**

Example of formatting your Current Events pages. Know that the last name and page number should be put into a header so that the page numbers are automatically updated and that not putting them in a header can potentially mess up your assignment.

<div align="right">Last Name Page # Example: Jones 1</div>

First and last name

Course name

Teacher name

Date Due

<div align="center">Article #1 – "US Coronavirus Vaccine Rollout Becomes 'Less Messy'"</div>

Christensen, Jen. *CNN.com*, Warner Media Company, 18 May 2021,
        www.cnn.com/2021/03/18/health/vaccine-rollout-less-messy/index.html.

Begin your summary:

#2 – Name of Article (new article starts on a new page)

MLA Citation for article #2

Example of Response to the Authors Form/Style

Let's say the following item was in an article you read:

"We have been making policy on the basis of myths, the first of them that trade with China will dulcify Peking policy. That won't work; there was plenty of trade between North and South when our Civil War came on."

> --William F. Buckley, Jr. "Like It of Not, Pat Buchanan's
> Political Rhetoric Has True Grit."

What if you wanted to write about the diction, particularly the word *dulcify*? You might write the following:

Duclify means to make gentle or agreeable. Buckley uses high diction, which makes his language formal. High diction can be used to belittle readers or to show respect for them. The diction in this passage indicates respect. Buckley assumes his readers have a good vocabulary and can follow his arguments.

What if you noticed Buckley used the term "our Civil War" and you want to comment on the attitude Buckley communicates by writing "*our* Civil War" instead of "the Civil War"? You might write:

First, Buckley is acknowledging that *our* Civil War is not the only civil war in history. In addition, he is expressing an ownership of the war as an American.