

## E319 Advanced Placement English Language & Composition Summer Nonfiction Novel Analysis Project 2025

To become a confident writer in AP Language and Composition, you must practice the critical reading skills that help you become a better writer. Reading with purpose and an awareness of the rhetorical situation is essential for deep comprehension and critical engagement with a text. When readers understand the author's intent, audience, and context, they can better evaluate how effectively a message is communicated. Reading for elements such as imagery, diction, and rhetorical appeals (ethos, pathos, logos) allows readers to uncover layers of meaning and recognize the strategies writers use to persuade or inform. Additionally, being able to analyze tone, syntax, structure, and figurative language enhances one's ability to interpret and respond to complex texts. These skills not only strengthen academic reading but also empower readers to navigate and assess the messages they encounter in everyday life.

### NONFICTION NOVEL: *Into the Wild* by Jon Krakauer

***Your annotations MUST be embedded within the text; they cannot be typed or written out in a separate document.***

- 1) You may buy your own copy of the book and annotate directly in the text – We strongly recommend this option!
- 2) Borrow a copy (long term) from the library and use Post It notes for your annotations
- 3) MAYBE check one out from the English Department – We will need to talk!

### BEFORE YOU READ

Watch the following videos (about 25 minutes of content) on the rhetorical situation, annotations, and persuasive appeals.

- Coach Hall on Rhetorical Situation – <https://www.youtube.com/watch?v=L8HnMLpLHo>
- Coach Hall on SPACECAT – <https://www.youtube.com/watch?v=Xu-WASdRdog>
- The Three Persuasive Appeals – [https://www.youtube.com/watch?v=-oUfOh\\_CgHQ](https://www.youtube.com/watch?v=-oUfOh_CgHQ) and <https://www.youtube.com/watch?v=GUOrDyoPQpo>

### AS YOU READ

Focus on SPACE CAT. We will provide SPACE for you; you will annotate for CAT.

- **Speaker/Author** – Who is the speaker/author? What do we know about them? What can you tell or what do you know about the speaker that helps you understand the point of view expressed?
- **Purpose** – What is the speaker/writer hoping to accomplish? What is the reason behind this piece? What do they want the audience to do after having listened?
- **Audience** – Who is the speaker/writer trying to reach? How do we know? Do they indicate a specific audience? What assumptions exist in the text about the intended audience?
- **Context** – What is the time and place of this piece? What is happening in the world as it relates to the subject of the piece or the speaker/writer?
- **Exigence** – What was the spark or catalyst that moved the speaker/writer to act/write? How did that event impact the speaker/writer?
- **Choices** – What are the rhetorical choices that the speaker/writer makes in the text? Think about overall structure, devices, diction, syntax, etc.
- **Appeals** – Which of the three rhetorical appeals (ethos, logos, pathos) are present in the text? Where? Why?
- **Tone** – What is the speaker/author's attitude toward the subject? Is the tone the same throughout the whole piece? Where does it shift? What evidence is there to demonstrate the tone?

**ANNOTATIONS** are due **Wednesday, August 13, 2025 (A-Day)** or **Thursday, August 14, 2025 (B-Day)**  
in preparation for **two in-class essays** and a **multiple-choice quiz**.

*Scan the QR Code for an example of what your annotations should look like and for a digital version of this document!*



## SPACE for *Into the Wild*

- **Speaker/Author:** Jon Krakauer, a journalist and mountaineer known for writing about extreme outdoor adventures. His personal experience with risk-taking in nature deeply influences his perspective.
- **Purpose:** To **explore and explain** the life and death of Christopher McCandless; to **analyze** what drove McCandless to leave society and venture into the Alaskan wilderness; to **challenge readers** to think about society, freedom, risk, and self-discovery; to **defend McCandless** against those who view him as reckless or foolish.
- **Audience:** Originally, readers of *Outside* magazine, where the story was first published. Later, a broader general audience interested in adventure, human psychology, youth idealism, and survival.
- **Context:** Published in **1996**, shortly after McCandless's story gained national attention following the discovery of his body in Alaska in 1992. Written in a time when debates around the "American Dream," youth rebellion, and environmentalism were increasingly relevant. Krakauer's background and similar youthful experiences inform how he frames the story.
- **Exigence:** The **public interest and controversy** surrounding McCandless's story, especially after Krakauer's original article in *Outside* magazine. Krakauer felt compelled to go deeper into McCandless's motives and the complexity behind his journey.

## CAT for *Into the Wild* (Annotation Expectations for Novel)

- **Choices:** look for rhetorical devices and how they appeal to (imagery, symbolism, etc.), identify the meaning of specific diction and vocabulary, identify significant quotes, and your overall impression of their importance.
- **Appeals:** determine the overall appeal for each chapter and identify specific evidence in each chapter that lends itself to that appeal.
- **Tone:** track significant details and major events of the novel, and analyze how those details impact the tone for that section of the novel.

*Your goal is to make a strong effort to authentically annotate the text. Annotations MUST be handwritten in the novel and must accompany text evidence. Annotations will not be accepted if they are typed or missing underlined text evidence.*

## Annotations Rubric

<b>Effective</b> A+, A, A-	<ul style="list-style-type: none"><li>• Evidence of <b>strong, thorough</b> interaction with the text.</li><li>• <b>Insightfully</b> and <b>accurately</b> comments on the use of language, literary devices, and/or rhetorical devices used to achieve the intended effect throughout.</li><li>• <b>Continually</b> asks higher-order questions and draws meaningful connections.</li></ul>
<b>Adequate</b> B+, B, B-	<ul style="list-style-type: none"><li>• Evidence of <b>solid</b> interaction with the text.</li><li>• <b>Often</b> comments on the use of language, literary devices, and/or rhetorical devices used to achieve the intended effect.</li><li>• <b>Often</b> asks higher-order questions and draws meaningful connections.</li></ul>
<b>Inadequate</b> C+, C, C-	<ul style="list-style-type: none"><li>• Evidence of <b>some</b> interaction with the text.</li><li>• <b>Occasionally</b> comments on the use of language, literary devices, and/or rhetorical devices. Comments may be slightly off. May just identify the device without noting the effect.</li><li>• <b>Occasionally</b> asks questions and draws connections. Some may be irrelevant.</li></ul>
<b>Little Success</b> D+, D, D-	<ul style="list-style-type: none"><li>• Evidence of <b>little or no</b> interaction with the text.</li><li>• <b>Minimal</b> comments on language or use of devices. May be missing entirely or incorrect.</li><li>• <b>Minimal</b> questions and connections appear. May be missing or incorrect.</li></ul>

*If you have any questions during the summer while you are annotating your novel, please be sure to email ALL of the AP teachers and not just one. One teacher will respond.*

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