

**AP ENGLISH LANGUAGE AND COMPOSITION
NONFICTION DATA SHEET**

NAME:

TITLE BOX	TONE
Title:	
Author:	
Date of Publication:	
Genre:	

RHETORICAL APPEALS		
Ethos	Logos	Pathos
Quote:	Quote:	Quote:
Effect:	Effect:	Effect:

SOAPS
Subject:
Occasion:
Audience:
Purpose:
Speaker:

SUMMARY OF TEXT

RHETORICAL DEVICES	
Quote:	
Effect:	
Quote:	
Effect:	
Quote:	
Effect:	
Quote:	
Effect:	
Quote:	
Effect:	
MEMORABLE QUOTE	SIGNIFICANCE
1.	
2.	
3.	
4.	
5.	

SIGNIFICANCE OF OPENING SCENE	SIGNIFICANCE OF THE CLOSING SCENE
DICTION	
Quote: Effect:	
Quote: Effect:	
Quote: Effect:	
Quote: Effect:	
SYNTAX	
Quote: Effect:	
UNIVERSAL PURPOSE	
Purpose: Quote: Quote:	
Purpose: Quote: Quote:	

Vocabulary: As you read, choose **fifteen** unfamiliar words that are college level, complex, and interesting. Do not use any proper nouns. If you are uncertain about the appropriateness of a word, please ask.

Include the following for each word:

1. The word itself (in **bold**) and where it was found, including title of text from which it was taken and page number.
2. The context sentence in which the word appears (with the word in **bold**). The whole sentence should be written unless there is a way of using part of the sentence without sacrificing the context that helps indicate the meaning of the word. Similarly, for short or unclear sentences, a second sentence or part of it should be included.
3. A clear, complete definition of the word selected based on the context sentence and including part of speech as the word used in context.
4. An original sentence that on its own demonstrates the meaning of the word (in **bold**) clearly and uses it correctly in the same form in which it appeared.

Word and Location	Context Sentence	Definition and Part of Speech	Original Example Sentence
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

Criteria & Expectations	Possible Points	Points Earned
Title Box: Title, Author, Date of Publication (original), Genre (expository, narrative, persuasive, or descriptive)	2	
Tone: What is the author’s overall tone (attitude toward the subject)? How do you know? Explain how the tone shifts or contrasts throughout the work.	3	
Rhetorical Appeals: How does the author appeal to the reader’s sense of emotion (pathos)? Who does the author appeal to the reader’s sense of logic (logos)? How does the author establish their credibility (ethos)? Provide a quote from the text and discuss the effect on the reader. Be specific.	3	
SOAPS: Subject: What is the writing about? Why is the subject worthy? Occasion: What is the historical context? Why did the author choose to write at that moment? Audience: Who is the intended audience? What about unintended audience? How do you know? Purpose: What is the author’s primary purpose? Speaker: Who is the author? Why are they important? How are they credible?	5	
Summary of Text: Student has fully represented key points of the text. Main claims and supporting evidence are clearly discussed. Do not copy this section from SparkNotes or another source or you will receive a 0.	5	
Rhetorical Devices: Specific aspects of the author’s writing style are identified. Include at least one quote and analysis for each. No page numbers = no credit.	5	
Memorable Quotes: Minimum of five quotes are needed in this section. Explain the importance of the quote to the text. Do NOT summarize. Identify the speaker of the quote. Quotes should be taken from multiple characters that represent defining moments in plot development, theme, or character development. The list of quotes should be representative of the entire novel. No page numbers = no credit.	5	
Significance of Opening Scene: How does the opening scene establish who the author is, the subject, and the tone?	2	
Significance of Closing Scene: How does the closing scene connect to the opening scene, title of the work, the subject, and tone?	2	
Diction: Choose five quotes from the text that illustrate purposeful word choice (diction). Bold the important words and explain their effect on your understanding of the passage as a whole . Do NOT summarize the passage or comment on literary devices. No page numbers = no credit.	3	
Syntax: Choose a passage within the text that illustrates purposeful syntax (repetition, word arrangement, punctuation, parallel structure, etc.). Explain the effect of the author’s choice of syntax on your understanding of the passage as a whole . Do NOT summarize the passage or comment on literary devices.	3	
Universal Purpose: Purpose statements should be written in complete sentences and be specific. They should not be one word or phrase . Do not include any clichés. You must have a minimum of two possible purposes, including at least two quotes from the text with relevant page numbers for support. No page numbers = no credit.	5	
Vocabulary: Identifies fifteen college level words with the word, context sentence, definition, and original sentence. Formatting guidelines are followed exactly.	7	
TOTAL POINTS	50	