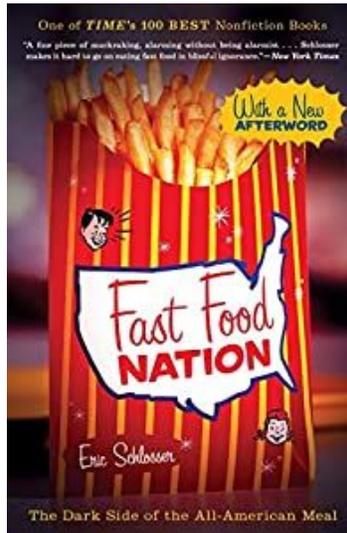


**Advanced Placement English Language and Composition,
Grade 11 2020 Introductory Reading Activity**



Selection: *Fast Food Nation* by Eric Schlosser

Rationale: This non-fiction book contains the elements of argumentation and rhetorical strategies incorporated into the *AP Language and Composition* curriculum. More importantly, this book will serve as an excellent bridge between the expository essay and persuasion analysis of English 10 and the stylistic and argumentative analysis of AP English 11.

Objectives: To read and respond to the book in its entirety
To understand how a writer uses language to create message and meaning

Assignment: Reading, I strongly recommend notetaking and/or annotating (**not required**), and 6 essay questions (**required**).

Specific Essay Instructions for answering essay questions:

- MLA formatting
- Formal, academic voice
- A **well-developed response**, incorporating appropriate and relevant text citations and references
- Less than 10% summary—stick to higher-level analysis
- Upload to Google Classroom (as one document, before the first day of school)

Essay Questions: Introduction: Readers must trust the good character, fairness, and reliability of the writer before they are willing to accept his arguments. The philosopher Aristotle called this quality *ethos*. Analyze the ways Eric Schlosser establishes his ethos, helping the audience to trust the writer and see the importance of his investigation of the fast food industry. Be sure to explore the chapter fully, particularly the second half. **You must read all chapters of the book. Choose any six of the following prompts.**

Chapter 1: Some readers find it counterproductive to Schlosser's argument against the fast food industry that he would create such a sympathetic portrait of fast food pioneer, Carl Karcher. Discuss the relevance of providing this background information in formulating an argument.

Chapter 2: Analyze how Schlosser's strategy of comparison between Disney and McDonalds, and their founders, makes important points about the fast food industry and their marketing strategies.

Chapter 3: *Logos* appeals to the mind; *Pathos* appeals to the heart. Pretend you are sociologist Robert Leidner who predicted that as businesses increasingly sought greater efficiency and output, workers would become increasingly "interchangeable". Write a short response to the fast food industry, in the voice of Leidner, which points out the dangers of this policy toward employees. Referencing this chapter, appeal to both the logos and pathos of your audience. You are not required to use a letter format, but may do so if you choose.

Chapter 4: Analyze how Schlosser explores **irony** in this chapter titled "Success" through his focus on Dave Feamster's *Little Caesar* franchise and the concluding spokespeople (especially Reeves) at the sales seminar.

Chapter 5: Scientifically, Schlosser argues that a key factor in the success of the fast food industry is artificial flavor and coloring. What is the effect of his description of "A typical artificial strawberry flavor, like the kind found in a Burger King strawberry milkshake, ..."

Chapter 6: "For a moment, we sat quietly on top of the hill, staring at the speedway bathed in twilight, at this oval strip of pavement, this unsettling omen"

(135). What is the primary rhetorical purpose of the sentence, in relation to the entire chapter?

Chapter 7: Upton Sinclair argues in his novel *The Jungle* “Human beings, had been made ‘cogs in the great packing machine.’” Who is Schlosser arguing are the “Cogs in the Great Machine” in this chapter? Evaluate the analogy.

Chapter 8: Schlosser concludes “The Most Dangerous Job” accounting the trials of Kenny Dobbins. What is the effect of his placing the dramatic story at the conclusion of the chapter rather than at the beginning of the chapter? Do you see similar patterns of organization in other Schlosser’s chapter? If so, which chapters?

Chapter 9: Analyze how Schlosser combines logical and emotional appeals in this chapter to create an effective message. In other words, how does he manage all this scientific data, making it easier to understand and read? Cite specific strategies such as diction, analogy, facts, cause and effect.

Chapter 10: History, places, people and events are often alluded to in this chapter. Cite at least three specific examples, and explain how these are appropriate illustrations for advancing Schlosser’s argument.

Epilogue: An epilogue is actually a conclusion, which, generally, looks to the future from where a book ends. Explain how the content of this chapter is an appropriate conclusion to Schlosser’s criticism of the fast food industry. How, and why, does he employ specific facts and illustrations?

Afterword: An afterword is included to provide additional information after the initial publication of the book. Why would this additional information be relevant to his argument? Discuss how the content of this chapter helps bolster, or discredit Schlosser’s ethos, particularly the section titled “*wrong wrong wrong*”.

Assessment:

A range (90-100%) – Essay answers indicate critical and close reading, thoughtful engagement and analysis. Very few if any grammatical or formatting errors are present. Academic voice. All directions are followed. Writing Level 5/6 on AIMS rubric.

B range (80-89%) – Essay answers predominantly critical and close reading, and mostly

thoughtful engagement and analysis. Some, although few, grammatical or formatting errors may be present. Academic voice. All directions are followed. Writing Level 5/6 on AIMS rubric.

C range (70-79%) – Essay answers indicate some critical and close reading and analysis, although understanding of the text may be tangential or superficial. Very few if any grammatical or formatting errors are present. Academic voice. All directions are followed. Writing Level 4/5 on AIMS rubric.

D or F – (0-69%) These responses are not acceptable for AP-level work. It is unclear whether the book was read, or understood. Multiple errors in grammar, voice and formatting may be present. Writing Level 3/4 on AIMS rubric.

Connections: Ongoing reference and instruction regarding argument will be tied to this book throughout the year. IT IS EXTREMELY IMPORTANT THAT YOU READ THIS BOOK IN ITS ENTIRETY.

Note: Not all editions of this book are the same—it has been re-edited since its first publication in 2001. If your copy does not correspond to the chapter questions, answer each question you can.

You are responsible for procuring a copy of the book. If you are having difficulties accessing a copy, please reach out directly to me. I recommend you buy a copy if possible, as annotating is a helpful reading tool. You might also use small post-it notes for annotating.

