



Austin High School Incoming 11th grade AP Language and Composition for 2018-2019 Summer Reading Assignment

Welcome to Advanced Placement English Language and Composition. This is a nonfiction course where reading, writing, and analysis will support you in your college endeavors. Additionally, you will be prepared to take the AP exam in the spring in order to receive college credit. To ensure your brains remain fresh and engaged as readers during the summer break, we ask you to make six selections from the sources provided on this assignment sheet. Each article should deal with a different social issue, so choose the ones that appeal the most to you! In August, we will immediately examine these social issues in various contexts and begin in earnest to study the elements of argument.

The Assignment

1. Select one article from six different sources on the list. You will need to provide hard copies of each article you analyze. Read and enjoy the articles! **You *MUST* finish reading and completing your assignment by the first day of school, August 20, 2018.** As a class, we will have a thorough investigation of rhetorical techniques as we lay the foundation for our year-long study of rhetoric and argument. Any notes or annotations regarding the author's purpose, tone, audience, or style will help support you with class discussions and writing.
2. Over the summer, complete a SOAPSTone analysis for each article, making note of the author, title, and source; we will work with you to create a separate MLA Works Cited page.

What should the SOAPSTone analysis contain?

For each of the six articles, you will write a response focused on Speaker, Occasion, Audience, Purpose, Subject, and Tone (SOAPSTone). Responses should address rhetorical techniques, **not simply plot summary**. Response should be written in thorough, thoughtful, and **complete sentences**.

SOAPSTone Responses:

You must complete all elements for each article:

- **Speaker:** Identify the speaker's role, age, gender, class and education. What can you tell about the speaker that helps you understand his/her point of view? What may their possible biases be? (2 sentences minimum)
- **Occasion:** What is the mode/time/place of the piece? When and why was it written? Identify the context of the text. Occasion is different from setting. You are focusing on the piece itself, not the events it presents. (2 sentences minimum)
- **Audience:** To whom is the author directing the piece? Describe the characteristics of this audience. (2 sentences minimum)
- **Purpose:** Why did the author write this text? What is his/her goal? What does the author want the audience to do as a result of reading this text? This response should include an "in order to" phrase. (1 sentence minimum)
- **Subject:** What topic, content, and ideas are the focuses of this text? How does the author present the subject? Is there more than one subject? (2 sentences minimum)
- **Tone:** What is the writer's attitude towards the subject in the article? What is the effect of that choice of tone? Tone is different from mood. Focus on the author's attitude, not the audience's. (2 sentences minimum)

Grading Criteria

This assignment will count as a Level II grade for the 1st 6-week grading period. You will be assessed on the following criteria:

- The assignment is complete (6 analyses with hard copies of each article) and typed.
- Each response clearly indicates the author, title, and source of the article.
- The responses should thoroughly analyze each article as a whole. Each article should focus on a different social issue.
- The responses demonstrate thorough and insightful comments with regard to SOAPStone.
- The writing demonstrates stylistic maturity with effective command of the elements of writing and organization.

Sample Response for “Subject” portion of SOAPStone Response:

(Alberto Urrea, “The Rules of the Game,” *The New Yorker*, May 2017)

Urrea focuses on illegal immigrants as people, not statistics. The opening sentences with their series of descriptions of these lost souls is gripping in its simplicity. Men who are unable to “blink up a tear” who are “burned nearly black” with “lips huge and cracking” pull his audience immediately into their mystery (3). This opener, coupled with the foreboding title, causes the reader immediate curiosity concerning his subject, which contributes immediately to the effectiveness of Urrea’s argument.

What if I need help on the assignment?

If you have any questions over the summer, please feel free to contact one of the following 11th grade teachers for assistance: Ms. Stanley at Jamie.stanley@austinisd.org, Ms. Kelley at kat.kelley@austinisd.org or Ms. Cooper at nadine.cooper@austinisd.org.

Where do I find the articles?

You will be responsible for reading six articles that relate to contemporary issues. A hard copy of each article is required. You will generate a SOAPStone analysis of each article based on the model found above. Each article must come from a different source in this list of newspapers and magazines:

Smithsonian
National Geographic
Audubon
Fortune
Wired
New Yorker
Harper’s
Rolling Stone
Vanity Fair
Scientific American
Texas Monthly
Psychology Today
The Economist

Washington Post
New York Times
Los Angeles Times
Wall Street Journal
Chicago Tribune
Houston Chronicle
Philadelphia Inquirer
Denver Post
Dallas Morning News
Boston Globe
Atlanta Journal Constitution
Arizona Republic
Cleveland Plain Deale