**Austin High School**

**Incoming 11th grade AP Language and Composition**

**Summer Reading Assignment 2016**

**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. To ensure your brains remain fresh and engaged as readers during the summer break, we ask you to make a selection from the four titles on this assignment sheet. Each title deals with a specific social issue so choose the one that appeals 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 book from the list. Read and enjoy the book! **You *MUST* finish reading and completing your assignment by the first day of school, August 22, 2015**. We will begin work with the book on the first day of school. As a class, we will have a thorough investigation of the 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 an Interactive Reader’s Log including 6 entries with an MLA Works Cited page.

**What should the Interactive Reader’s Log contain?**

You will select six quotations/passages from the text that reflect the entire work. Your selections should be fairly evenly spaced throughout the book. One strategy would be to divide the number of pages in your book by six and use that as a guide for selecting quotations evenly from the entire text. Your quotation selections should be passages that enrage you, intrigue you, engage you, or cause you to wonder.

For each of the six quotations, you will write a response focused on Speaker, Occasion, Audience, Purpose, Subject, or Tone (SOAPSTone). You will complete one of each type of response. Responses should be 100-150 words for each quotation and should address rhetorical techniques, **not simply plot summary.** You should focus on how the excerpt you chose contributes to your chosen rhetorical characterstic (SOAPSTone).

**SOAPSTone Responses:**

You must complete one of each type:

* **Speaker:** Who is the speaker in this piece? What are his/her/their credentials, biases, background, experiences?
* **Occasion:** What is the mode/time/place of the piece? How does this support the author’s argument?
* **Audience:** Who is the author trying to persuade? How does s/he appeal to this audience?
* **Purpose:** What does the author hope to accomplish? To what extent is s/he successful?
* **Subject:** What is the focus of the piece? How does the author present the subject?
* **Tone:** What is the writer’s tone (attitude towards the subject) in the passage? What is the effect of that choice of tone?

**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 entries including both quotation and response) and typed.
* The Works Cited page is complete and correctly formatted.
* The quotation selections represent the work as a whole and clearly indicate understanding of the work as a whole.
* 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 Entry**

Chapter 1 “The Rules of the Game”

“Five men stumbled out of the mountain pass so sun struck they didn’t know their own names, couldn’t remember where they’d come from, had forgotten how long they’d been lost. One of them wandered back up a peak. One of them was barefoot. They were burned nearly black, their lips huge and cracking, what paltry drool still available to them spuming from their mouths in a salty foam as they walked. Their eyes were cloudy with dust, almost too dry to blink up a tear.” (3)

**Subject** Response:

Urrea’s 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. This opener, coupled with the foreboding title of the book, 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 [jamie.stanley@austinisd.org](mailto:jamie.stanley@austinisd.org)

Ms. Kelley [kat.kelley@austinisd.org](mailto:kat.kelley@austinisd.org)

Ms. Cooper [Nadine.cooper@austinisd.org](mailto:Nadine.cooper@austinisd.org)

**Submission Guidelines**

Your assignment should be formatted according to MLA standards, which means typed in 12-point Times New Roman font, double-spaced, with 1-inch margins. In addition, your assignment must include an MLA Works Cited page. Please format your assignment in like the sample entry above. You can find information regarding MLA style at: www. owl.english.purdue.edu/owl/

From the list below, choose **ONE** nonfiction book based on the social issue that intrigues, enlivens, or enrages you.

|  |  |
| --- | --- |
| C:\Users\E140299\Documents\images.jpg | *The Immortal Life of Henrietta Lacks* by Rebecca Skloot  Her name was Henrietta Lacks, but scientists know her as HeLa. She was a poor black tobacco farmer whose cells—taken without her knowledge in 1951—became one of the most important tools in medicine, vital for developing the polio vaccine, cloning, gene mapping, in vitro fertilization, and more. Henrietta’s cells have been bought and sold by the billions, yet she remains virtually unknown, and her family can’t afford health insurance.  ISSUES: Medical Ethics, Treatment of African Americans |
| [The Devil's Highway by Luis Alberto Urrea: Book Cover](http://search.barnesandnoble.com/The-Devils-Highway/Luis-Alberto-Urrea/e/9780316010801/?itm=1&USRI=the+devil's+highway) | *The Devil’s Highway* by Luis Alberto Urrea  So many illegal immigrants die in the desert Southwest of the U.S. that only notorious catastrophes make headlines. Luis Alberto Urrea reconstructs one such incident in the Sonoran Desert, the ordeal of two dozen men in May 2001, half of whom suffered excruciating deaths. They came from Vera Cruz; their so-called guide came from Guadalajara. Tracing their lives and the routes to the border, Urrea adopts a slangy, surreal style in which the desert landscape shimmers and distorts, while in desiccated border settlements criminals, officials, and vigilantes patrol for human cargo such as the men from Vera Cruz. Urrea shows immigration policy on the human level.  ISSUE: Illegal Immigration |
| [http://t1.gstatic.com/images?q=tbn:ANd9GcQUac0NiwCBupKP94R20VnU7WP5T_lY3OZMssq8je7Spd1gFDE0hw:media.npr.org/programs/atc/features/2009/apr/columbine-4b98a3ae38bc74ddcc9602e84fdd919deb6c3d13-s6-c30.jpg](http://www.google.com/imgres?imgurl=http://media.npr.org/programs/atc/features/2009/apr/columbine-4b98a3ae38bc74ddcc9602e84fdd919deb6c3d13-s6-c30.jpg&imgrefurl=http://www.npr.org/templates/story/story.php?storyId=103234226&h=1440&w=948&tbnid=6P_52j-kbpJBEM:&zoom=1&q=columbine%20book&docid=8vNVdihtHYKTaM&ei=p_BHU5zrKe2W0gG35YHYAw&tbm=isch&ved=0CFUQhBwwAA&iact=rc&dur=464&page=1&start=0&ndsp=24) | *Columbine* by Dave Cullen  In this analytical, but controversial exploration, Cullen unpacks both the misconceptions and facts of the 1999 school shooting at Columbine High School that has since provided a background for all future discussions regarding school violence and bullying. Relying on copious primary and secondary source research, Cullen pays special attention to the media biases that continue to affect and misinform America’s mythos concerning school shootings. The author also investigates the two shooters’ experiences leading to their actions on April 20th, 1999 and the survivors’ reactions and lives afterwards. Winning numerous national awards and appearing on multiple best seller lists, *Columbine* garnered success both by critical reviewers and general readers.  ISSUES: School Violence, Bullying |
| http://thenewpress.com/sites/default/files/covers/like_a_hurricane.jpg | *Like a Hurricane* by Paul Chaat Smith and Robert Allen Warrior  It's the mid-1960s, and everyone is fighting back. Black Americans are fighting for civil rights, the counterculture is trying to subvert the Vietnam War, and women are fighting for their liberation. Indians were fighting, too, though it's a fight too few have documented, and even fewer remember. At the time, newspapers and television broadcasts were filled with images of Indian activists staging dramatic events such as the seizure of Alcatraz in 1969, the storming of the Bureau of Indian Affairs building on the eve of Nixon's re-election in 1972, and the American Indian Movement (AIM)-supported seizure of Wounded Knee by the Oglala Sioux in 1973. *Like a Hurricane* puts these events into historical context and provides one of the first narrative accounts of that momentous period. *(Amazon Book Review*)  ISSUES: Native Americans, Civil Rights |
| http://i.gr-assets.com/images/S/photo.goodreads.com/books/1438522788i/25111471._UY200_.jpg | *$2 a Day* by Kathryn J. Edin and H. Luke Shaefer  A revelatory account of poverty in America so deep that we, as a country, don’t think it exists. After two decades of brilliant research on American poverty, Kathryn Edin noticed something she hadn’t seen since the mid-1990s — households surviving on virtually no income. The authors illuminate a troubling trend: a low-wage labor market that increasingly fails to deliver a living wage, and a growing but hidden landscape of survival strategies among America’s extreme poor.  *(Amazon Book Review*)  ISSUES: Poverty, Sociology |