Rationale: To help prepare for the rigorous course work expected of you throughout the semester, you are challenged with three compelling reading, writing, and THINKING assignments. The important reminder here is to think about what you are reading and concisely yet specifically articulate those thoughts in writing. The work you submit is your first impression, an application of the skills you have previously acquired. Therefore, summer reading is intended to be a purposeful and true assessment tool to gauge the student's ability to read, analyze, and interpret literature at a level expected of incoming grade AP students. Written communication skills are simultaneously assessed, also at a level expected of incoming AP students.

Assignment #1: Non-Fiction Text Analysis (75 points)

- **OPTION 1:** *Nickel and Dimed* by Barbara Ehrenreich
  - OR
  - **OPTION 2:** *In Cold Blood* by Truman Capote
  - OR
  - **OPTION 3:** *The Color of Water: A Black Man’s Tribute to his White Mother* by James McBride

- While reading this non-fiction work, take specific, analytical notes on the following:
  - **Option 1:** Complete the SOAPST (see below) and then take notes as you read, analyzing the life of America’s poor that Ehrenreich presents, specifically what she is implying about living on minimum wage.
  - **Option 2:** Complete the SOAPST (see below) and then take notes as you read, analyzing the nature of violent crime Capote presents, specifically what he’s implying about what compels cold-blooded behavior.
  - **Option 3:** Complete the SOAPST (see below) and then take notes as you read, analyzing the nature of humanity and family McBride presents and the specific manner in which he develops both.

  - DO NOT SUMMARIZE THE TEXT – notes must be analysis focused on the assigned topic above.
  - The SOAPST and text analysis notes are to be submitted the first day of school.
  - Be prepared for an in-class essay analyzing this text during the first week of the semester.
  - Try to have your own copy of this book so you can annotate significant passages, write questions or comments in the margins, etc.
  - 25 point Analytical Notes & SOAPST + 50 point Essay = 75 points total

SOAPST: An Acronym for Text Analysis

- **S**=Subject: What is the general topic of the text; stated in a few words or phrase.
- **O**=Occasion: In what context was the piece written? Note the larger occasion, that is, the broad issue which is the center of ideas and emotions. Also note the immediate occasion, that is, the issue that catches the writer’s attention and triggers a response. (ex: David Denby’s “High School Confidential: the truth about teen movies” is written for the broad issue of the nature of stereotypes in teen movies, but it’s in direct response to the Columbine massacre April 1999). – You may have to do a bit of research on the historical context of the text. If so, be sure to give credit to any sources you use.
- **A**=Audience: Who was the original, intended audience for the text? What assumptions can you make about the intended audience? What evidence from the text suggests characteristics about the intended audience?
- **P**=Purpose: What is the author’s/speaker’s reason for writing the text? Considering the purpose is important so that the reader can examine the writer’s argument and the logic of it. What is the message? Does the speaker try to spark a reaction in the audience? How is the text supposed to make the audience feel? What is its intended effect?
- **S**=Speaker: For non-fiction, typically, the speaker is the author. But consider: What persona does the speaker adopt in their narration? Is s/he credible? How do you know? What qualifies this author to be believable?
- **T**=Tone: What is the author's attitude toward the subject? Is it consistent throughout or are there tone shifts in the text? Be sure to use ADJECTIVES when describing tone. What is the overarching tone of the text? You may need to note how it begins, transforms, and ends if it does not consistently stay the same throughout the entire text. Be sure to use text support to show examples of tone.
Assignment #2: *Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation*
by Lynne Truss © 2006 (paperback) (75 points)

- While reading this book about the significance of correct punctuation, **take specific notes on the overall learnings and significance of each chapter:** 1) Intro – Seventh Sense 2) Tractable Apostrophe 3) That’ll Do Comma 4) Airs & Graces 5) Cutting a Dash 6) Little Used Punctuation Mark 7) Merely Conventional Signs
- **These notes are to be submitted the first day of school.**
- You will take a test on the punctuation and writing guidelines from this text in the first week of class.
- Be sure to use the correct edition of the text (see what is specified above about the edition and the included chapters).
- 25 point Chapter Notes + 50 point Exam = 75 points total

Assignment #3: Rhetorical Précis & Columnist Assignment (75 points)

- Collect **five** columns by any of the authors on the following list.
- Use **different authors** for each article.
- Write a Rhetorical Précis for each of the five columns you have selected.
- Please **DOUBLE-SPACE TYPE** each Rhetorical Précis (12pt. Times New Roman).
- Please print out the assignment and submit it on the first day of school.
- **You will also submit this online to Turn It In by the first day of school:**
  
  Go to [https://turnitin.com](https://turnitin.com)
  Join class: AP English Language Summer Reading
  Class ID: 21266475
  Enrollment Key: Siegfried

  Upload your document to the assignment: “Rhetorical Precis Assignment #3”

- You will be submitting one document for all five Rhetorical Précis.
- Recommendation: Read an article or two from a few different columnists who sound interesting to you prior to selecting your articles. You can access current & archived articles from the publication’s homepage.

**RHETORICAL PRÉCIS DIRECTIONS:**

- The purpose of a Rhetorical Précis is to **insightfully analyze** a text in a clear and concise manner.
- In this analysis, students demonstrate that they can **analyze** an author’s main argument as well as **comprehend** the strategies used in presenting that argument and its effect/purpose.
- It’s a simple format for a complex answer in only 5 sentences. Don’t summarize or stray from the format.
- **Closely adhere to the following format for each précis you write. This assignment is to show accuracy in analysis, not creative writing. ;)**

**Sentence 1:** Introduce the **writer** (or speaker), the **text** (with publication name and date), and the **central claim:**

- full name of the author, “title of the work,” with (date in parenthesis)
- an active and accurate verb (e.g. "asserts," "argues," "denies," "refutes," "proves," "disproves," "explains"…)
- a **that** clause containing the major claim or thesis statement of the work.

  **Example:** “Charles S. Peirce's article, "The Fixation of Belief" (1877), asserts that humans have psychological and social mechanisms designed to protect and cement (or "fix") our beliefs.”

**Sentence 2:** Explain how the author **develops and advances** the thesis statement/argument.

  **Example:** “Peirce backs up this claim with descriptions of the four methods of fixing belief, pointing out the effectiveness and potential weaknesses of each method.”
Sentence 3: State the author’s **purpose**, followed by an **“in order to” statement** (which qualifies the purpose).

**Example:** “Peirce's purpose is to point out the ways that people commonly establish their belief systems in order to persuade the reader into considering how their own belief system may be the product of such methods and to consider what Peirce calls "the method of science" as a progressive alternative to the other three.”

Sentence 4: Describe the **intended audience**, justifying your claim with evidence/author's **relationship** with the audience.

**Example:** “Given the technical language used in the article and the original publication in *Popular Science*, Peirce is writing to a well-educated audience with some knowledge of philosophy and history and a willingness to other ways of thinking.”

Sentence 5: Explain the **significance** of this work.

**Example:** “This work is significant because it has helped to shape the methods of modern scientific inquiry.”

Put it all together, and you have one pretty insightful paragraph:

Charles S. Peirce's article, "The Fixation of Belief" (1877), asserts that humans have psychological and social mechanisms designed to protect and cement (or "fix") our beliefs. Peirce backs up this claim with descriptions of the four methods of fixing belief, pointing out the effectiveness and potential weaknesses of each method. Peirce's purpose is to point out the ways that people commonly establish their belief systems in order to persuade the reader into considering how their own belief system may be the product of such methods and to consider what Peirce calls "the method of science" as a progressive alternative to the other three. Given the technical language used in the article and the original publication in *Popular Science*, Peirce is writing to a well-educated audience with some knowledge of philosophy and history and a willingness to other ways of thinking. This work is significant because it has helped to shape the methods of modern scientific inquiry.

**COLUMNISTS TO USE FOR ASSIGNMENT #3 (Select Five Different Authors)**

<table>
<thead>
<tr>
<th>David Brooks</th>
<th>David French</th>
<th>Nicholas Kristoff</th>
<th>Anna Quindlen</th>
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<tbody>
<tr>
<td>Gail Collins</td>
<td>Thomas Friedman</td>
<td>Michelle Malkin</td>
<td>Ben Shapiro</td>
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<tr>
<td>Maureen Dowd</td>
<td>Charles Krauthammer</td>
<td>Kathleen Parker</td>
<td>Brent Staples</td>
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</tbody>
</table>

David Brooks: *The New York Times* - has been a senior editor at *The Weekly Standard*, a contributing editor at *Newsweek* and the *Atlantic Monthly*, and he is currently a professor at Yale and a commentator on “The Newshour with Jim Lehrer,” NPR’s “All Things Considered,” and NBC’s “Meet the Press.” His articles have appeared in *The New Yorker*, *The New York Times Magazine*, *Forbes*, the *Washington Post*, the *TLS*, *Commentary*, *The Public Interest* and many other magazines.


Maureen Dowd: *The New York Times* - won the 1999 Pulitzer Prize for distinguished commentary, Dowd has covered five presidential campaigns, served as White House correspondent, has written several national best-sellers, and has published her work in over a dozen top newspapers and magazines.

David French: *National Review* – is a former major in the US Army Reserves and severed in Iraq, earning a Bronze Star. He is a graduate of Harvard Law School, has published several best-sellers, and is also a contributing writer for *Time*. 

Thomas Friedman: *The New York Times* - was awarded the 1983 Pulitzer Prize for international reporting (from Lebanon), the 1988 Pulitzer Prize for international reporting (from Israel), and the 2002 Pulitzer for commentary. He has a master's degree from Oxford University in Middle East studies, has published several best-sellers, and writes a bi-weekly column for *The New York Times*.


Nicholas Kristof: *The New York Times* – is a two-time Pulitzer Prize winner. Kristof has lived on four continents, reported on six, and traveled to more than 150 countries, plus all 50 states, every Chinese province and every main Japanese island. Mr. Kristof has a special interest in Web journalism, was the very first blogger on *The New York Times* website, and has millions of followers on various social media platforms.

Michelle Malkin: *The Daily Signal* – from Philadelphia, PA, Malkin is a nationally syndicated columnist, television personality, and top-100 blogger. She has written several best-sellers, founded websites, and appears in a number of publications each week.

Kathleen Parker: *The Washington Post* - has worked at a variety of large and small newspapers, covering anything from California cuisine to bass fishing contests in the rural South. She won the 2010 Pulitzer for commentary and her twice-weekly column on politics and culture is published in 350 different newspapers.

Anna Quindlen: *The New York Times* – has written “The Last Word” column in *Newsweek* and has been a prolific columnist at *The New York Times* at various times since 1981. She is the author of numerous best-selling fiction and non-fiction books.

Ben Shapiro – *Newsweek* – at only 17, Shapiro became the youngest nationally syndicated columnist. Since then, he has been an editor for *Breitbart News*, published two books, and founded his own law firm and *The Daily Wire*, for which he is currently editor-in-chief.

Brent Staples: *The New York Times* – from Chester, PA, Staples holds a PhD in psychology from The University of Chicago. He is the 2019 recipient of the Pulitzer Prize for editorial writing and his memoir, *Parallel Time: Growing up in Black and White*, was the winner of the Anisfield Wolff Book Award (previous winners include Ralph Ellison and Zora Neale Hurston).

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**Please remember to double-space type your five rhetorical precis in one document, submit it online to Turn It In, and submit a printed copy with your notes from Assignments 1 & 2 on the first day of school.**

Have questions? I can help. 🙂 Please email at esiegfried@tvsd.org

**Academic integrity and originality of work is paramount. Evidence of plagiarism of any kind will result in a zero grade for the assignment.**