

Dual-Credit Composition Summer Reading

Summit Christian Academy

Grade 11

Summer Reading Assignment #1

Read *Elements of Style* by Strunk and White and choose one of the books from the list below to read in addition to the Strunk & White book. DC Composition focuses primarily on non-fiction texts, so the list of works below reflects this focus.

- *In Cold Blood* by Truman Capote
- *The Cross and the Switchblade* by David Wilkerson
- *Black Hawk Down* by Mark Bowden
- *She Said Yes: The Unlikely Martyrdom Of Cassie Bernall* by Misty Bernall
- *The Zookeeper's Wife: A War Story* by Diane Ackerman
- *The Things They Carried* by Tim O'Brien
- *All Quiet on the Western Front* by Erich Maria Remarque
- *God's Smuggler* by Brother Andrew
- *Warriors Don't Cry* by Melba Pattillo Beals

As you read, annotate each book in detail. Explore, question, connect, trace patterns and capture your own reactions as you read. You may do this in the work itself, or on sticky notes attached to the pages. For this assignment, do not use an electronic version of your book. You will need to turn in your annotated copy of the book. You should also be prepared to write an essay in response to your chosen book on the first full day of class. If you're new to annotating texts, check out Collegeboard.org or look below for some guiding questions:

What Should You Annotate?

1. **Reader Response:** Be able to trace your reactions, to ask questions in class, to remind yourself when you find answers to earlier questions. This should help note the writer's effectiveness.
2. **Speaker:** Think about who the writer is and what he/she knows. This should help you decide the author's credibility.
3. **Occasion:** Think about what caused the author to write about this topic and whether or not it is a valid reason.
4. **Audience:** Think about what kind of person or people the author intended as the audience and whether a connection is made.

5. **Purpose:** Think about the author’s purpose in writing. Did he/she achieve the purpose?
6. **Subject:** Think about the subject matter—the main topic. Did the author portray it well?
7. **Authorial Devices and Structures in the Argument:** Think about the author’s techniques in delivery and how effective their methods are for rhetorical purposes - the use of subtitles, patterns, style, structure, etc.

Summer Reading Assignment #2

An important aspect of the DC Composition course is exposure to a wide array of text types. In order to prepare for this focus, you will read newspaper articles, magazine articles, periodicals, etc. Read articles from *The New York Times*, *The Wall Street Journal*, *The Washington Post*, *The Daily Telegraph*, *The New Yorker*, *The Atlantic*, *The Economist*, or others publications of reputable quality. You may also read more local publications as well, such as *The Texas Monthly*. You will read **3** articles over the course of the summer. In other words, all **3** articles should not be completed the week before school starts. Finally, be sure to choose articles that relate to current global, national, or local events. Steer clear of sports or the latest Hollywood gossip.

For each article, you need to complete the following:

- Glue each article to a piece of paper or print it out
- On a separate piece of paper, note the following information using the format given:
 - “Title of Article.” Publication Name. Date published.
 - SOAPSTone (details below)
 - Respond to the article, using one of the two prompts below. Your response for each article should be 150-300 words.
 - Do you agree with the author’s main points? Why or why not?
 - Choose a passage from the article and reflect on it
- Staple the article to your analysis and response. Place the analysis, as shown below, at the top of the page, and your response below. For this assignment, please single space your response.

SAMPLE BELOW:

Source: AP Language and Composition, Greenville County Schools

What is a SOAPStone?

Soapstone (Speaker, Occasion, Audience, Purpose, Subject, Tone) is an acronym for a series of questions that students must first ask themselves, and then answer, as they begin to analyze texts and/or plan for their own writing assignments. SOAPStone provides a concrete strategy to help students identify and understand the main components of writing, including their own writing.

Who is the Speaker? The voice that tells the story. Whose voice is going to be heard. Whether this voice belongs to a fictional character or to the writer himself, students should determine how a writer develops the personality/character/credibility of the speaker or narrator that will influence the overall meaning of the text. Think about: What assumption can you make about the speaker? (e.g. age, gender, emotional state, etc. What is the speaker's point of view?

What is the Occasion? The context and circumstances of the piece that prompted the writing. Writing does not occur in a vacuum. All writers are influenced by the larger occasion: an environment of ideas, attitudes, and emotion that swirl around a broad issue. Then there is the immediate occasion: an event or situation that catches the writer's attention and triggers a response. What is the rhetorical occasion of the text (to relate a memory, a description, an observation, an argument, a critique?) Think about: What is the setting? What is the intended emotional effect? What else was going on in the world when the author was writing?

Who is the Audience? The group of readers to whom this piece is directed. Successful writers must determine who the audience is that they intend to address. It may be one person or a specific group. This choice of audience will affect who and why writers write a particular text. Think about: Who does the author want to be affected by the text?

What is the Purpose? The reason behind the text. Writers need to clearly consider the purpose of their text in order to develop the thesis or the argument and its logic, or in the case of fiction, to develop a theme. Writers should ask themselves, "What do I want my audience to think or do as a result of reading my text?" What is the writer's message and how does she convey it?

What is the Subject? Students should be able to state the subject in a few words or phrases. This step helps them to focus on the intended task throughout the writing process. Subjects, or topics, are then developed into full ideas, arguments, or themes. What is the speaker literally saying?

What is the Tone? The attitude of the author toward his/her subject. The spoken word can convey the speaker's attitude and thus help to impart meaning through tone of voice. With the written word, tone is created by conscious choices in diction, syntax, figurative language, imagery and selection of details to extend meaning beyond the literal. The ability to engage tone is one of the best indicators of a sophisticated writer. Think about:

What is Diction – Is the writing tight and efficient (economical) or elaborate and long-winded (expansive)? Does the writer use proper and formal language? **Tone** – What is the speaker’s attitude about the subject? About the audience? Does the speaker seem sarcastic, aggressive, wistful, pessimistic, hopeful, bitter, reflective, skeptical, etc.?

Source: AP Central – Soapstone: A Strategy For Reading And Writing.
http://apcentral.collegeboard.com/apc/public/preap/teachers_corner/45200.html

Final Notes

To sum up, you need to **complete these two assignments** and bring them with you on the **first day of class**. Do not procrastinate. There will be no exception for missing work. It is not possible to complete these assignments the week before school. Put in the time and effort and it will pay off during the course of the school year.

1. Read and annotate 1 book from the list and prepare to write a response on the first day of class.
2. Read *Elements of Style*
3. Read 3 articles and complete SOAPSTone for each

If you have any questions, please email me at asmith@summiteagles.org. I will be traveling throughout the summer but will be checking my email on a weekly basis.