

Summer Reading Assignment
Incoming AP Language and Composition
The Sagemont School
2019-2020

It's imperative that you read this summer. Consequently, your summer assignment is broken up into two major assignments, each designed to introduce a specific skill that will be needed throughout the course. Please do not wait until the last minute to complete each assignment, as it is unique to a specific week during the summer. All assignments must be in MLA format and typed. You will turn in these assignments the first day you come back from summer break. Until then, I am looking forward to meeting you.

Assignment 1: SOAPSTONES

A SOAPSTONE is “an acronym for a series of questions that students must first ask themselves, and then answer, as they begin to plan their compositions” (College Board). The acronym stands for **S**peaker, **O**ccasion, **A**udience, **P**urpose, **S**ubject, and **T**one. For more information, go to the following link:

<https://apcentral.collegeboard.org/courses/resources/soapstone-strategy-reading-and-writing>

Activity: Go online to the New York Times and select five articles. Each article must be current, which means that it should have been published in June. Be sure to print out each article and write a SOAPSTONE analysis for each one.

The following format is required:

1. Each article must be in MLA format (Times New Roman, 12 font, double spaced)
2. The SOAPSTONE analysis must be at least a page long
3. Each analysis must include the following information:
 - The date of publication
 - The title
 - The author's name
 - Speaker
 - Occasion
 - Audience
 - Purpose
 - Subject
 - Tone

Assignment 2: Reading

Activity A: Choose a person (dead or alive) whom you admire. Once you have accomplished this task, read a published biography or autobiography of that person. Consider the following questions: What did you know about the subject prior to reading this book? Did you learn anything new about this person? If you knew of the subject before, did anything you read change your opinion? What is the subject's most admirable quality? Is this someone you would want to know or have known? What did you find to be the most interesting events in this book? What, if anything, surprised you? If this person has influenced history, discuss what may have been different without his or her presence.

Activity B: Once you have finished reading, be prepared to share your information in the form of a presentation.

You will have to include the following pieces of information about your subject:

- 1) The title, publisher, author of the book
- 2) Key life events of the individual's life
- 3) Major accomplishments/ contributions
- 4) Lessons we can learn from the individual
- 5) Interesting facts
- 6) Struggles/hardships and how did the individual overcome these obstacles

SOAPSTONE Rubric:

Score	Key Ideas
4	<p>In addition to the last level, reader may:</p> <ul style="list-style-type: none"> •Address nuances and subtleties in details and meaning •Analyze significant shifts in the piece as they pertain to the speaker’s audience and purpose •Explore contradictory details and meanings •Create multiple connections across rhetorical elements
3	<p>In addition to the previous level, using multiple pieces of textual evidence, reader accurately:</p> <ul style="list-style-type: none"> •Speaker: Analyzes the speaker’s potential (or apparent) bias. •Occasion: Identifies multiple layers of context, including the broader occasion. Analyzes how the occasion impacts the argument. •Audience: Analyzes potential audience attitudes toward the subject and speaker, including stated and implied audiences. •Purpose: Analyzes primary and secondary (implicit) purposes with respect to audience. •Tone: Analyzes how tone reveals the speaker’s attitude toward the subject. Analyzes how different aspects of the text reinforce the tone.
2	<p>Using specific, relevant textual evidence, reader accurately:</p> <ul style="list-style-type: none"> •Speaker: Identifies speaker and briefly discusses the speaker’s background. •Occasion: Identifies the immediate context for the piece. •Audience: Identifies primary (explicit) and secondary audiences, including background information, such as age, gender, profession, marital status, education, religion, culture, ethnicity, socioeconomic status, etc. •Purpose: Identifies primary (explicit) purpose of the piece. •Subject: Succinctly identifies the main idea in a few words or phrases. •Tone: Identifies the overall tone of the piece.
1	<p>Using specific, relevant textual evidence, reader does not accurately:</p> <ul style="list-style-type: none"> •Speaker: Identifies speaker and briefly discusses the speaker’s background. •Occasion: Identifies the immediate context for the piece. •Audience: Identifies primary (explicit) and secondary audiences, including background information, such as age, gender, profession, marital status, education, religion, culture, ethnicity, socioeconomic status, etc. •Purpose: Identifies primary (explicit) purpose of the piece. •Subject: Succinctly identifies the main idea in a few words or phrases. •Tone: Identifies the overall tone of the piece.

Oral Presentation Rubric

	4-Excellent	3- Good	2- Fair	1-Needs Improvement
Delivery	<ul style="list-style-type: none"> • Holds attention of entire audience with direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points 	<ul style="list-style-type: none"> • Consistent use of eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection 	<ul style="list-style-type: none"> • Displays minimal eye contact with audience, while reading most from notes • Speaks with uneven volume with little or no inflection 	<ul style="list-style-type: none"> • Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/or in monotonous tone which causes audience to disengage
Content/Organization	<ul style="list-style-type: none"> • Demonstrates knowledge by answering all class questions with explanations and elaborations • Provides clear purpose and structure; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence 	<ul style="list-style-type: none"> • Is at ease with expected answers to all questions without elaboration • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports the subject 	<ul style="list-style-type: none"> • Is uncomfortable with information and is able to answer only rudimentary questions • Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence 	<ul style="list-style-type: none"> • Does not have grasp of information and can't answer questions about subject • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions
Enthusiasm/ Audience Awareness	<ul style="list-style-type: none"> • Demonstrates strong enthusiasm about the topic during entire presentation • Significantly increases audience understanding and knowledge of topic; convinces the audience to recognize the validity and importance of the subject 	<ul style="list-style-type: none"> • Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points 	<ul style="list-style-type: none"> • Shows little or mixed feelings about the topic being presented • Raises audience knowledge and understanding of some points 	<ul style="list-style-type: none"> • Shows no interest in topic presented • Fails to increase audience understanding of knowledge or topic
Comments				

