

Hayfield Secondary AP Summer Assignment Cover Sheet

Hayfield Secondary

7630 Telegraph Road, Alexandria, VA 22315 • Phone: (703) 924-7400 • FAX (703) 924-7497

Course	AP English Language & Composition
Teacher Names & Email Addresses	Victoria Wuerfel, vkwuerfel@fcps.edu , Sara Hannon, smhannon@fcps.edu , and Brian Hannon bjhannon@fcps.edu
Assignment Title	Summer Reading Assignment
Date Assigned	June 3, 2019
Date Due	August 28-29, 2019 (2 nd block of English class)
Learning Objective/Purpose of Assignment	Promote summer reading; introduce rhetorical strategies; introduce the SOAPStoneB strategy, introduce the three rhetorical essay styles for the AP Exam.
Description of how Assignment will be Assessed	Students will receive a homework credit for the SOAPStoneB chart and artifact portions of the assignment. This is the only portion of the assignment due at the beginning of the year. Students will have a summative assessment in the form of a released prompt AP essay several weeks into the school year after instruction on the various essay styles has been presented in class.
Grade Value of Assignment*	<ul style="list-style-type: none"> • SOAPStoneB Chart = 20 point homework (due 2nd block of class) • Artifact on subject = 10 point homework (due 2nd block of class) • AP Essay = 50 points Summative (end of 2nd week or beginning of 3rd week of school) <p>*Total summer assignment value not to exceed 10% of quarterly grade.</p>
Tools/Resources Needed to Complete Assignment	Assignment sheet, the book <i>Columbine</i> , or <i>Fast Food Nation</i> , or approved choice book and internet or hard copy media resources to locate a subject artifact.
Estimated Time Needed to Complete Assignment	Depending upon student's reading speed, the assignment could take between 8-10 hours to complete the reading, chart, and artifact location.

**Mr. Hannon
Mrs. Hannon
Mrs. Wuerfel**

Reading Literary Nonfiction

AP English Language and Composition

Summer Reading Assignment 2019

PROJECT INFORMATION

Directions	2
Book Description	2
SOAPStone-B analysis chart	3
Grading Rubric	4
AP Terminology	4
Contact Information	4

Learning Targets

- Standard 11.5 Reading: The student will read, interpret, analyze, and evaluate a variety of nonfiction texts
- Review and utilize rhetorical appeals
- Introduce the SOAPStoneB acronym as a strategy for analyzing rhetoric

What is Literary Nonfiction?

This powerful, ever-controversial genre is called by many names:

- Literary nonfiction
- Creative nonfiction
- Factual fiction
- Documentary narrative
- The literature of actuality.

Whatever you call it, it is a form of storytelling as old as the telling of stories.

The genre recognizes both the inherent power of the real and the deep resonance of the literary. It is a form that allows a writer both to narrate facts and to search for truth, blending the empirical eye of the reporter with the moral vision -- the "I" -- of the novelist.

In a culture saturated by data without context, facts without insight and information without enlightenment, literary nonfiction holds a special and vital place.

"Facts... they lie unquestioned, uncombined," wrote the poet Edna St. Vincent Millay.

Wisdom enough to leech us of our ill is daily spun, but there exists no loom To weave it into fabric.

But the loom does exist. Literary nonfiction is the loom.

Throughout the centuries, inventive hybrid writers, from (novelist) Daniel DeFoe to (journalist) John Hersey to (essayist) Joan Didion have helped construct it. The stories they have woven on this loom are about real people, real places and real emotions.

They are timely stories that tap into the moment. But they are also timeless tales that transcend it.

This situation occurs because literary nonfiction is able to tell both the small story -- the damming of a river, the building of a house, a murder -- and the bigger one, the human narrative with its enduring themes.

The "literary" in literary nonfiction pertains to the exploration of these themes. It also defines how the story itself is told.

Literary nonfiction writers commonly use the techniques of fiction, including creation of a narrative arc, character development, scene-setting, action sequences, dialogue and interior monologue. The true stories they write using these techniques have the drama of fiction and force of fact.

Literary nonfiction takes shape in many forms, from reportage to memoir, from personal essay to biography. Nature writing,

travel writing and science writing all have their literary practitioners. The true crime "novel" is an artifact of literary nonfiction.

Writers in the genre tackle everything from prison riots to orchid collecting, from fifth grade classrooms to nuclear disasters, from wilderness hiking to frozen orange juice.

<http://inf.uoregon.edu/whatis.html>

"Alternatively known as 'creative nonfiction,' 'literary journalism,' and the 'literature of fact,' literary nonfiction is that branch of writing which employs literary techniques and artistic vision usually associated with fiction or poetry to report on actual persons, places, or events. The genre is broad enough to include nature and travel writing, biography, memoir, and the familiar essay, as well as 'new journalism' and the nonfiction novel."

<http://www.nt.armstrong.edu/literary.html>

ASSIGNMENT DIRECTIONS

1. Obtain a copy of either *Columbine* or *Fast Food Nation* (or get a copy from the library or a friend) and read the book. If you would prefer reading a different non-fiction narrative book, please email Mrs. Wuerfel for approval of your book choice. Copies of *Columbine* will be available to students upon request, and a limited number of *Fast Food Nation* will be available in the front office. If you cannot get a copy of your book choice, email Mrs. Wuerfel (vkwuerfel@fcps.edu).
2. After you finish the book, complete the SOAPStone-B analytical chart on page 3. Handwrite your responses on the chart (you will need to write small). Gather as much evidence as necessary to prove your responses. You can also duplicate the chart and type your responses.
3. In preparation for your second English class, do some research on the cultural and societal issues presented in your book choice and find an artifact to bring to class for discussion purposes. Artifacts can include a news article (from either a print or online source), an essay, an image, an infographic, a chart, or a political cartoon on the subject presented in your book.

Book Descriptions

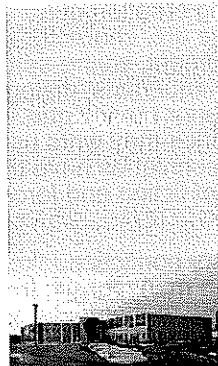
Please note that the book contains mature content or controversial material (i.e. offensive language, violence, or implied or explicit sexual situations). The resources listed below can be used to see book reviews and get more information about the books we will use in our class.

Fairfax County Library <http://www.fairfaxcounty.gov/library/>, Bartleby.com: Great Books Online <http://www.bartleby.com> Book Reporter <http://www.bookreporter.com>, Book Spot <http://www.bookspot.com/>
Teen Reads <http://www.teenreads.com>

Parental Note: *Columbine* is based on the school shooting at Columbine High School in 1999 and contains potentially sensitive content, including graphic details and specifics of the event. For this reason, if your child chooses to read *Columbine*, please engage your child in dialogue over the course of the reading. We also invite you to read the book along with him / her. More so than detailing and focusing on the horrific events of Columbine, the author exposes the mistakes made on many fronts leading up to and following the tragedy in the hopes that society learns and grows as a result. His purpose for writing is what warrants this book a recommended read for high school juniors / seniors whose reality, sadly, contains preparedness for school violence.

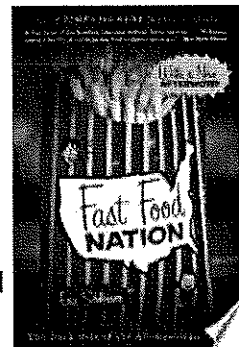
Columbine by Dave Cullen

On April 20, 1999, two boys went to their high school with bombs and guns. The horror they inflicted left an indelible stamp on the American psyche. In this definitive account, Dave Cullen presents a compelling and utterly human profile of teenage killers. He draws on hundreds of interviews, thousands of pages of police files, FBI psychologists, and the boys' tapes and diaries. This close-up portrait of violence, a community rendered helpless, and police blunders and cover-ups is an unforgettable cautionary tale for our time.



Fast Food Nation by Eric Schlosser

Eric Schlosser's expose' reveals how the fast food industry has altered the landscape of America, widened the gap between rich and poor, fueled an epidemic of obesity, and transformed food production throughout the world. The book changed the way millions of people think about what they eat and helped to launch today's food movement. The book inspires readers to look beneath the surface of our food system, consider its impact on society and, most of all, think for themselves.



SOAPStone-B Analytical Chart

Directions: Before you start reading, familiarize yourself with the terms on the chart below. As you read, take notes and collect evidence to prove your responses to the questions on chart. We will delve into the various components of the chart in class prior to the final due date for the completed chart.

Work / Author:		Evidence (pg. #)
Speaker	Who is writing, and how does his/her background affect his/her writing?	
Occasion	When was it written, and how does that affect the writing?	
Audience	Who is the intended audience? How is that audience addressed specifically? Who else might the author be addressing indirectly?	
Purpose	What is the speaker's explicit and implicit purpose? Get to the abstract.	
Subject	What is the subject of the text? (Hint: go beyond obvious topic)	
Tone	What is the overall tone of the text? Where are the shifts within the piece? How do these shifts add meaning?	
Bias	What are the possible biases of the speaker? How are these biases evident in the text?	

SOAPStone B Worksheet Name: _____ PD: _____

Grading Rubric

SOAPSTone-B analytical chart (homework due day two of class)	_____ /20
Artifact (image or article related to subject matter due day two of class)	_____ /10
In-class formative graded assignments	_____ /20
AP Lang Timed Writing (summative in-class writing during week three)	_____ /50

AP Terminology

RHETORICAL APPEAL: the persuasive device by which a writer tries to sway the audience's attention and response to any given work. Three rhetorical appeals were defined by Aristotle:

Appeal to Logic (Logos) is established by logical reasoning, combining a clear idea (or multiple ideas) with well-thought-out and appropriate examples and details. These supports are logically presented and rationally reach the writer's conclusion.

Appeal to Credibility (Ethos) is established by the credibility in the speaker. Since by definition "ethos" means the common attitudes, beliefs, and characteristics of a group or time period, this appeal sets up believability in the writer. He or she is perceived as someone who can be trusted and is concerned with the reader's best interests.

Appeal to Emotion (Pathos) is achieved by playing on the reader or viewer's emotions on the reader's emotions and interests. A sympathetic audience is more likely to accept a writer's assertions, so this appeal draws upon that understanding and uses it to the writer's advantage.

Contact Information and Expectations

If you have questions about any part of this assignment, you should contact Mrs. Wuerfel at vkwuerfel@fcps.edu. If you cannot purchase or get a copy of your book choice from your local library, please visit the HSS front office for a copy. A limited number of books will be maintained there over the summer. Should you run into trouble getting a copy from the office, please email Mrs. Wuerfel. If you have trouble reaching Mrs. Wuerfel, please feel free to contact Ms. Ritchie, the English department administrator (caritchie@fcps.edu).

Remember that this assignment will be our first impression of you, so you should do your best work, and make sure ALL work is yours alone, not the product of a discussion with another classmate.

We are looking forward to meeting all of you and working with you to prepare for the 2020 AP English Language & Composition exam and beyond. See you in August 2019!

