

AP English Language and Composition Summer Reading Assignment 2019
Normandy High School
Mrs. Erin Stocks
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Over the summer, your assignment is to **read two non-fiction books - *How to Argue with a Cat* by Jay Heinrichs and one of the following selections from the New York Times Nonfiction Bestsellers list.** If you have read one of these books before, please choose a different one for this assignment. Note that you will need to email me your choice of second book by June 15, 2019.

Being Mortal, Atul Gawande

Becoming, Michelle Obama

Born a Crime, Trevor Noah

Mama's Last Hug: Animal Emotions and What They Tell Us about Ourselves, Frans de Waal

Thinking Fast and Slow, Daniel Kahneman

Utopia for Realists: And How We Can Get There, Rutger Bregman

You may purchase your own copies of these books or use copies checked out from a library. While all books were on the New York Times Bestsellers list, students and parents are encouraged to research their chosen text before purchasing. This should be a choice between the student and the parent. If there is a text you are interested in not listed above, and it is **NON-FICTION** and has been on the New York Times Bestsellers list in the last five years, that is also acceptable—but please email Mrs. Stocks by June 15th to notify her of the book choice you have committed to reading- understanding that you have now committed to this choice.

You must take notes over each chapter of *How to Argue with a Cat* as you read. Your notes will be turned in on the first day of school. You will be asked to apply *How to Argue with a Cat* (HAC) to your non-fiction book, so you may want to read HAC first and annotate your choice text with HAC in mind.

You must also take notes over your non-fiction text of choice.

Reading of these texts and taking notes over them should be finished upon return from summer break.

After reading, you must also complete a SOAPStone (see explanation on following page) of each text.

NOTES and SOAPStones for BOTH BOOKS
WILL BE COLLECTED ON THE FIRST DAY OF CLASS.

You will be turning in two sets of hand-written notes (at least three front pages for each book) and identifying SOAPStone for EACH book at the end of your note pages.

Ten points will be deducted for each day that this assignment is late.

Source: *This assignment was adapted from Sarah Esberger. It is used with permission.

**Please note that these works and the eventual writings that will accompany them will constitute a large portion of our discussion for the first several weeks of class. You will spend a significant amount of time discussing, applying, and writing about each text. Your work on this assignment is the first impression you will make as a student in the class – put your best self forward!

**Please EMAIL Mrs. Stocks by June 15, 2019. Introduce yourself and tell her what recent New York Times Best-Selling book you have chosen to read (in addition to *How to Argue with a Cat*).

SOAPSTone explained...

Answer the following questions for EACH book:

- What is the author's SUBJECT?
- What is the OCCASION?
- Who is the AUDIENCE?
 - What is the PURPOSE of the essay?
- Who is the SPEAKER (what kind of person is the author based on and how he/she writes the essay)?
- What is the TONE of the essay?
- How does the essay begin? (i.e. with an anecdote, or question or description, etc.)
- How does the essay end?

You will need to turn in your answers on the first day of class for SOAPSTone.

Include them at the conclusion of the notes you take over your book.

SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone) is an acronym for a series of questions that we must first ask ourselves, and then answer, as we begin to plan our compositions, or if we're analyzing others' essays and writings.

Who is the Speaker? The voice that tells the story. Before we begin to write, they must decide whose voice is going to be heard. Whether this voice belongs to a fictional character or to the writers themselves, students should determine how to insert and develop those attributes of the speaker that will influence the perceived meaning of the piece. When analyzing others' writing, we ask ourselves who is speaking? Is it the writer? A persona? How can we tell? What does the writing say about the speaker?

What is the Occasion? The time and the place of the piece; the context 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 emotions 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. Why are we writing? What am I concerned with? Or, when analyzing others' writing, what are they writing in response to? What's happening in the larger world? What is the specific reason the person is writing (or speaking)?

Who is the Audience? The group of readers to whom this piece is directed. As we begin to write, we must determine who the audience is that we intend to address. It may be one person or a specific group. This choice of audience will affect how and why we write a particular text. When analyzing others' writing, we have to determine who the writer had in mind, as well, and why. Questions to keep in mind: Is the writing intended to challenge a predicted point of view? To build on a predicted shared point of view? Is the audience a peer group? Superiors? Other? Are there both intended and unintended audiences?

What is the Purpose? The reason behind the text. We need to consider the purpose of the text in order to develop the thesis or the argument and its logic. We should ask ourselves, "What do I want my audience to think or do as a result of reading my text?" When analyzing others' writing, we need to determine this same answer in regard to the purpose. What am we, as readers, supposed to think or do as a result of this person's writing?

What is the Subject? We should be able to state the subject in a few words or phrases. This step helps us to focus on the intended task throughout the writing process. As well, when reading others' writings, we should be able to state the subject in a few words or phrases, as well, especially if the writing is done well.

What is the Tone? The attitude of the author, often toward his or her writing and/or topic. The spoken word can convey the speaker's attitude and thus help to impart meaning through tone of voice. With the written word, it is tone that extends meaning beyond the literal, and we must learn to convey this tone in our diction (choice of words), syntax (sentence construction), and imagery (metaphors, similes, and other types of figurative language). The ability to manage tone is one of the best indicators of a sophisticated writer. Additionally, we should read others' writings carefully to understand tone, because this meaning is central to understanding. We look for clues that help us "hear" the writer, and thus make judgments about his or her tone.

Source: *This handout adapted from AP Central for Teachers