

AP SEMINAR SUMMER WORK

Donaldson-ALJ

Welcome to AP Seminar, the first of your AP Capstone courses! I hope you will find this class as interesting as I do. You will explore how to find and analyze arguments across differing perspectives about today's hot topics. Should be fun!

I am available via e-mail jdonaldson@clarkschools.org barring any vacations. Please email me any questions or concerns. I usually reply promptly. Be sure to use a subject line, salutation, and closing.

The following is your summer work. This is due THE FIRST DAY OF SCHOOL. You will need to register and submit your work to [turnitin.com](https://www.turnitin.com) on the first day of school; please have digital copies of your work saved in a handy place on your Google Drive in your school email.

You will also submit hard copies of your summer work; if this changes, I will post the change on Google Classroom. Always use MLA format: double spaced, Times New Roman, 12 point font, 1" margins. Your heading will be as follows on the upper right corner of the first page of any assignment.

Format: First name, Last Name
Date
Course Name and Block
Donaldson-ALJ

Example: Joy Donaldson
June 20, 2018
AP Seminar-Block
Donaldson-ALJ

Your header of last name and page number should be on the upper right corner of any additional pages ½" from the top. You can achieve this from the "Insert" option on the toolbar at the top of your word processing program.

Any parenthetical in-text citations and works cited entries will be in MLA format. Format is available from the Owl Purdue Website (google it, it will pop up first). Format is also available on the mla.org website in their "MLA Style Center." You can also access resources on the AP Seminar Google Classroom

If at any point, you find yourself in a financial bind and you cannot purchase books and want to, or cannot afford printing costs at the public library if you don't have a printer, please e-mail me and I will help you out.

The rubric is in the packet for reference; feel free to mark it up. Do NOT wait until the last minute!! Do a little each week. Good luck and have some fun!

Best,
Mrs. Donaldson

AP SEMINAR SUMMER TASK
TWO Non-fiction book analyses-up to 50 points each

Read the required text and one of the following additional texts and complete a SOAPStone analysis for each. The analysis should be in MLA format with proper heading and a title. Shoot for one citation per each acronym question; these quotes should use the appropriate MLA parenthetical attributions. Make sure you address the bullets. Your title should be a Works Cited entry for the book you have chosen; this should be in MLA format. There's a super-brief overview of MLA format also found in this packet. You must write your responses under a header for each question; answer in complete sentences. You may find it helpful to annotate as you read; see additional information on annotation in this packet. Here are the texts from which you may choose:

REQUIRED TEXT:

- *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything* by Steven D. Levitt and Stephen J. Dubner (economics)

SECOND TEXT (CHOOSE ONE)

- *Fast Food Nation: The Dark Side of the All-American Meal* by Eric Schlosser (sociology)
- *The Immortal Life of Henrietta Lacks* by Rebecca Skloot (bio-ethics)
- *The Sixth Extinction* by Elizabeth Kolbert (enviro science)
- *Outliers: The Story of Success* by Malcolm Gladwell (business/social psych)
- *All the Single Ladies: Unmarried Women and the Rise of an Independent Nation* by Rebecca Traister (gender)
- *The Witches: Salem, 1692* by Stacy Schiff (American history)
- *The New Jim Crow* by Michelle Alexander (racism)

As an option to borrowing books from the local library and its lending libraries, books can be purchased to keep from bookstores or on-line. It is my suggestion you buy, but if you borrow, use post-its for your annotations so you can remove them.

As you read, you should be annotating which will effectively help you read closely and interact with your book. A good reader is an active reader. All texts in AP Seminar will be annotated, so you might as well get used to it. Please see the attached handout on "Twelve Ways to Mark Up a Book" for tips on annotation.

Introduction to SOAPSTone

Students need to recognize that any good composition, whether written, spoken, or drawn, is carefully planned. This composition has integral parts that work together in a complex and subtle arrangement to produce meaning. Originally conceived as a method for dissecting the work of professional writers, SOAPSTone provides a concrete strategy to help students identify and use these central components as a basis for their own writing. SOAPSTone is an acronym for Speaker, Occasion, Audience, Purpose, Subject, and Tone.

What to consider when writing your assignment:

Who is the Speaker?

The voice that tells the story. As you are reading, consider the authority and credibility of the writer. How does the writer establish his or her credibility in the text?

- Find 3 specific passages that establish the writer as trustworthy and/or a qualified speaker.
- Below each quote, explain how the passage establishes the writer's credibility.

What is the Occasion?

The time and the place of the piece; the context that prompted the writing. As you are reading, analyze the reason(s) the writer is choosing to approach the topic at this particular moment in time. Is s/he writing in reaction to a specific event or person? Discuss how the occasion is revealed in the text.

- Why did the author choose to write this text at this time?
- How do you know?

Who is the Audience?

The group of readers to whom this piece is directed. As you are reading, determine to whom this piece is directed. How do you know who the audience is? How is the audience defined?

Discuss how the writer demonstrates understanding of the audience and how s/he uses that understanding to accomplish his or her goals.

- Who is the audience?
- How do you know?

What is the Purpose?

The reason behind the text. As you are reading, analyze the purpose, argument, or claim of the writer. Explore the purpose beyond its basic informative nature. Discuss how the purpose is revealed in the text.

- Are the purpose and occasion similar or different in this piece? Explain your reasoning.

What is the Subject?

Students should be able to state the subject in a few words or phrases. As you are reading, consider the general topic, content, and ideas obtained in the text. Does the writer explicitly state the subject or is it implied? (This is like a theme in English class. What is THE MESSAGE? What is the author's commentary on a topic?)

- Pick three subjects the author writes about and create a sentence for each that reveals the author's message about the subject.
 - Example from *Macbeth*
 - Subject: Ambition
 - Message: Unchecked ambition combined with impatience can be a cause for a person's destruction, not only affecting the life of the ambitious but those around him/her caught in the person's ambitious trajectory.

What is the Tone?

The attitude of the author. As you are reading, analyze the attitude of the writer. Tone extends meaning beyond the literal. Examine the choice of words, emotions expressed, and imagery used. (Don't know what a tone word is? Google it, lots of great hits!)

- Identify 3 tones that author creates in the text.
- For each tone, find one example from the text illustrating the tone.
- Explain how the tone affects the effectiveness of each passage.

Adapted from:

AP Central:

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

Methods of Rhetorical Analysis:

ww2.hoover.k12.al.us/schools/hhs/faculty/mcooley/Documents/soapstone-spater.pdf

Name _____ Block _____

Title and author of text _____

AP SEMINAR NON-FICTION ANALYSIS RUBRIC

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Possible total points values are noted accordingly. While not every rubric row requires quotes, they are helpful. You can earn up to 50 points total.

_____ (12 points) **Speaker:** 3 citations (quotes) with explanations

_____ (4 points) **Occasion:** Why did the author choose to write at this particular time?
How do you know?

_____ (4 points) **Audience:** Who is it? How do you know?

_____ (4 points) **Purpose:** What is it? How is it revealed in the text? Explain whether
and how purpose and occasion are similar or different.

_____ (12 points) **Subject:** 3 subjects and the author's message

_____ (12 points) **Tone:** 3 tones with citations and explanations

_____ (2 points) **MLA format** of quotes, attributions, and Works Cited entries

_____ **TOTAL**

Teacher comments:

Twelve Ways To Mark Up (Annotate) A Book (or article)

Books are a fantastic way to gain knowledge. With books, one can learn new techniques, gain new skills, and learn from role models who have been to where one wants to be and can show the way. There are many different ways to read books and just as many ways to remember their salient points. One of the most effective ways to get the most out of a book is to mark it up. There is no standard way to mark up a text, but below are a few ways that students have found effective in marking up a textbook so that one can see the important points quickly, make it more memorable, and make it easy to pick up years later and re-acquaint oneself with the major concepts.

Annotating a text is highly personal, there is no “right” way to do it, so you must make it your own. In your annotations, I should easily see that you have marked important passages and have critical connections, thoughts, or questions in the margins.

What Not To Do

- **Don't use a highlighter** – Quality marking isn't done with a fat-tipped highlighter. You can't write, which is an important part of marking the text, with a large marker. Get yourself some fine point colored pens to do the job.
- **Don't mark large volumes of text** – You want important points to stand out. Although we all know that everything can't be important, we often highlight all of the text on the page. You want to find the 20% of the text that is important and mark that.
- **Don't take the time to mark up items that you read on a daily basis** – (e.g., magazines, newspapers), unimportant or irrelevant items.
- **Don't mark the obvious** – Don't waste time marking up things that are already in your knowledge-base or skill set. If you already know it, you don't need to mark it.

What To Do

- **Mark the text with a pencil, pen, or, even better, colored fine-tipped pens** – Remember, you are not highlighting, you are writing.
- **Know your preferences** – Some of you have an aversion to mark directly in the text. Books are precious things to many people and they want to protect them from damage and even the wear and tear of everyday use. If this describes you, grab some Post-It brand notes and do your marking and writing on them. This also gives you the advantage to move and reorganize them should you see fit.
- **Underline the topic sentence in a passage** – Remember, each paragraph has one topic sentence. The rest is supporting information and examples. Identify the topic sentence to find it easier.
- **Use codes** – Flag text with codes (e.g., question marks to indicate disagreement, exclamation marks to note agreement or to flag a strong statement, triangles to indicate a change in thinking, or a star for the topic sentence).
- **Write the passage topic in the margin as a reminder** – Just a word or two.

- **Write questions in the margin** – When you don't understand something or when you don't understand the author's thought process on a particular topic, write the question in the margin as a reminder to settle the question.
- **Circle new and unfamiliar words** – Look them up as soon as possible.
- **Add your or other author's perspectives in the margins** – Other authors have surely written on the same subject. What do they say? Do they agree with this author? If not, what do they say. Add these ideas in the margins.
- **Add cross-reference notes to other works on the same topic** – Use the author's name and a shortened version of the other book's title.
- **Add structure to a narrative text** – Use 1, 2, 3, 4...or an outline format I. A. B. C. 1, 2, 3, a, b, c...to add a structure that you understand.
- **Draw arrows to related ideas** – Or unrelated or contradictory ideas...
- **Summarize** – Add your own summary after the last paragraph. That simple exercise will crystalize your thinking on the topic. If you can't write it, you don't understand it.

Extras

Post-It Brand Notes are great ways to also mark locations within books, much like bookmarks do. With Post-It Brand Notes, however, you can mark on them so you can see where you are turning before you start flipping through the pages. One can also use colored paper clips to identify pages or chapters that are important.

Conclusion

The idea is to enter, by way of your markings, into a conversation with the author so that his knowledge is added to yours so that a synthesis occurs and you gain a new understanding.

Adapted from:

Open Loops: http://hwebbjr.typepad.com/openloops/2006/02/twelve_ways_to_.html

Super-Brief Intro to MLA Citations

The Modern Language Association (MLA) is a style organization that creates standards for writers in order to scholars to have a uniform way to format papers. It is one of many styles an author may use: MLA, APA, AMA, Chicago, etc. MLA format is generally used as the introductory style in high schools and is used in papers relating to the humanities. Once this style is mastered, it is generally easy to shift to APA which is widely used in higher education and other content areas.

Besides expectation for font, margins, and spacing, it also has a standard for citations. A citation involves three components in order for it to be considered “complete”: the quote (or paraphrase), the attribution (you will be using parenthetical for this first assignment), and the entry on the Works Cited page.

1. The quote is the actual words you are taking from the text. In MLA format, if it is under four typed lines, it is set off by quotation marks. If it’s paraphrased, no quotation marks are used. For this assignment, please use only direct quotes under four typed lines. The end of your quotation has no end mark unless it ends in an explanation point or a question mark.
2. The attribution is telling your reader that these words you have quoted are not your own. You can do this through a qualifier at the start of the quote or as a parenthetical attribution after the quote. For this assignment, you will use only parenthetical attribution. The attribution includes the first word of the entry on the Works Cited page (usually it’s a last name) and a page number if it’s from a book. The end mark comes after the parenthesis to indicate you are done quoting and attributing.
3. The entry on your Works Cited page has a specific formula. A book entry is the most simple of them all. The first word in your entry on your Works Cited page is what goes in your parenthetical attribution.

EXAMPLES:

Here is the formula followed by an example for a book entry on a Works Cited page. Pay careful attention to punctuation.

Last name, First name. *Title of Book*. Publisher, year.

Proulx, Annie. *The Shipping News*. Scribner, 2003.

Here is what a quote with a parenthetical attribution from this book would look like.

“Quoyle was on the floor with his daughters, building a bridge over the road, a town, a city crowded with block cars and roaring engines” (Proulx 126).

- Note that the end mark is not inside the quote but at the end of the parenthetical attribution.