

Summer 2016—Reading & Short Response Analysis Activity

Advanced Placement English Language & Composition

EPHS-Ms. White

****MUST HAVES ON DAY ONE: A binder with 7 tabs and a COMPOSITION notebook (NO spiral) for a dialectical journal (this will be separate from where you will take notes)**

***THE OVERVIEW:** In order to become a confident writer in the AP Language and Composition class, you MUST have a diverse background in current events and societal issues of our day and time as well as times past. You will also hear this over and over next year, but ALWAYS remember—*Everything is an argument.*

***THE ASSIGNMENT:** The purpose of this assignment is to look closely at how language connects author, purpose, and audience. My goal is to have you look closely at a single topic and recognize how **different** authors use language in different ways to persuade their audience to take different action on the same topic (how authors try to manipulate their audience with language).

1. Choose your current event topic (start by considering broad topics—for example: **Censorship**)—see attached list for more suggestions
2. Research your topic to narrow it down to a more specific topic (for example: The broad topic of “Censorship” would become “**The controversy of censoring certain books in schools**”)
3. Choose **five artifacts**. Choose articles from **credible news sources** (see attached list for suggestions). Include the following texts (artifacts):

- TWO news articles
- ONE Opinion-Editorial (Op-Ed) or Editorial
- ONE Political Cartoon or Comic Strip or Print Advertisement or Picture Drawn/Painted by a Famous Artist (all of these are visual texts)
- ONE artifact that **poses** a counterargument to your topic (can be any type of the aforementioned texts)

****All of these artifacts are about your chosen topic, but by five DIFFERENT authors**

4. Print a copy of each of the artifacts that you have selected. DO NOT cut and paste the articles into WORD documents, but print the article the way it appears on the computer screen. **Use the print option, if available.**
5. Thoroughly annotate each article. (There is a list of twelve steps for annotation guidance, as well as an example of an annotated Op-Ed and an annotated visual text attached.)

6. Writing Assignment—for each of the five artifacts, you will be creating written analysis responses which include the following:

- **Part One—Citation in MLA Format:**
 - Create a citation for each artifact. This should be at the top of each analysis.
[Use OWL Purdue Website, easybib.com, or Citation Machine for help (see attached example)]
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- **Part Two—Analysis:**
 - Use S.O.A.P.S.Tone strategy for all written texts—these are the rhetorical concepts you’re writing about for each written argument (see example for guidance):
 - **NOTE:** You won’t be able to answer each of these question for each artifact, but be as thorough as possible with your written responses.
 - **SPEAKER:** *Is there someone identified as the speaker? Can you make assumptions about this person? You have the opportunity to look the author’s background up—this may help you in completing this portion of the analysis. What class does the author come from? What political bias can be inferred? What gender? Is the speaker reliable?—how do you know (ethos, logos, pathos, education, career, etc.)*
 - **OCCASION:** *What may have prompted the author to write this piece? What event led to its publication or development? Context?*
 - **AUDIENCE:** *Does the speaker identify an audience? What assumptions can you make about the audience? Is it a mixed group in terms of race, politics, gender, social class, relation, etc? Who was the artifact created for? Does the speaker use language that is specific for a unique audience? Does the speaker evoke Nation? Liberty? God? History? Hell? Does the speaker allude to any particular time in history, such as ancient times?*
 - **PURPOSE:** *What is the speaker’s purpose (goal)? In what ways does the author convey this message? What seems to be the emotional state of the speaker? How is the speaker trying to spark a reaction in the audience? How is this document supposed to make one feel?*
 - **SUBJECT:** *What is the subject of the piece? How do you know this? How has the subject been selected and presented by the writer?*
 - **TONE:** *What is the author’s attitude toward the subject? How is the writer’s attitude revealed? What words or phrases show the speaker’s*

- Use OPTIC strategy for all visual texts—these are the rhetorical concepts you’re writing about for each visual argument (see example for guidance):
 - **O**—write a brief **overview** of the image: in one complete sentence, what is this image about?
 - **P**—key in on all of the **parts** by noting any details that seem important. This can be anything: color, figures, textures, scenery, groupings, shadings, patterns, numbers, placement, labels, etc. Write down ANY elements or details that seem important. What do they suggest individually?
 - **T**—use the **title** (if available) to clarify the subject of the image. Consider both literal and metaphorical meanings.
 - **I**—specify the **interrelationships** in the image. In other words, how are the parts related? How are the parts meant to reach the reader emotionally or logically? Make sure to explain why you believe your answer without saying “I believe.”
 - **C**—write a **concluding** sentence about the image as a whole. Think about how the parts of the image combine to present an argument to a specific audience.

****FORMATTING:**

- Type each response and use Times New Roman, 12 pt. font
- Use MLA format (with proper heading) and create an MLA citation for each artifact and include it at the top of each response (5 separate sheets of paper for the analytical response)
- Attach your annotated artifact to the BACK of the appropriate response
- EVERYTHING should be organized in an neat, orderly fashion to turn in

****Make a copy of your assignment (including annotated artifacts)—head to KINKOS. You will turn in the original product to me on the first day of school/class, Monday, August 15 and keep the copy for yourself. We will be using this assignment the first week of class, hence why you need a copy for yourself.**

****I WILL NOT ACCEPT LATE ASSIGNMENTS! There are NO exceptions! Failure to complete this assignment in its entirety will put you drastically behind from the beginning of the year. It also sets the tone for the class. DO NOT DO THIS TO YOURSELF!**

7. You will also be asked to follow the 2016-2017 EPHS AP Lang Twitter Page—I will post information, helpful hints, extra credit, etc. throughout the year for you on this page. It's **IMPERATIVE** that you follow. *I will suggest news sources to follow, and use the credible news sources list attached as good Twitter pages to follow. I will explain the importance of reading news sources on the first day of class.*

**** OUR CLASSES' TWITTER PAGE: @mwhiteaplang**

***Please find that handle, and follow me. I will track followers throughout the summer and by the end of the first week of school, you MUST be following (it is a grade).**

****I do NOT follow you—you just follow me!**

If you have questions throughout the summer, do not hesitate to email me: whitem@epcusd401.org.

Have a great summer! ☺

POTENTIAL TOPICS--21st Century Issues

Activism	Affirmative Action	Antibiotic Resistance
Arsenic in Drinking Water	Bioethical Issues	Birth Control
Death Penalty	Capitalism	Capital Punishment
Censorship	Child Injury Deaths	Children's Internet Protection
Freedom of Religion	Gender Issues	Gender & Sexism
Global Issues	Global Warming	Globalization (economic)
Gun Control	Hackers	Health Care Reform
Holocaust	Identity Theft	Immigration
Racism	Right to Die/Euthanasia	Sex Education
Sexual Orientation	Sexual Victimization	Modern Day Slavery
E-Cigarettes	Social Security	Social Media
Tobacco Control	US Political Prisoners	US Patriot Act
College/Higher Education	Teen Drinking	Teen Pregnancy
Consumer Health	Democracy as Class Struggle	Domestic Violence
Drug War/Legalization	US Economy	Internet Issues
Manipulation of Media	National Issues	Nuclear Issues
Governmental Spies	Poverty	Police Brutality/Killings
Welfare	Standardized Testing	Violence against Women
War Crimes	Who Owns America?	Women's Issues & Studies
Genetic Engineering	Terrorism	Life on Mars
9/11 Terrorist Attack	Illegal Immigration	War on Iraq
Doping in Sports	Betting in Sports Games	Fascism
	Environmental Health	

****Remember, take the broad topic and research it to narrow it to a specific topic (where you can find artifacts about a specific issue within the broad topic. Example—Take the broad topic of censorship and narrow it down to focusing on the controversy of censoring certain books in schools. I would then find two news articles about this topic, one Op-Ed about this topic, one visual text about this topic and one artifact that could be used as a counterargument to the topic.)**

CREDIBLE (POTENTIAL) NEWS SOURCES

****Below are major news organizations that would be considered credible news sources for gathering articles and information. Many of these sites offer a “printer friendly” option:**

CNN: www.cnn.com

ABC News: www.abcnews.go.com

MSNBC News: www.msnbc.msn.com

CBS News: www.cbsnews.com

WGN News: wgntv.com

Chicago Tribune: www.chicagotribune.com

Chicago Sun-Times: www.suntimes.com

Newsweek: www.newsweek.com

Time: www.time.com

USA Today: www.usatoday.com

The New York Times: www.nytimes.com

National Public Radio: www.npr.org/sections/news

BBC News: www.bbc.co.uk/news

Wall Street Journal: online.wsj.com/home-page

The Washington Post: www.washingtonpost.com

Reuters: www.reuters.com

LA Times: <http://www.latimes.com/>

TWELVE WAYS TO MARK UP AN ARTICLE

****Reading nonfiction is a fantastic way to gain knowledge. With articles, one can learn new techniques, gain new skills, and learn from experienced writers. There are many different ways to read articles and just as many ways to remember their salient points. One of the most effective ways to get the most out of an article 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 text.**

****WHAT NOT TO DO:**

1. 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 pens to do the job.
2. 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.
3. 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:**

4. Mark the text with a pencil, pen, or even better, a colored fine-tipped pen—Remember, you are not highlighting, you are writing.
5. Underline the topic sentence in a passage—remember, each paragraph has one topic sentence. The rest is supporting information and examples.
6. Use codes—flag text with codes (for example—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). Feel free to create your own personal coding. **Please note that on the annotated example the coding is my own, not what's mention in this step.**
7. Write the passage topic in the margin as a reminder—just a word or two.
8. 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.
9. Circle new and unfamiliar words—look them up and define them in the selection.
10. Add your or other writers' perspectives in the margins—other writers have surely written on the same subject. What do they say? Do they agree with this writer? If not, what do they say? Add these ideas to the margins. (Make connections)
11. Draw arrows to related ideas—or unrelated ideas.....
12. 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.**

Maggie White

Ms. White

AP Language

17 Apr 2016

Niman, Nicolette Hahn. "America's Good Fight." *Los Angeles Times* 9 Jan 2011: Op-Ed. Print.

Nicolette Hahn Niman is a rancher in Bolinas, CA, and the author of *Righteous Porkchop: Finding a Life and Good Food Beyond Factory Farms*. She wants a broad audience for her message, so she wrote a book and submitted this editorial to the *LA Times* (not a local paper). She is a wife, mother, member of a diverse family, generally open-minded as she entertains her mixed family's opinions, and she presents a positive, balance view.

In the article, "America's Good Food Fight," Niman's family is discussing the topic of affordable, healthy food during a holiday dinner. Members of her family have varied opinions. Topics of sustainable farming and poor economy have been in the news lately. Niman's audience would be readers of the *LA Times* Op-Ed pages—generally middle to upper classes, Southern California residents and visitors, college-educated (or well-educated), and those interested in current events and opinions.

Niman's purpose is to show the reader that sustainable farming can produce plentiful food for the world without damaging the environment. Niman convinces the reader that agribusiness carries large, long-term and hidden costs, including cost of government subsidies, ecological expense of transporting the foods, loss of family farms, increased use of chemicals (long-term resistance and health problems), and negative impact on dumping subsidized goods on the economies of third-world countries (destruction of their farming system). She wants people to "push for public policies that will help bring good, wholesome food" to everyone, not through huge agribusiness companies.

Sustainable farming seems expensive to the consumer, and agribusiness provides what appears to be cheaper food everyone can afford. Agribusiness has unseen costs that will negatively impact people and the environment long term. Government policies favor big agriculture, which the author says must change.

Niman starts out friendly and family-oriented as she describes her family's holiday dinner. She shows how open-minded she is in describing a very mixed family. She provides that counterargument first, summarizes it, and then provides evidence why it is not accurate. She remains friendly, caring, balanced and rational, all the while providing the reader with quotations from other experts to bolster her argument. She ends with a positive reminder of family. Niman is quietly passionate and positive, but impatient about progress.

Lundeberg, Helen. *Double Portrait of an Artist in Time*. 1935. Smithsonian American Art Museum, Washington, DC. Print.

This is a painting of a toddler holding a flower and sitting at a table that has a long piece of paper and a clock on it. Behind her is a tall shadow that connects her with a painting of a woman on the wall.

Child is center; she is smiling and captivating; she is also seated at the table. There is a flower (white) placed on the table and lying on its side. It has a long stem. The clock is brass and white; it's on the table top. The paper is white and also on the table top; it's draping, long, and under the child's arm. The rug is white and centered as well. The painting is dark and behind and above the child on the wall. The dull woman in the painting looks melancholy, middle aged, and is placed on the right edge of the portrait. There is a red flower in the painting, lying on its side, and behind the woman's arm. The black/gray shadow is on the wall and seems ominous and seems to connect the child to the painting.

The title of the painting is *Double Portrait of the Artist in Time* by Helen Lundeberg. The images and interrelationships are many. The child and woman are the same person. The clock shows the passage of time from new and operational to broken and falling apart. The clock may represent newness of youth and frailty of age. The attitudes on their faces represent naivety of youth to the cares/realities of adulthood. The child represents how you begin and the adult represents who you become. There is the difference between optimism and pessimism. The shadow may be who we become through the passage of time.

The argument being made in the artistic piece is that the experiences of adults show the wear of life as opposed to the open naivety of youth. While age and experience can bring sorrows and burdens and do away with the innocence of youth, it also brings wisdom and knowledge. The joy and beauty of innocence is timeless, but time paints its own portrait, as one grows older. While youth is open to limitless, bright possibilities, sometimes time can't be prevented from running out before everything is experienced.