1. **Read and annotate** *The Immortal Life of Henrietta Lacks* by Rebecca Skloot (annotation tips are noted below, “A”). **Be prepared for a quiz on your reading during the first week of classes.**

2. **Summer Reading Assignment** (due Monday, August 26 at the start of class — type and print your work):

   Consider the motifs and themes presented in the text and how they connect to current event issues (see sample list below, “B”). Choose an excerpt within the text, which highlights the issue—the excerpt should be no more than 10 pages long and at least 4.

   a. Thoroughly annotate your excerpt.

   b. Complete SOAPStone analysis (see example, “C”)

   - **Speaker**: Is there someone identified as the speaker? Can you make some assumptions about this person? What class does the author come from? What political bias can be inferred? What gender? Is the speaker reliable?

   - **Occasion**: What may have prompted the author to write this piece? What event led to its publication or development?

   - **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 document 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? The industrial Revolution? World Wars? etc.

   - **Purpose**: What is the speaker’s purpose? 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 you 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 tone?

   (NOTE: You will be doing a project during the first three weeks of school that will elaborate upon this issue and how the excerpt parallels ideas within current texts. Therefore, choose wisely.)
The information below will help you complete your summer reading assignment. Please read this information before you begin work.

A. Annotation Tips

Twelve Ways To Mark Up An Article
Reading non-fiction articles 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 an article.

What Not To Do
1. Don’t only 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.
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, colored fine-tipped pens – 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 (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). Feel free to create your own personal coding.
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 writer’s 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 in the margins.
11. Draw arrows to related ideas – Or unrelated ideas…
12. Summarize – Add your own summary after the last paragraph. That simple exercise will crystallize your thinking on the topic. If you can’t write it, you don’t understand it.

B. Potential Topics – 21st Century Issues: You are NOT limited to the topics on this list. (List continues on next page.)

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<td>Child Injury Deaths</td>
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<td>College/Higher Education</td>
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<td>Biased v. Unbiased News</td>
<td>Capitalism and Farming</td>
<td>Consumer Health</td>
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C. EXAMPLE of a SOAPStone Analysis:


Speaker/Writer: Nicolette Hahn Niman is a rancher in Bolinas, Calif., 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 to the *LA Times* (not a local paper). She is a wife, mother, member of a diverse family, generally open-minded (entertains mixed family), and presents a positive, balanced view.

Occasion: Niman’s family was discussing the topic during holiday dinner, and members have varied opinions. Topics of sustainable farming and poor economy have been in news lately.

Audience: Niman’s audience would be readers of *LA Times* Op-Ed pages – generally middle to upper classes, Southern California residents and visitors, college-educated (or well educated), interested in current events and opinions.

Purpose: Niman shows the reader that sustainable farming can produce plentiful food for the world without damaging the environment. Niman convinces 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.

Subject: 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.

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