

## STEM Senior English- Summer Reading Assignment

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The five short selections you will read before class begins in July will introduce you to just a sampling of the genres of non-fiction texts that will be read during the coming year. It is not all inclusive. We will also read examples of types of writing projects we will be learning. However, you will be required to complete a research project, and the summer reading provides a taste of the types of works that could be used in research.

You will need to annotate your reading. There are instructions for annotating non-fiction attached. You may print out the piece and physically annotate it, or you may annotate electronically if you have that capability.

You will also be required to develop the rhetorical triangle for each piece. There is also an attachment that explains the rhetorical triangle. This is the foundation of critical rhetorical analysis, and the first element of the curriculum that you must grasp.

Your annotations and rhetorical triangles of the five pieces are due the first week of class.

Questions? Contact Dr. Rockwell at Rockwell.susan@cusd80.com. Please put "summer reading" in the subject line of your email.

### Reading Selections

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1. Excerpt from The Immortal Life of Henrietta Lacks (Medical ethics)

<https://www.npr.org/2010/02/01/123234261/excerpt-the-immortal-life-of-henrietta-lacks>

2. Excerpt from Hidden Mirrors (American space history)

<https://www.sciencefriday.com/articles/hidden-figures-excerpt/>

3. Expert Systems (Technology)

You will need Adobe Acrobat to access the link from my web page or you may access at Gale Science in Context through the Chandler Library at

[http://go.galegroup.com.lib.chandleraz.gov/ps/retrieve.do?tabID=Reference&resultListType=RESULT\\_LIST&searchResultsType=SingleTab&searchType=BasicSearchForm&currentPosition=4&docId=GALE%7CCV2642250156&docType=Topic+overview&sort=Relevance&contentSegment=&prodId=SCIC&contentSet=GALE%7CCV2642250156&searchId=R1&userGroupName=chandler\\_main&inPS=true](http://go.galegroup.com.lib.chandleraz.gov/ps/retrieve.do?tabID=Reference&resultListType=RESULT_LIST&searchResultsType=SingleTab&searchType=BasicSearchForm&currentPosition=4&docId=GALE%7CCV2642250156&docType=Topic+overview&sort=Relevance&contentSegment=&prodId=SCIC&contentSet=GALE%7CCV2642250156&searchId=R1&userGroupName=chandler_main&inPS=true)

4. Allen Newell, Biography (Biography)

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[http://go.galegroup.com.lib.chandleraz.gov/ps/retrieve.do?tabID=Reference&resultListType=RESULT\\_LIST&searchResultsType=SingleTab&searchType=BasicSearchForm&currentPosition=4&docId=GALE%7CCV2642250156&docType=Topic+overview&sort=Relevance&contentSegment=&prodId=SCIC&contentSet=GALE%7CCV2642250156&searchId=R1&userGroupName=chandler\\_main&inPS=true](http://go.galegroup.com.lib.chandleraz.gov/ps/retrieve.do?tabID=Reference&resultListType=RESULT_LIST&searchResultsType=SingleTab&searchType=BasicSearchForm&currentPosition=4&docId=GALE%7CCV2642250156&docType=Topic+overview&sort=Relevance&contentSegment=&prodId=SCIC&contentSet=GALE%7CCV2642250156&searchId=R1&userGroupName=chandler_main&inPS=true)

## 5. Vaccinations (Science)

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[http://go.galegroup.com.lib.chandleraz.gov/ps/retrieve.do?tabID=Reference&resultListType=RESULT\\_LIST&searchResultsType=SingleTab&searchType=BasicSearchForm&currentPosition=2&docId=GALE%7CJB SRTS383495315&docType=Topic+overview&sort=Relevance&contentSegment=&prodId=SCIC&contentSet=GALE%7CJB SRTS383495315&searchId=R3&userGroupName=chandler\\_main&inPS=true](http://go.galegroup.com.lib.chandleraz.gov/ps/retrieve.do?tabID=Reference&resultListType=RESULT_LIST&searchResultsType=SingleTab&searchType=BasicSearchForm&currentPosition=2&docId=GALE%7CJB SRTS383495315&docType=Topic+overview&sort=Relevance&contentSegment=&prodId=SCIC&contentSet=GALE%7CJB SRTS383495315&searchId=R3&userGroupName=chandler_main&inPS=true)

# How to Annotate a Reading Assignment

Reading comprehension requires you to connect with the reading assignment. Marking and annotating the text gets you to engage and interact with it in a physical way. Your pencil, pen and highlighter are terrific tools you can use to improve reading comprehension and remember the assigned text. Get the most out of a reading assignment by marking it up!

\* A good rule of thumb is to mark about 15 percent of the text.

**Suggestions for annotating:** Remember that you can develop your own style of annotation! Do what works for you! You need to be able to go back and USE the annotations for reference and review.

1. **Circle** unknown and unfamiliar words as you read. You may need to come back and reread the sentences before and after the word to get at the meaning of the word. Write a brief definition in the margin when you grasp it.
2. **Underline, highlight or circle** sentences that provide you with definitions of key terms. Write "Def" in the margin so you can locate the definition quickly.
3. **Mark an X or an asterisk** next to a sentence that provides an important example or a main topic.
4. **Draw a question mark** beside a point that is confusing. You may need to research this further or ask your instructor about it.
5. **Place a check or star** next to important passages. This is a good practice when taking a test that requires you to read a passage, because the questions that follow the reading will most likely refer back to these main points.
6. **Make notes** to yourself in the margins. As you read, write any questions or comments that crop up in your mind in the margin next to the passage. Use these annotations in class discussions, essay writing or exams.
7. **Color code!** When you use different colored post-its, pens or symbols to differentiate ideas, using your annotations for review is so much easier!

## A Second Set of Annotation Suggestions:

As you work with your text, consider all of the ways that you can connect with it. Here are some suggestions that will help you with your brainstorming.

- Vocabulary—define words or slang; make them real for us; explore why the author would have used those words.
- Make connections to other parts of the book. Don't be afraid to use quotes—just use MLA style.
- Make connections to other visual and graphic material, such as movies; comics; news events; and books, stories, plays, poems, and so on that you have read.
- For visual connections, include the artwork, photo, or drawing in the footnotes (don't just describe it).
- Rewrite, paraphrase, or summarize a particularly difficult part of the text.
- Make connections to your life.
- Give the historical context of situations described.
- Give an explanation of the text for clarity.
- Give an analysis of what is happening in the text.
- Do research on the Internet to see what others are saying about the text.
- Challenge yourself: Find some literary criticism on the author or text.

# Annotating Non-fiction

## Pre-reading

1. Circle the title and consider what it means by asking a question about the title.
2. Identify information about the author, source, and publication date.
3. Skim through the piece and turn all subheadings into questions.
4. Circle all unusual text features and read any post-reading questions.
5. Identify the topic/subject and WRITE anything you already know about the topic and anything you want to know about the topic.

## During reading

1. Read everything without marking the text.
2. Read again and mark the text.
3. Identify and underline the thesis (if this document has one)
4. Highlight any:
  - parallel structure,
  - repetition,
  - restatement, and
  - rhetorical questions
5. Underline signal/cue words that help you identify the text structure:
  - cause and effect,
  - compare and contrast,
  - chronological
  - problem solution
6. Answer questions you created from any subheadings
7. Put parentheses around vocabulary
8. Write in the margins:
  - Summary of paragraphs
  - Predictions of what you think might be coming
  - Formulate opinions (agree or disagree with the author)
  - Make connections to anything: other texts, dates, opinions, people, etc.
  - Identify and analyze the author's
    - a. point of view (narrator's perspective)
    - b. tone (attitude toward subject)
    - c. diction (style of speaking and word choice)
    - d. syntax (sentences and their patterns)

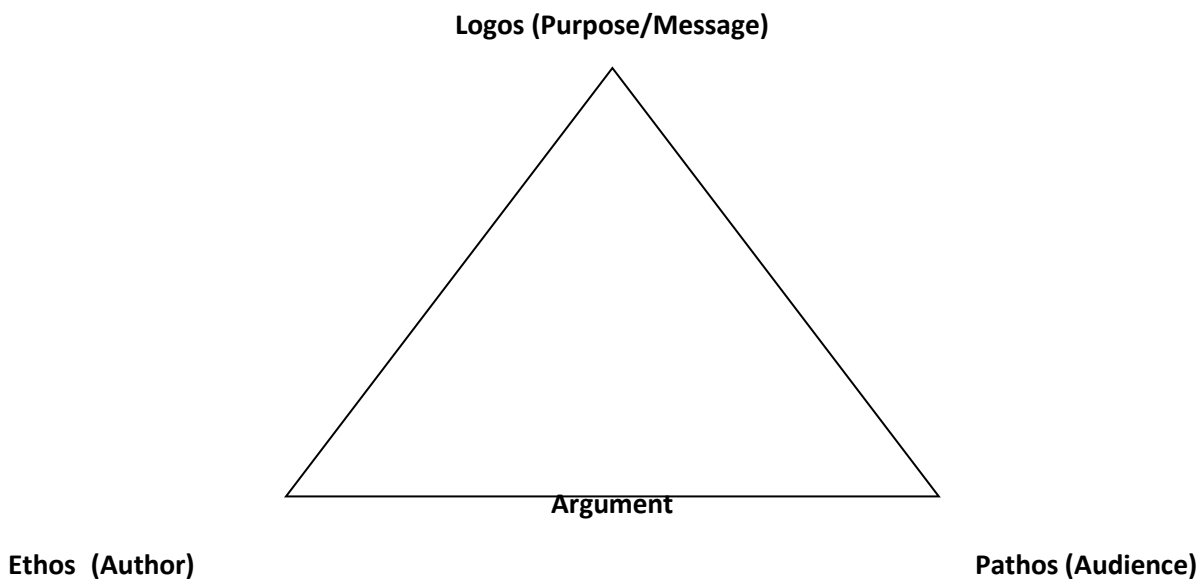
## After Reading

1. Complete this statement, "The author's purpose for writing this is..."
2. If you can't answer author's purpose questions, go back and reread the introduction and conclusion.
3. Go back to the title and answer your question and reflect on the significance of the title.

# The Rhetorical Triangle

## And Persuasive Appeals

Three important elements come into play when developing **any kind of argument**. These are illustrated by the rhetorical triangle and the persuasive appeals:



**Logos: Rational or Logical Appeals.** Appeal to logical reasoning ability of the audience through use of facts, case studies, statistics, experiments, logical reasoning, analogies, anecdotes, authority, etc. Are writer's claims reasonable? Is there sufficient evidence to support those claims? Does the speaker make logical conclusions? Does he/she talk about counter-arguments, other opinions or points of view?

**Pathos: Emotional Appeals.** Appeal to beliefs/feelings of the audience. An appeal of pathos can move an audience to anger or tears as a means of persuasion. May attempt to invoke particular emotions such as fear, envy, patriotism, lust, etc. Or, an appeal of pathos may stem from shared values between the author and the audience, or from an argument that caters to an audience's beliefs.

**Ethos: Ethical Appeals.** Appeal based on the character, and/or position of the speaker. This kind of appeal gives the audience a sense of the author as competent/fair/an authority figure. Such an appeal may highlight the author's trustworthiness, credibility, reliability, expert testimony, reliable sources, fairness, celebrity, etc.

## Using the Rhetorical Triangle to Analyze

When you analyze any type of communication, whether it is written or visual, it is important to remember the rhetorical triangle. Ask yourself: **Who is the author?** How is the author trying to represent himself/herself? **What is the purpose** (also known as the message) and how is that coming across? Is the argument logical/emotional? **Who is the intended audience?** Is the argument having its desired effect on those it is directed towards?

### The Author

- Who is the author? Is it a company trying to sell you a product or a service, a public organization seeking to inform you about its policies, a politician trying to win your allegiance, an interest group or media member trying to change your opinion about an issue? Other?
- What is the **ethos** (general credibility) of the author?
- What is the author trying to accomplish?

### The Purpose/Message

- What is the simple message of the piece? What is the major point of the article or essay? What product is the ad trying to sell? What is the subject of the movie/TV show?
- What is the true message of the media? Are there any hidden meanings the audience is intended to observe? Do any connotations come to mind when you view the media?
- How is the message presented? In an advertisement, what is the layout? What images, text appear, etc.? If it is a TV Show or movie, who are the characters? What is the setting, etc? If an article, essay, or other written communication, where was it published? What is the bias of that publication?
- When was the communication produced?

### The Audience

- Who is the targeted audience? What individuals/group of individuals is/are intended to receive the message?
- Is the media having the desired affect on the targeted audience? Are the logical/emotional/ethical appeals working? Is the audience being persuaded to buy what the media/advertiser/authors are selling? If yes, why? If not, why not?
- If the desired message comes across effectively, might there be any consequences for the audience? For society as a whole?