

# CCS High Summer Reading 2025

## Advanced Placement (AP) Language & Composition

---

### Required Reading – Non-fiction

- *They Say, I Say Say* by Gerald Graff and Cathy Birkenstein, Third Edition with 2016 MLA Update. ISBN: [0393617440](#) **You need to purchase this book. Used books are fine.**
- *Short Takes: Model Essays for Composition* by Elizabeth Penefield Ninth Edition (You are reading two essays from this book, which are included in this packet. **You do NOT need to purchase this book.**)

📌 **These assignments are due the first full day of school, Thursday, July 31, 2025.**

📌 **If you choose not to do these summer assignments, you will receive zeroes and be removed from the class.**

**STEP ONE: Fiction – Choose ONE of the following novels to read.** – There are no questions or study guides; just read the book. **You will be tested (or given a project that will count as a test grade) on your novel the first week of school.**

- *The Grapes of Wrath* by John Steinbeck
  - *The Invisible Man* by Ralph Ellison
  - *Huckleberry Finn* by Mark Twain
  - *The Scarlet Letter* by Nathaniel Hawthorne
  - *The Heart of Darkness* by Joseph Conrad
  - *Fahrenheit 451* by Ray Bradbury
  - *The Great Gatsby* by F. Scott Fitzgerald
  - *Cold Sassy Tree* by Olive Ann Burns
  - *Their Eyes Were Watching God* by Zora Neale Hurston
- 

### **STEP TWO**

- 1) Read the preface, introduction, and pages 1-138 of *They Say, I Say*
- 2) Complete the following exercises in the book; **label each exercise by the title of the chapter and page number. The exercises must be typed. Please adhere to MLA formatting.**

NOTE: You must answer all questions in complete sentences and use MLA citations where needed.

- |                             |                        |
|-----------------------------|------------------------|
| ● Ch 1: All                 | ● Ch 6: Exercise 1     |
| ● Ch 2: Choose one exercise | ● Ch 7: Both Exercises |
| ● Ch 3: Exercise 1          | ● Ch 8: Exercise 1     |
| ● Ch 4: Exercise 1          | ● Ch 9: Exercise 1     |
| ● Ch 5: All                 | ● Ch 10: All Exercises |

**STEP THREE: Read the following essays from *Short Takes: Model Essays for Competition*.**

- ☐ “Guest Workers and the U.S. Heritage” by Jay Bookman
- ☐ “We Don’t Need Guest Workers” by Robert J. Samuelson

**STEP FOUR: Complete a SOAPStone chart for each one of these readings (see attached).** The chart, as well as instructions for completing it, is included in this document. These assignments should be completed in your own handwriting.

**REMEMBER:** When you complete a SOAPStone analysis, you must carefully consider each element and **provide a complete explanation as well as ample evidence.** The explanation needs to be written in complete sentences and fully developed. FILL each section of the chart. This means two or three words per section just won't do.

## SOAPSTone Strategy for Reading and Writing

*adapted from <http://www.jerichoschools.org/hs/ap/SOAPSTone.pdf>*

The process of analysis and composition requires the understanding that a good piece of writing requires careful planning. Each part of the written work is integral and, when combined with other parts in subtle or complex ways, creates an overall, effective piece that communicates something of value to the reader. It is our goal to recognize each important part of the writing that we study this year, with the hopes that we will begin to incorporate such techniques in our own writing so that it may be most effective.

**SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone)** is an acronym for a series of questions that a reader must answer (with evidence from the written composition) to prepare a written analysis of a piece. Writers, too, must ask and answer these questions as they prepare to compose an effective work of prose.

### **What is the Subject?**

What is the general focus of this piece? This should be stated in a few words or phrases. **How** do you know?

### **What is the Occasion?**

What is the context or **time and place** that may have prompted the writing? What is the “larger” occasion (i.e., an environment of ideas or emotions based on the war in Iraq) or the “immediate” occasion (i.e., an event or situation that triggers a response such as the tsunami tragedy) that influenced the writer to respond? **How** do you know?

### **Who is the Audience?**

Who does the author intend to address in this piece? Is it one specific person, a targeted group, or a general audience? **How** do you know?

### **What is the Purpose?**

What is the author trying to argue? What does he want his audience to feel or experience? In a sense, what is the author’s reason for writing this piece? **How** do you know?

### **Who is the Speaker?**

What is the **voice** that is being presented? **Who** is this person who is narrating, describing, or arguing? **How** do you know this information?

### **What is the Tone?**

What is the attitude that this author presents about his subject toward his audience? How does the tone contribute to greater meaning in the piece? **How** is it achieved?

**Note:** *It is important to notice the repetition of “how” in each of the categories above. To answer each question of “how,” the reader is forced to go back to the text to find ample proof to support the answer. This is extremely helpful in the analysis of a text. If one were to use the same set of questions in the preparation of **writing a text**, those answers become the plan a writer constructs to create greater meaning to the essay. If a writer is forced to reflect and answer the “hows” before constructing an essay, he or she will most likely produce a more organized, effective essay.*

**Work "Guest Workers and the U.S. Heritage"****Author**

|                 | <b>Your Explanation / Analysis</b> | <b>Evidence to Support Your Explanation</b> |
|-----------------|------------------------------------|---|
| <b>Subject</b>  |                                    |   |
| <b>Occasion</b> |                                    |   |
| <b>Audience</b> |                                    |   |
| <b>Purpose</b>  |                                    |   |
| <b>Speaker</b>  |                                    |   |
| <b>Tone</b>     |                                    |   |

Work "We Don't Need 'Guest Workers'"

Author \_\_\_\_\_

|                 | Your Explanation / Analysis | Evidence to Support Your Explanation |
|-----------------|-----------------------------|--------------------------------------|
| <b>Subject</b>  |                             |                                      |
| <b>Occasion</b> |                             |                                      |
| <b>Audience</b> |                             |                                      |
| <b>Purpose</b>  |                             |                                      |
| <b>Speaker</b>  |                             |                                      |
| <b>Tone</b>     |                             |                                      |

## Mood, Tone, Attitude Words

Source: [http://chs.ceres.k12.ca.us/deptmts/english/mood\\_tone\\_words.htm](http://chs.ceres.k12.ca.us/deptmts/english/mood_tone_words.htm)

This information might help you to fill in the Tone section of your SOAPSTone charts.

One main type of question asked on reading comprehension passages entails identifying the mood, tone, or attitude expressed in a passage. It is important to know what the words mood, tone, attitude mean, and what words describe mood, tone, and attitude. Often the answers are two-word answers; in this case, both words must be accurate for the choice to be the correct one.

|                          |                             |                           |
|--------------------------|-----------------------------|---------------------------|
| sympathetic              | restrained                  | cautious                  |
| apathetic                | aloof                       | satirical                 |
| candid                   | bitter                      | loathing                  |
| sardonic                 | dispassionate               | contemptuous              |
| sentimental              | threatening                 | amused                    |
| prosaic                  | analytical                  | condescending             |
| pragmatic                | ambivalent                  | patronizing               |
| tentative                | ironic                      | defensive                 |
| disinterested            | uninterested                | disguised irony           |
| cautious speculation     | dramatic revelation         | philosophical resignation |
| weary resignation        | unqualified endorsement     | apologetic approval       |
| analytic objectivity     | tolerant acceptance         | grudging admiration       |
| unalloyed suspicion      | gentle mockery              | loft indifference         |
| excited enthusiasm       | indulgent tolerance         | fascinated curiosity      |
| cautious skepticism      | disapproving dismissal      | politically offensive     |
| delightfully sentimental | morally admirable           | carelessly irrelevant     |
| deep despair             | pretended indifference      | casual indifference       |
| calm assurance           | apprehensive resolve        | excited expectation       |
| unqualified appreciation | fundamental dissatisfaction | apathetic acceptance      |
| violent indignation      | apologetic regret           | self-righteous pomposity  |
| awe-struck fascination   | affectionate delight        | momentary doubt           |
| solemn apprehension      | flippant sarcasm            | skeptical suspicion       |
| aloof disinterest        | sentimental regret          |                           |

page writer. His columns appear on the editorial page twice weekly and are carried by other papers as well. His interests range from national and state politics to technology and the environment, the latter leading to his book *Caught in the Current: Searching for Simplicity in the Technological Age* (2004). Bookman's work has earned him recognition from various environmental groups such as the Wilderness Society and the National Wildlife Federation, and he has also received the Aldo Leopold Award, as well as the Scripps Howard and National Headliner awards. For his editorial work, he won a Eugene Pulliam Fellowship from the Society of Professional Journalists. The essay below appeared in the *Austin American-Statesman* on April 4, 2006.

**What to Look For** When you think about an issue that you want to take an argumentative stand on, you might try the approach that Bookman uses: analyzing the problem and the possible solutions. He discusses various solutions others have proposed, finds them unsatisfactory, and concludes with his own.

1

2

3

4

If the American people decide that 12 million illegal immigrants should be removed and sent back home, fine, we can try to do that. The process would be hard and expensive and brutally inhumane at times, and it could never be entirely successful. But if we hardened our hearts and emptied our wallets, we could probably come somewhat close to achieving that goal.

Of course, banishing those millions from our borders would also mean that we would do without the labor they now provide in industries from construction to hotels and restaurants to agriculture to food processing. Some Americans—generally the most rabid and extremist among us—are ready to make that deal anyway, and there are politicians in Washington willing to pander to that crowd, at least in theory.

Others, however, are trying to find a way to retain the labor that illegal immigrants provide without offering them the right to live here permanently, let alone the right to pursue citizenship. It's an effort to solve a politically tough problem by cutting the baby in half, placating anti-immigrant fervor without denying American business the cheap, docile work force it relies upon.

## Guest Workers and the U.S. Heritage

Jay Bookman

*Jay Bookman holds degrees in history and journalism from Pennsylvania State University. After writing for newspapers in Washington, Nevada, and Massachusetts, he joined the staff of the Atlanta Journal-Constitution and is now that paper's deputy editorial*

5 That is in essence the proposal championed by President Bush, who advocates "legalizing" millions of immigrants now here illegally, but only on a temporary basis. After working several years, the temporary "guest workers" would be forced to return to their home countries to be replaced by new temporary workers.

6 That proposal has been condemned by extremists—most of them in Bush's own party—as offering "amnesty" to those who broke the law in coming here, as if punishment were more important than solving the problem. The more serious problem with that approach is practical; it assumes that workers will return home once their legal status has expired, and that's unlikely to happen.

7 It's also important to think about the guest worker approach in moral terms, in terms of the values that we claim to honor as Americans.

8 Under a guest worker policy, we will let the immigrants come here by the millions, but only temporarily. We will let them mangle their hands in our poultry plants and salt our farmlands with the sweat off their brows and break their backs at our construction sites and raise our children as nannies and clean our homes as maids, all at cut-rate wages.

9 But we will not allow them to dream—for themselves or their children—of sharing in the future they help to build here.

10 In other words, we are willing to let them serve us but not join us; they must by law be held apart and beneath us. We will import them to serve as a perpetually rotating servant class, and we will do so even while pretending to still honor that most American of principles, "that all men are created equal."

11 That system of second-class citizenship—far from slavery, but far from the full range of human rights as well—has precedent in American history. In colonial times, more than half of those who immigrated from Europe came here not as free people but as indentured servants.

12 In return for the cost of passage to the New World, they agreed to be legally bound to an employer for a number of years, unable to marry without permission and with no say over where they lived or how they worked. They could even be sold to another boss.

13 But even back then, when the period of bonded indenture ended—usually after seven years—the servant was freed and allowed to take his or her place as a full citizen.

14 In reality, there is nothing all that complicated about drafting a practical, humane policy on illegal immigration. It would have three basic components:

- Tighter border security, to cut off as much as possible the supply of illegal workers coming into this country;
- Much more effective enforcement against illegal employers, to reduce as much as possible the demand for illegal workers;
- A way to deal effectively and humanely with the illegal immigrants already here.

15 Any proposed solution that does not include all three components is neither workable nor serious. But in a consideration that is just as important, any proposal that condemns millions to a permanent mental class, even while profiting from their labor, is beneath us as a country and a betrayal of all we are supposed to represent.

# We Don't Need 'Guest Workers'

Robert J. Samuelson

*Any time you pick up Newsweek, you will see Robert Samuelson's regular column on economics, but before joining the magazine in 1984, he was a reporter for the Washington Post and still contributes a column to that newspaper, one that also appears in the Los Angeles Times and the Boston Globe. There's hardly a journalism award that he hasn't won: the John Hancock Award for Best Business and Financial Columnist (1993), Gerald Loeb Award for Best Commentary (1993 and 1986), National Headliner Award for Feature Column on a Single Subject (1993 and 1992), as well as others. He is also the author of two books: Untruth: Why the Conventional Wisdom is (Almost Always) Wrong (2001) and The Good Life and Its Discontents: The American Dream in the Age of Enlightenment (1997). The essay below was published on March 22, 2006, in the Washington Post.*

**What to Look For** Like Samuelson, you will be doing a lot of research to back up your argument, but research, particularly if it involves statistics, needs to be made interesting. One way to do that is by varying your tone and diction. As you read Samuelson, look for the ways he uses informal language.

**E**conomist Philip Martin of the University of California likes to tell a story about the state's tomato industry. In the early 1960s, growers relied on seasonal Mexican laborers, brought in under the government's "bracero" program. The Mexicans picked the tomatoes that were then processed into ketchup and other products. In 1964 Congress killed the program despite growers' warnings that its abolition would doom their industry. What happened? Well, plant scientists developed oblong tomatoes that could be harvested by machine. Since then, California's tomato output has risen fivefold.

It's a story worth remembering, because we're being warned again that we need huge numbers of "guest workers"—meaning

1

2

unskilled laborers from Mexico and Central America—to relieve U.S. “labor shortages.” Indeed, the shortages will supposedly worsen as baby boomers retire. President Bush wants an open-ended program. Sens. Edward M. Kennedy (D-Mass.) and John McCain (R-Ariz.) advocate initially admitting 400,000 guest workers annually. The Senate is considering these and other plans.

3 Gosh, they’re all bad ideas.

4 Guest workers would mainly legalize today’s vast inflows of illegal immigrants, with the same consequence: We’d be importing poverty. This isn’t because these immigrants aren’t hardworking; many are. Nor is it because they don’t assimilate; many do. But they generally don’t go home, assimilation is slow and the ranks of the poor are constantly replenished. Since 1980 the number of Hispanics with incomes below the government’s poverty line (about \$19,300 in 2004 for a family of four) has risen 162 percent. Over the same period, the number of non-Hispanic whites in poverty rose 3 percent and the number of blacks, 9.5 percent. What we have now—and would with guest workers—is a conscious policy of creating poverty in the United States while relieving it in Mexico. By and large, this is a bad bargain for the United States. It stresses local schools, hospitals and housing; it feeds social tensions (witness the Minutemen). To be sure, some Americans get cheap housecleaning or landscaping services. But if more moved their own lawns or did their own laundry, it wouldn’t be a tragedy.

5 The most lunatic notion is that admitting more poor Latino workers would ease the labor market strains of retiring baby boomers. The two aren’t close substitutes for each other. Among immigrant Mexican and Central American workers in 2004, only 7 percent had a college degree and nearly 60 percent lacked a high school diploma, according to the Congressional Budget Office. Among native-born U.S. workers, 32 percent had a college degree and only 6 percent did not have a high school diploma. Far from softening the social problems of an aging society, more poor immigrants might aggravate them by pitting older retirees against younger Hispanics for limited government benefits.

6 It’s a myth that the U.S. economy “needs” more poor immigrants. The illegal immigrants already here represent only about 4.9 percent of the labor force, the Pew Hispanic Center reports. In no major occupation are they a majority. They’re 36 percent of insulation

workers, 28 percent of drywall installers and 20 percent of cooks. They’re drawn here by wage differences, not labor “shortages.” In 2004, the median hourly wage in Mexico was \$1.86, compared with \$9 for Mexicans working in the United States, said Rakesh Kochhar of Pew. With high labor turnover in the jobs they take, most new illegal immigrants can get work by accepting wages slightly below prevailing levels.

7 Hardly anyone thinks that most illegal immigrants will leave. But what would happen if new illegal immigration stopped and wasn’t replaced by guest workers? Well, some employers would raise wages to attract U.S. workers. Facing greater labor costs, some industries would—like the tomato growers in the 1960s—find ways to minimize those costs. As to the rest, what’s wrong with higher wages for the poorest workers? From 1994 to 2004, the wages of high school dropouts rose only 2.3 percent (after inflation) compared with 11.9 percent for college graduates.

8 President Bush says his guest worker program would “match willing foreign workers with willing American employers, when no Americans can be found to fill the jobs.” But at some higher wage, there would be willing Americans. The number of native high school dropouts with jobs declined by 1.3 million from 2000 to 2005, estimates Steven Camarota of the Center for Immigration Studies, which favors less immigration. Some lost jobs to immigrants. Unemployment remains high for some groups (9.3 percent for African Americans, 12.7 percent for white teenagers).

9 Business organizations understandably support guest worker programs. They like cheap labor and ignore the social consequences. What’s more perplexing is why liberals, staunch opponents of poverty and inequality, support a program that worsens poverty and inequality. Poor immigrant workers hurt the wages of unskilled Americans. The only question is how much. Studies suggest a range “from negligible to an earnings reduction of almost 10 percent,” according to the CBO.

10 It’s said that having guest workers is better than having poor illegal immigrants. With legal status, they’d have rights and protections. They’d have more peace of mind and face less exploitation by employers. This would be convincing if its premise were uncontested: that we can’t control our southern border. But that’s unproved. We’ve never tried a policy of real barriers and strict enforcement against companies that hire illegal immigrants. Until that’s shown to be

ineffective, we shouldn't adopt guest worker programs that don't solve serious social problems—but add to them.

| <b>"They Say"</b><br><b>Chapter 1:</b><br>(5 points each)   | <b>"Summarizing"</b><br><b>Chapter 2</b><br>(5 points each)  | <b>"Quoting"</b><br><b>Chapter 3</b><br>(5 points each)  | <b>"Responding"</b><br><b>Chapter 4</b><br>(5 points each)   | <b>"Distinguishing"</b><br><b>Chapter 5:</b><br>(5 points each)   |
|---|--|--|--|---|
| <input type="checkbox"/> <b>Exercise #1</b> <ul style="list-style-type: none"> <li>• <i>Focused and organized</i></li> <li>• <i>Displays engagement with the topic</i></li> <li>• <i>Displays competent analysis of material</i></li> <li>• <i>Detailed and in-depth</i></li> <li>• <i>Language usage and word choice is appropriate</i></li> <li>• <i>Correct grammar, spelling, punctuation</i></li> </ul> <input type="checkbox"/> <b>Exercise #2</b> <ul style="list-style-type: none"> <li>• <i>Focused and organized</i></li> <li>• <i>Displays engagement with the topic</i></li> <li>• <i>Displays competent analysis of material</i></li> <li>• <i>Detailed and in-depth</i></li> <li>• <i>Language usage and word choice is appropriate</i></li> <li>• <i>Correct grammar, spelling, punctuation</i></li> </ul> | <input type="checkbox"/> <b>Exercise #1 or #2</b> <ul style="list-style-type: none"> <li>• <i>Focused and organized</i></li> <li>• <i>Displays engagement with the topic</i></li> <li>• <i>Displays competent analysis of material</i></li> <li>• <i>Detailed and in-depth</i></li> <li>• <i>Language usage and word choice is appropriate</i></li> <li>• <i>Correct grammar, spelling, punctuation</i></li> </ul> | <input type="checkbox"/> <b>Exercise #1</b> <ul style="list-style-type: none"> <li>• <i>Focused and organized</i></li> <li>• <i>Displays engagement with the topic</i></li> <li>• <i>Displays competent analysis of material</i></li> <li>• <i>Detailed and in-depth</i></li> <li>• <i>Language usage and word choice is appropriate</i></li> <li>• <i>Correct grammar, spelling, punctuation</i></li> </ul> | <input type="checkbox"/> <b>Exercise #1</b> <ul style="list-style-type: none"> <li>• <i>Focused and organized</i></li> <li>• <i>Displays engagement with the topic</i></li> <li>• <i>Displays competent analysis of material</i></li> <li>• <i>Detailed and in-depth</i></li> <li>• <i>Language usage and word choice is appropriate</i></li> <li>• <i>Correct grammar, spelling, punctuation</i></li> </ul> | <input type="checkbox"/> <b>Exercise #1</b> <ul style="list-style-type: none"> <li>• <i>Focused and organized</i></li> <li>• <i>Displays engagement with the topic</i></li> <li>• <i>Displays competent analysis of material</i></li> <li>• <i>Detailed and in-depth</i></li> <li>• <i>Language usage and word choice is appropriate</i></li> <li>• <i>Correct grammar, spelling, punctuation</i></li> </ul> <input type="checkbox"/> <b>Exercise #2</b> <ul style="list-style-type: none"> <li>• <i>Focused and organized</i></li> <li>• <i>Displays engagement with the topic</i></li> <li>• <i>Displays competent analysis of material</i></li> <li>• <i>Detailed and in-depth</i></li> <li>• <i>Language usage and word choice is appropriate</i></li> <li>• <i>Correct grammar, spelling, punctuation</i></li> </ul> |
| _____ / 10  | _____ / 5  | _____ / 5  | _____ / 5  | _____ / 10  |
| <b>"Naysayer"</b><br><b>Chapter 6:</b><br>(5 points each)   | <b>"Why It Matters"</b><br><b>Chapter 7</b><br>(5 points each)   | <b>"Connecting"</b><br><b>Chapter 8</b><br>(5 points each)   | <b>"Voice"</b><br><b>Chapter 9</b><br>(5 points each)  | <b>"Metacommentary"</b><br><b>Chapter 10:</b><br>(5 points each)  |

|  |   |  |  |   |
|--|---|--|--|---|
| <input type="checkbox"/> <b>Exercise #1</b> <ul style="list-style-type: none"> <li>• Focused and organized</li> <li>• Displays engagement with the topic</li> <li>• Displays competent analysis of material</li> <li>• Detailed and in-depth</li> <li>• Language usage and word choice is appropriate</li> <li>• Correct grammar, spelling, punctuation</li> </ul> | <input type="checkbox"/> <b>Exercise #1</b> <ul style="list-style-type: none"> <li>• Focused and organized</li> <li>• Displays engagement with the topic</li> <li>• Displays competent analysis of material</li> <li>• Detailed and in-depth</li> <li>• Language usage and word choice is appropriate</li> <li>• Correct grammar, spelling, punctuation</li> </ul> <input type="checkbox"/> <b>Exercise #2</b> <ul style="list-style-type: none"> <li>• Focused and organized</li> <li>• Displays engagement with the topic</li> <li>• Displays competent analysis of material</li> <li>• Detailed and in-depth</li> <li>• Language usage and word choice is appropriate</li> <li>• Correct grammar, spelling, punctuation</li> </ul> | <input type="checkbox"/> <b>Exercise #1</b> <ul style="list-style-type: none"> <li>• Focused and organized</li> <li>• Displays engagement with the topic</li> <li>• Displays competent analysis of material</li> <li>• Detailed and in-depth</li> <li>• Language usage and word choice is appropriate</li> <li>• Correct grammar, spelling, punctuation</li> </ul> | <input type="checkbox"/> <b>Exercise #1</b> <ul style="list-style-type: none"> <li>• Focused and organized</li> <li>• Displays engagement with the topic</li> <li>• Displays competent analysis of material</li> <li>• Detailed and in-depth</li> <li>• Language usage and word choice is appropriate</li> <li>• Correct grammar, spelling, punctuation</li> </ul> | <input type="checkbox"/> <b>Exercise #1</b> <ul style="list-style-type: none"> <li>• Focused and organized</li> <li>• Displays engagement with the topic</li> <li>• Displays competent analysis of material</li> <li>• Detailed and in-depth</li> <li>• Language usage and word choice is appropriate</li> <li>• Correct grammar, spelling, punctuation</li> </ul> <input type="checkbox"/> <b>Exercise #2</b> <ul style="list-style-type: none"> <li>• Focused and organized</li> <li>• Displays engagement with the topic</li> <li>• Displays competent analysis of material</li> <li>• Detailed and in-depth</li> <li>• Language usage and word choice is appropriate</li> <li>• Correct grammar, spelling, punctuation</li> </ul> |
| ____/ 5  | ____/ 10  | ____/ 5  | ____/ 5  | ____/ 10  |

Total Points Earned from *They Say, I Say*: \_\_\_\_\_ out of 70 total

| <b>“Guest Workers and the U.S. Heritage”</b><br><b>SOAPSTone:</b><br>(10 points total)   | <b>“We Don’t Need ‘Guest Workers’”</b><br><b>SOAPSTone:</b><br>(10 points total)   |
|--|--|
| <input type="checkbox"/> <b>Subject</b><br><input type="checkbox"/> <b>Occasion</b><br><input type="checkbox"/> <b>Audience</b><br><input type="checkbox"/> <b>Purpose</b><br><input type="checkbox"/> <b>Speaker</b><br><input type="checkbox"/> <b>Tone</b> <ul style="list-style-type: none"> <li>• Focused and organized</li> <li>• Displays engagement with the topic</li> <li>• Displays competent analysis of material</li> <li>• Detailed and in-depth</li> <li>• Language usage and word choice is appropriate</li> <li>• Correct grammar, spelling, punctuation</li> </ul> | <input type="checkbox"/> <b>Subject</b><br><input type="checkbox"/> <b>Occasion</b><br><input type="checkbox"/> <b>Audience</b><br><input type="checkbox"/> <b>Purpose</b><br><input type="checkbox"/> <b>Speaker</b><br><input type="checkbox"/> <b>Tone</b> <ul style="list-style-type: none"> <li>• Focused and organized</li> <li>• Displays engagement with the topic</li> <li>• Displays competent analysis of material</li> <li>• Detailed and in-depth</li> <li>• Language usage and word choice is appropriate</li> <li>• Correct grammar, spelling, punctuation</li> </ul> |
| ____/ 10   | ____/ 10   |

Total Points Earned from SOAPSTone: \_\_\_\_\_ out of 20 total


### Academic Integrity:

- ☐ Correct use of Direct Quotations and Citations (including page numbers)
- ☐ Correct internal citations
- ☐ Correct use of Paraphrasing and/or Indirect Quotations
- ☐ Information appears to be original to the student
- ☐ MLA Works Cited

Total Points Earned from MLA Citation: \_\_\_\_\_ out of 10 total

NOTE: No citation or work that questions student's academic integrity will result in a ZERO for the student and expulsion from AP Language class.

### Final Summer Project Grade:

- *They Say, I Say* Points Earned: \_\_\_\_\_ out of 70 possible points
  - SOAPStone Points Earned: \_\_\_\_\_ out of 20 possible point
  - Academic Integrity Earned: \_\_\_\_\_ out of 10 possible points
-  \_\_\_\_\_ **Final Grade**