

Summer Reading & Assignment for UT OnRamps Rhetoric 306/309

Students are expected to complete the summer reading and writing assignment prior to the first day of the 2018-2019 school year (8/27/18). Instructions for the writing assignment are below. Please contact Mrs. Granger if you have any questions regarding this expectation. (mgranger@nisdtx.org)

Summer suggestions from the UT Rhetoric department:

Touch Typing

- Students in the RHE306/309K sequence will be required to use computers to type writing assignments **on a daily basis**. Students can take free on-line training to familiarize themselves with touch typing techniques.
 - Free online Typing Tutor: <https://www.speedtypingonline.com/typing-tutor> (Links to an external site.)[Links to an external site.](#)

What is college writing? Prelude to Rhetorical Theory

These three short pieces will help students acclimate to college writing expectations and the important concept of genre.

- [Essay: How is College Writing Different than High School Writing?](#) 
- [Intro to Genre](#) 
- [Rhetorical Genres Chart](#) 

MLA 8

Familiarize yourself with the fundamentals of MLA 8 requirements. I suggest you [purchase a copy of the MLA 8 handbook](#). Additionally, the resources linked below will be very handy throughout the course of the school year. Save them as bookmarks.

- <http://www.easybib.com/guides/citation-guides/mla-8/>
- <https://owl.english.purdue.edu/owl/resource/747/22/>

Summer Reading Assignment

Time management is a huge leap for new OnRamps students. This summer reading is designed to support both reading skills and time management. Establishing a habit of frequent reading and writing over the summer is important, if not more important than the quantity of pages read because of the longer projects you will tackle in the OnRamps courses. These books are intended to prime you for thinking about rhetorical conversations. Choose one book from the list below to read over the summer.

As you read your chosen book, ask yourself the following:

- **What is the main controversy in the book? Is there more than one controversy?**
- **How does the author make arguments to persuade others? (Recall what you've learned about ethos, pathos, and logos.)**
- **Is the author trustworthy or unreliable? How can you tell?**

Books, listed by author:

- [Death by Food Pyramid](#) by Denise Minger
- [In Defense of Food](#) by Michael Pollan
- [Food Politics: How the Food Industry Influences Nutrition and Health \(California Studies in Food and Culture\)](#) by Marion Nestle
- [The Food Police: A Well-Fed Manifesto About the Politics of Your Plate](#) by Jayson Lusk
- [The Ethics of What We Eat: Why Our Food Choices Matter](#) by Peter Mason and Jim Mason
- [Chew On This: Everything You Don't Want to Know About Fast Food](#) by Charles Wilson and Eric Schlosser

Suggested Editorial Articles about Food and Health for Supplemental Reading:

Brones, Anna. "Food apartheid: the root of the problem with America's groceries." *The Guardian*, <https://www.theguardian.com/society/2018/may/15/food-apartheid-food-deserts-racism-inequality-america-karen-washington-interview>.

De Witte, Melissa. "Framing food: Stanford study shows that teens heed food rules that prioritize health." *Stanford News*, <https://news.stanford.edu/2018/05/14/food-rules-positively-influence-teen-food-choices/>.

Diebel, Matthew. "Americans waste an astounding amount of food – and healthy eaters are the worst." *USA Today*, <https://www.usatoday.com/story/news/health/2018/04/19/americans-waste-huge-quantity-food-healthy-eaters-worst-culprits/531495002/>.

Dvorsky, George. "The world health organization just declared war on trans fats." *Gizmodo*, <https://gizmodo.com/the-world-health-organization-just-declared-war-on-trans-1826011682>.

The LA Times Editorial Board. "A Better Solution than Healthier Happy Meals: Eating Less Fast Food." *The Los Angeles Times*, <http://www.latimes.com/opinion/editorials/la-ed-happy-meal-20180223-story.html>.

The New York Times Editorial Board. "The World Doesn't Need Trans Fats." *The New York Times*, https://www.nytimes.com/2018/05/14/opinion/eliminate-trans-fats.html?rref=collection%2Fsectioncollection%2Fopinion-editorials&action=click&contentCollection=editorials®ion=stream&module=stream_unit&version=latest&contentPlacement=4&pgtype=sectionfront.

Thau, Barbara. "Just as Target did with fashion, Amazon ushers in high-quality food for the masses via Whole Foods." *Forbes*, <https://www.forbes.com/sites/barbarathau/2017/09/13/just-as-target-did-with-fashion-amazon-ushers-in-high-end-food-for-the-masses-via-whole-foods/#6b43b8314556>.

Yu, Douglas. "US food and health experts take 'natural' labeling down a notch." *Bakery and Snacks*, <https://www.bakeryandsnacks.com/Article/2018/05/08/US-food-and-health-experts-take-natural-labeling-down-a-notch>.

Summer Writing Assignment

Research Summary 1 – Due August 27, 2018

Assignment Overview: Print, read, and annotate the article by George Dvorsky linked below. Type a one-page (8.5 x 11) paper summarizing the article. **Bring a printed copy of your research summary stapled on top of your annotated copy of the article to school on August 27th.**

Dvorsky, George. "The World Health Organization Just Declared War on Trans Fats." Gizmodo, Gizmodo.com, 14 May 2018, <https://gizmodo.com/the-world-health-organization-just-declared-war-on-tran-1826011682>.

Format: Put your name in the top left-hand corner, and list the writer's name and the full citation information of the piece you're summarizing; set margins at 1 inch, spacing at single, and font at 12 pt. Do not exceed one page in length. (Your summary does not have to be one full page, but you are limited to one page.)

Specifics: Introduce the controversy and give background information that the reader will need to understand why people are debating this question.

Introduce the writer, and explain why this person is a stakeholder in the controversy. If necessary, introduce other stakeholders, and explain how this writer and his/her viewpoint relate(s) to these stakeholders and their viewpoints.

Offer a concise but thorough summary of the position this source is advocating. This summary may include a mixture of both play-by-play and argument-breakdown summary.

Stay as close to the text as possible, quoting the writer's exact words at times to tie both you and your readers to the original text itself. Where necessary and appropriate, cite page numbers for any quotations in parentheses after the quote (just the page numbers; no "pp." or "p."). Your aim is to hand your readers your understanding of WHAT this text is arguing for. Attributions and signal phrases such as "Smith says/notes/ states," or "according to Bell," etc., will help you designate what is called intellectual property. You will not have room to cover all the points a writer makes, so **you will need to synthesize the information for us**, tell us what position the writer is advocating, and then offer quotes from the text itself to demonstrate (to show us) that the writer is arguing what you say she or he is arguing. **Do not offer your own commentary, opinions, or arguments about what the text says, and do not offer a rhetorical analysis of the writing.** Stick to content: What is the writer saying in this text? What position is he or she advocating?

Use proper MLA 8 parenthetical citation, and include a works-cited entry (formatted according to MLA guidelines) at the top of the page.

Example Research Summary

Proper
Heading

Mackenzie Howard
RHE 306
September 14, 2015

Day month year
14 September 2015

MLA
citation

Boykin, Derrick. "Round Up the Usual Suspects." *Sojourners Magazine* Feb. 2014. *Alt-Press Watch*. Web. 11 Sept. 2015.

hanging
indent

Introduce
the controversy
& give background
info

In "Round Up the Usual Suspects," Derrick Boykin claims that stop-and-frisk policies harm communities that are policed in a racist and unconstitutional manner. Because Boykin is African-American, an associate minister at a church in the Bronx, NY, and an associate for an African-American leadership outreach, he feels personally involved in the stop-and-frisk debate as he "live[s] and pastor[s] in the midst of such aggressive behavior on the part of the police" (par. 7). However, Boykin is not the only stakeholder: other people of color, law enforcement officers, and all people who feel that stop-and-frisk is unfair are also invested. Boykin begins with a brief presentation of facts indicating that people of color are indeed stopped more frequently than Caucasians, citing a 2012 analysis by the New York Civil Liberties Union showing that "New Yorkers were stopped by the police 532,911 times ... 284,229 (55 percent) were African American and 165,140 were Latino (32 percent)" (par. 3).

Introduce the
writer & explain
why he is a
stakeholder &
identify other
stakeholders
(if mentioned)
* Explain how
they connect

Give a concise but thorough summary
of the position the author is advocating.
* May include a play-by-play or argument-
breakdown

Boykin follows these statistics with what he believes to be the consequences of this "aggressive policing" (par. 4). The first is that it gives law enforcement officers the legal right to essentially harass people who turn out to be innocent: of the people in New York who "were stopped by the police ... 437,644 were innocent (89 percent)" (par. 4). The second consequence is that the policy creates bad relationships between citizens and law enforcement. This friction facilitates "distrust, resentment, and even hatred" (par. 5) among people in the city and police. The next outcome of stop-and-frisk is that the procedure is unconstitutional and racist, a view that is shared by the Manhattan Federal District Court Judge Shira Scheindlin. Because some of the stops made by police officers singled out people who were not believed to be criminals, Scheindlin ruled that stop-and-frisk was a direct violation of the 4th Amendment, which protects against unlawful searches and seizures. She also argued that the policy "intentionally discriminated against minorities" (qtd. in Boykin, par. 5). The last consequence Boykin suggests is that African Americans and Latinos are more likely to be arrested for drug crimes than both Caucasians and people of color commit equally. Of the 600,000 people incarcerated in New York since 1997 for possession of marijuana, blacks and Latinos made up about 87 percent of the people arrested. He quotes an article in *The Nation* that states, "Whites and blacks use marijuana equally, but police do not arrest them equally" (qtd. in Boykin, par. 5).

* Synthesize the
information!!!

Offer a
conclusion
of the
author's
final thoughts
on the controversy.

Boykin himself has even personally experienced the racial profiling that stop-and-frisk policy utilizes: "I was stopped by a police officer in Fort Lee N.J., who said he was looking for a 5'10" Latino suspect—he said he stopped me because I 'fit the description.' (I'm actually a 6'4" African American)" (Boykin 9). It is the personal encounters as well as the consequences of the policy that make Boykin want to end stop-and-frisk; he urges others, even those not directly affected by the policy to help end it.

Research Summary Rubric

Criteria	20/15	15/10	10/5	0
Fair Summary: The summary fairly presents the argument without exhibiting any bias, without inserting the student's ideas, and without misrepresenting the author's claim, reasons, or evidence.	The writer fairly and accurately explains the stakeholder's position, without suggesting or stating that this viewpoint is right, wrong, well-argued, or unreasonable. 20.0 pts	The writer accurately explains the stakeholder's position but suggests that this viewpoint is right, wrong, well-argued, or unreasonable. 15.0 pts	The writer openly states that this viewpoint is poorly (or well) argued, or the writer states that the article presents a true or false viewpoint. At times, the summary is unfair or inaccurate. 10.0 pts	The summary is neither fair nor accurate. The writer openly disagrees (or agrees) with the viewpoint summarized. 0.0 pts
Integration of Quotes: The quoted material is sufficient to demonstrate that the summary is accurate to the source. The student has chosen to paraphrase when appropriate, to quote lengthy passages when necessary, and to use brief quotes otherwise. Quotes are attributed to the source. Nothing is plagiarized.	Quotes are elegantly inserted into the summary, following proper grammar and punctuation for quotations and smoothly integrating into the writer's prose. When appropriate, the writer uses lengthy quotes, brief quotes, or paraphrased passages to demonstrate that the summary is fair and accurate. 15.0 pts	Quotes are adequately inserted into the summary, though occasionally the writer does not use proper grammar and punctuation when quoting. At times, the quotations interrupt the writer's voice or do not integrate smoothly into the writer's prose. The writer uses lengthy quotes, brief quotes, or paraphrased passages but may rely too much on one of these techniques. 10.0 pts	Quotes are present but insufficient, or far too much material is quoted. The writer regularly does not use proper grammar and punctuation when quoting. The quotations are regularly dropped into the writer's prose with little effort at smoothly integrating this material. The writer uses the same kind of quote repeatedly and/or neglects to paraphrase when quoting is unnecessary. 5.0 pts	The writer quotes entirely too much, quotes without attributing material, or paraphrases everything. Proper grammar and punctuation are not followed. 0.0 pts
Contextualization of Quoted Material: The quotes are preceded by sentences or phrases that introduce the speaker and that feature a variety of verbs of attribution. Additional contextual information is provided to help the reader understand each quote, such as: explanation of where the quote appeared; explanation of what the quote was responding to; explanation of what the quote contributed to the argument.	When first mentioned, authors are introduced using first and last names and some relevant biographical information to show the reader why this person is relevant to the controversy. Additionally, information about the context of this quoted material (where it was said, in response to whom, etc.) is sufficiently offered. Finally, the writer explains what this quote demonstrates about the viewpoint or the argument being summarized. 15.0 pts	Some biographical information about the speakers is offered, but it is insufficient, excessive, irrelevant, or placed in an unhelpful location (such as a sentence or two after the quoted material). As a result, when reading the quote, a reader has trouble understanding why this person or this viewpoint matter to the controversy. Or, information about the context of this quoted material (where it was said, in response to whom, etc.) is insufficient, irrelevant, excessive, or unhelpfully placed in the summary. The writer begins to but does not sufficiently explain what this quote demonstrates about the viewpoint or the argument being summarized.	Little biographical or contextual information is given, and what the writer provides does not help the reader to understand the quoted material or the importance of the viewpoint. The quote seems tangentially related or unrelated to the viewpoint being summarized. 5.0 pts	No helpful biographical or relevant contextual information is offered before or after the quoted material. No effort is made to relate the quoted material to the larger argument or viewpoint. 0.0 pts

		10.0 pts		
<p>Complete Summary: The summary covers all the major parts of the article, giving a sense not only of the content but also the structure and the author's style</p>	<p>The writer adequately summarizes the main argument (the thesis) of this article. Additionally, the writer explains the main reasons or the principal evidence in support of this reason. And the writer explains how these reasons or this evidence support the principal argument. Finally, the writer gives a sense of how the argument is structured and presented, offering reflections on the argument's organization and the author's writing style. 20.0 pts</p>	<p>The writer summarizes the main argument (the thesis) of this article. The writer also presents some of the evidence or the reasons in support of the article, but the connection among the reasons, the evidence, and the main argument is at times vaguely explained or simply not mentioned. The writer mentions the argument's arrangement and style but neglects to give the reader a clear sense of how the viewpoint is organized or presented. 15.0 pts</p>	<p>The thesis is mentioned but not sufficiently summarized, leaving the reader with a sense of what the argument might be but questions about the particular claim. Some evidence and reasons in support of the claim are mentioned, but they are not connected to one another or to the main argument. There is little or no explanation of the article's arrangement and style. 10.0 pts</p>	<p>The main argument in this article is not explained, or it is offered in a confusing manner that leaves the reader with little idea about the argument. Other information about the article is presented, but the reader cannot discern how this information contributes to the summary. She finishes each section of the summary with questions, such as: Are these reasons or evidence? Is this background information? No mention is made of the article's arrangement or style. 0.0 pts</p>
<p>Proper Use of Parenthetical Citation: The summary uses MLA parenthetical citation (where appropriate).</p>	<p>MLA citation guidelines are followed closely in the parenthetical citations. If there are any errors, they are few and easy to overlook. 15.0 pts</p>	<p>MLA citation guidelines are mostly followed in the parenthetical citations. The errors, though noticeable, will not interrupt the reader's ability to understand where the source material can be found. 10.0 pts</p>	<p>Some attempt has been made to include parenthetical citations, but the number of errors in citation overwhelm the reader and regularly interrupt his or her ability to see where the source material came from. 5.0 pts</p>	<p>Little or no effort has been made to document where the source material can be found. Parenthetical citations are either completely absent or formatted so poorly and inconsistently that they interrupt the reader's ability to follow the summary. 0.0 pts</p>
<p>Proper Formatting of Works-Cited Entry: At the top of the page is a works-cited entry that follows MLA guidelines.</p>	<p>The works-cited entry at the top of the page very closely follows MLA guidelines, including proper use of italics, underlining, and punctuation. 15.0 pts</p>	<p>The works-cited entry at the top of the page includes a few errors in punctuation and formatting, but the reader is still able to understand where this source can be found. 10.0 pts</p>	<p>The works-cited entry at the top of the page is missing crucial information (such as the author, the press, the magazine, or the year of publication). Additionally, the works-cited entry includes several errors in punctuation and formatting. 5.0 pts</p>	<p>There is no works-cited entry at the top of the page, or the works-cited entry makes no effort to follow MLA guidelines. 0.0 pts</p>