

**\*\*Please email me a confirmation that you have received this assignment.**

May, 2021

Dear Student,

Welcome to Advanced Placement Language and Composition®. In this course, you will develop and refine your reading, writing, analytical and discussion skills. This course requires responsibility and a work ethic. In class discussions, students will challenge one another as writers and thinkers.

Following the AP® tradition, this class will be treated as a college seminar. You will read, write, and respond to a variety of literary texts to broaden your awareness of language and its uses. Students entering AP® English should be skilled in basic composition and their use of standard English grammar and mechanics. The goal in this course is for students to polish these skills in order to develop stylistic maturity in their writing.

The curriculum includes Robert A. Harris's text *Using Sources Effectively: Second Edition*. This provides an in-depth overview of the different types of plagiarism and how to avoid plagiarism through proper citations. Because the AP® tradition requires writing regularly to improve skills, this course will require numerous essays. Thoughtful reading will be reflected in AP® test practices.

**The summer work requires you to read an assigned text, complete a response to literature, and read an independent reading selection from the attached list.** If you cannot purchase a copy of your independent reading book, the local libraries have curbside pick up, and I have confirmed with them that they have some of these titles. Remember, you do need to be a resident of a library's town and hold a library card to be able to take out a book. Also, The Eloquent Page is purchasing new copies of these titles and has a few of the titles used, plus Barnes and Nobles has curbside pickup. The assigned book is *The Scarlet Letter* by Nathaniel Hawthorne. **The summer assignment is below**, which includes a hyperlink to *The Scarlet Letter* online text.

**To help you with your summer essay**, I have included "MLA In-text Citation Overview," a hyperlink to a list of action verbs to select from to use in textual analysis, and a hyperlink to a list of transition words to select from as you move between paragraphs and ideas within paragraphs.

**The Bellows Free Academy AP® Language and Composition Honor Code acknowledgment will be shared with you separately for both you and your parent/guardian to sign electronically.** Please **make a copy** of the Honor Code, insert your electronic signatures (type your names on the lines), and share it with me before summer vacation. **Alternately**, you may print a copy of the honor code, have both you and your parent/guardian sign it, and send a photo of it to me.

**Failures in technology will not be accepted as an excuse for not having the essay completed on time. Failure to submit this assignment by its due date will result in a schedule change.** Also, per the Bellows Free Academy Program of Studies, **a satisfactory score on this assignment is a prerequisite to be in this course.**

If you have any questions/concerns, you may contact me by email: [lhebert@maplerun.org](mailto:lhebert@maplerun.org). You may also reach me at: **598-6727**. I will return messages as soon as possible. Best wishes for an enjoyable summer, and I look forward to seeing you in August.

Sincerely,

Larissa Hebert

**AP® Language and Composition  
Summer Reading Assignments:**

1. **Due Monday, July 12th:** Read [\*The Scarlet Letter\*](#) (you do not need to read “The Custom House”) **then answer the following question:** In the following excerpt from *Antigone*, by the Greek playwright Sophocles, the wise Teiresias observes: “All men make mistakes, but a good man yields when he knows his course is wrong, and repairs the evil: The only crime is pride.” Write a carefully reasoned essay that explores the validity of the assertion, using examples from your reading of *The Scarlet Letter* in support of your position. **Support your argument with specific evidence (direct quotes) from the text.**

Your essay should follow the **five-paragraph** structure and have **MLA formatting**. [You should refer to Teiresias’s quote in your introduction, and your claim and analysis should respond to this quote so that you adhere to the essay prompt.](#) I do not require a “thus proving” statement in your claim. [Here](#) is a list of action verbs to select from to use in your textual analysis, and [here](#) is a list of transition words to select from as you move between paragraphs and ideas within paragraphs. **Below** you will find an overview for **MLA in-text citations (read this!)**. **In your conclusion**, try to not to restate all the ideas you have proved in your essay. Instead, restate your claim and close with an “**ah-ha moment**” (text-to-text, text-to-real world connect, or new insight). This is a skill we will continue to work on throughout the year in preparation for the AP exam.

**\*\*Before writing your essay, you should have reviewed “[How to Avoid Plagiarism](#)” and have your Honor Code Acknowledgement signed.**

**MLA In-text Citation Overview**

**MLA Formatting:** When you are only working with one text, and you have referenced the name of the book and the author in your introduction, you only need to cite the page number following the quote. Example: “I’m the most terrific liar you ever saw in your life” (16). Notice that the **punctuation follows the page number**.

If the sentence **ends with an exclamation point or question mark, keep the punctuation and add an additional period to the end of the sentence**. Use a **single quotation within the double quotation** to indicate that someone is speaking. Example: “Do you have any particular qualms about leaving Pencey?” (14).

When you cite **more than four typed lines from the text, indent it one inch from the left margin, remove the quotations, and keep the punctuation before the page number**. Example:

**I didn’t feel like going into the whole thing with him. He wouldn’t have understood it anyway. It wasn’t up his alley at all. One of the biggest reasons I left Elkton Hills was because I was surrounded by phonies. (13)**

**If someone is speaking in an indented quote, use quotations**. Example:

**“Oh, I have a few qualms, all right. Sure...but not too many. Not yet, anyway. I guess it hasn’t really hit me yet. It takes things a while to hit me. All I’m doing right now is thinking about going home Wednesday. I’m a moron.” (14)**

If you want to **condense a passage, use an ellipsis mark (three periods, with spaces between)** to indicate text has been removed.

“The cab I had was a real old one. . .What made it worse, it was so quiet and lonesome out, even though it was Saturday night” (81).

**Use brackets to insert your own words into the quote for clarification or to keep a sentence grammatically correct.**

Later on, when Holden calls Faith Cavendish, he feels like he “really foul[s] [the phone call] up” (66).

2. **Also, as you read *The Scarlet Letter* this summer, take notes on quotes and the chapters they are in for the following prompts.** On the first day of class, you will be given an **in-class essay based on one of these prompts (*I will choose*)**. You will be able to use your book and notes (**but no extensive notes or pre-written essays**) when completing the essay.

- **Is Hester’s character static or changing throughout the course of the novel? *Explain.***
- **Compare and contrast** the descriptions of the Puritan women in Chapter 2 with the description of Hester immediately following.

**Essay-assessment rubric:**

<b>Writing:</b> Students will produce clear and coherent writing for a range of tasks, purposes, and audiences.	<b>Indicator</b>	<b>Emerging 1</b>	<b>Developing 2.0</b>	<b>Basic Proficiency 2.5</b>	<b>Proficient 3.0</b>	<b>Expanding 4</b>
	<b>Claim</b>	I <b>construct</b> an <b>unidentifiable claim or I fail to address the prompt.</b>	I <b>have constructed an unclear or developing claim</b> that suggests a <b>vague position. Support may/may not have been provided</b> (framework for crafting a claim, etc.).	I <b>can construct a claim that is arguable and takes a position with support</b> (framework for crafting a claim, etc.).	I <b>can</b> construct a claim that is arguable and takes a position.	I <b>can construct a complex claim</b> that takes an identifiable position.
	<b>Evidence</b>	I <b>cite evidence</b> that does not support claims in an analysis of substantive topics or texts.	I cite <b>limited evidence</b> to support claims in an analysis of substantive topics or texts. <b>Support may/may not have been provided</b> (use of class notes, etc.).	I <b>can cite relevant evidence</b> to support claims in an analysis of substantive topics or texts <b>with support</b> (use of class notes, etc.).	I <b>can</b> cite <b>relevant evidence</b> to support claims in an analysis of substantive topics or texts.	I <b>can cite strong and thorough</b> evidence to support claims in analysis of substantive topics or texts.
	<b>Analysis and Reasoning</b>	I write arguments to support claims in an <b>analysis</b> of substantive topics or texts, <b>using no valid reasoning to connect evidence with claims.</b>	I can write arguments to support claims in an <b>analysis</b> of substantive topics or texts, <b>using limited or flawed reasoning to connect evidence with claims. Support may/may not have been</b>	I <b>can write</b> arguments to support claims in an <b>analysis</b> of substantive topics or texts, <b>using valid reasoning to show a clear connection between evidence and claims with support</b> (use of class notes, etc.).	I <b>can</b> write arguments to support claims in an <b>analysis</b> of substantive topics or texts, <b>using valid reasoning to show a clear connection between evidence and claims.</b>	I <b>can insightfully write</b> arguments to support claims in an analysis of substantive topics or texts, using valid reasoning to show a clear connection between evidence and claims.

			provided (use of class notes, etc.).			
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3. **Read an independent reading selection from the attached list.** Since one of the goals of AP® Language and Composition is to refine your skills as a reader of a variety of prose, you will notice that the titles to select from are all nonfiction from diverse time periods, disciplines, and rhetorical contexts. **Be prepared to participate in a book talk on your selected text.**

**AP® Language and Composition  
Independent Reading List 2021**

<b>Author</b>	<b>Title</b>	<b>Genre</b>	<b>Summary</b>	<b>#Pages (the page number may vary by edition)</b>	<b>Libraries That Have a Copy of This Book</b>
Corwin, Miles	<i>And Still We Rise: The Trials and Triumphs of Twelve Gifted Inner-City High School Students</i>	Inspirational	<i>Los Angeles Times</i> reporter Corwin offers a glimpse inside the world of an inner-city high school. Corwin followed seniors in an Advanced Placement (AP®) English class from their first day of school in 1997 to graduation.	432	
Croke, Vicki	<i>Elephant Company: The Inspiring Story of an Unlikely Hero and the Animals Who Helped Him Save Lives in World War II</i>	Animals	The story of James Howard "Billy" Williams, whose uncanny rapport with the world's largest land animals transformed him from a carefree young man into the charismatic war hero known as Elephant Bill.	368	Fairfield Library Georgia Library
Fagan, Katie	<i>What Made Maddy Run: The Secret Struggles and Tragic Death of an All-American Teen</i>	Psychology	The heartbreaking and vital story of college athlete Madison Holleran, whose death by suicide rocked the University of Pennsylvania campus and whose life reveals the struggle of young people suffering from mental illness today.	310	
Kotlowitz, Alex	<i>There Are No Children Here: The Story of Two Boys Growing Up in the Other America</i>	Education	An examination of the lives of two boys growing up in inner-city Chicago.	323	

Kuklin, Susan	<i>No Choirboy: Murder, Violence, and Teenagers on Death Row</i>	Politics & Government	<i>No Choirboy</i> takes readers inside America's prisons, and allows inmates sentenced to death as teenagers to speak for themselves.	236	
Lankford, Andrea	<i>Ranger Confidential</i>	Outdoors	Lankford lived in the most impressive national parks in the world, working a job she loved. These are the <i>real</i> stories behind the scenery of America's national parks.	259	
Lee, Hyeonseo	<i>The Girl with Seven Names: A North Korean Defector's Story</i>	Memoir	Insight into life under one of the world's most ruthless and secretive dictatorships – and the story of one woman's terrifying struggle to avoid capture and guide her family to freedom.	320	
Lomong, Lopez	<i>Running for My Life: One Lost Boy's Journey from the Killing Fields of Sudan to the Olympic Games</i>	Memoir/Sports	Lomong describes his inspiring ascent from a barefoot lost boy of the Sudanese Civil War to a Nike sponsored athlete on the US Olympic Team.	240	
Luttrell, Marcus	<i>Lone Survivor: The Eyewitness Account of Operation Redwing and the Lost Heroes of SEAL Team 10</i>	Memoir	This is the story of the only survivor of Operation Redwing, SEAL fire team leader Marcus Luttrell, and the extraordinary firefight that led to the largest loss of life in American Navy SEAL history.	464	Fairfield Library Georgia Library
Mardini, Yusra	<i>Butterfly: From Refugee to Olympian - My Story of Rescue, Hope, and Triumph</i>	Memoir/Sports	The inspiring story of how one woman saved fellow refugees from drowning—and how she went on to become an Olympic swimmer.	288	

Moore, Kate	<i>The Radium Girls: The Dark Story of America's Shining Women</i>	U.S. History	The discovery of radium was revolutionary as it was used as the nation's new "wonder drug." Meanwhile girls in factories painted radium on watch faces to make them shine, all the while getting ill without knowing they were being poisoned by the radium itself.	496	St. Albans Library Georgia Library
Nocera, Joe	<i>Indentured: The Inside Story of the Rebellion Against the NCAA</i>	Sports	<i>Indentured</i> tells the story of a group of rebels who decided to fight the hypocrisy of the NCAA, which blathers endlessly about the purity of its "student-athletes" while exploiting many of them.	384	
Reynolds, Jason & Ibram X. Kendi	<i>Stamped: Racism, Anti Racism, and You</i>	Civil and Human Rights	Through a gripping, fast-paced, and energizing narrative written by beloved award-winner Jason Reynolds, this book shines a light on the many insidious forms of racist ideas--and on ways readers can identify and stamp out racist thoughts in their daily lives.	320	Fairfield Library Georgia Library
Sinclair, Upton	<i>The Jungle</i>	U.S. History	An expose of Chicago's meat-packing industry. Its publication in 1906 led to the Pure Food and Drug Act that year.	346	St. Albans Library  Free online: <a href="https://www.gutenberg.org/files/140/140-h/140-h.htm">https://www.gutenberg.org/files/140/140-h/140-h.htm</a>
Raisman, Aly	<i>Fierce: How Competing for Myself Changed Everything</i>	Memoir/Sports	Raisman describes how she went from being a toddler on the gymnastics mat to achieving her Olympic dreams. She also writes about coping with the trauma of being physically abused by the team's doctor, Larry Nassar.	368	
Slater, Dashka	<i>The 57 Bus</i>	Biography/LGBTQ Issues	Sasha, a white teen, attended a small private school. Richard, a black teen, lived in the crime-plagued	308	Sheldon Library Fairfield Library

			flatlands and attended a large public one. On a bus ride home from school, a reckless act left Sasha severely burned, and Richard charged with two hate crimes and facing life imprisonment.		
Stevenson, Bryan	<i>Just Mercy</i>	Politics & Government	Stevenson founded the Equal Justice Initiative, a legal practice dedicated to defending those most desperate and in need. One of his cases was that of Walter McMillian, a young man who was sentenced to die for a notorious murder he insisted he didn't commit.	368	Fairfield Library Georgia Library
Thoreau, Henry David	<i>Walden</i>	Memoir	In March 1845, Thoreau set out to live life in a new way. Borrowing an ax, he built himself a wooden hut on the edge of Walden Pond near Concord, Massachusetts, where he lived until September, 1847. <i>Walden</i> is a record of that experiment in simple living.	221	Fairfield Library St. Albans Library Sheldon Library  Also, free online: <a href="https://www.gutenberg.org/files/205/205-h/205-h.htm">https://www.gutenberg.org/files/205/205-h/205-h.htm</a>
Westover, Tara	<i>Educated</i>	Memoir	Westover was seventeen the first time she set foot in a classroom. Born to survivalists in the mountains of Idaho, she prepared for the end of the world by sleeping with her "head-for-the-hills" bag. When her brother returns from college, Westover decides to forge her own path to college and leave her family that distrusts medicine and education.	352	Fairfield Library St. Albans Library Georgia Library Sheldon Library

Sources:

*Amazon*. (n.d.). Retrieved from [www.amazon.com](http://www.amazon.com)