

AP® English Language and Composition
2020-21 Contract

Welcome to AP Language. I am pleased that you have elected to accept the challenges and rigor of the AP program and look forward to an exciting and thought-provoking year. The curriculum presented in this class reflects

- 1) a commitment to providing thorough preparation for college-level work and the AP exam; and
- 2) an expectation that students enrolled in AP coursework possess the intellectual curiosity and maturity necessary to thoughtfully consider a multitude of ideas and societal issues.

Parents and students should be aware that the majority of the works studied in the AP program appear on the Advanced Placement reading list; these works are recommended by the College Board to be read by high school students who choose to take AP courses. This literature requires considerable maturity on the part of the reader and is not necessarily chosen to please but, rather, to make readers think. As with any work of art, literature is a form of communication from one mind to another, an expression of human diversity and difference of opinion. Literature demands that we cherish our right to be delighted, enriched, and strengthened, as well as our right to be challenged, offended, and even threatened. From this confrontation comes both struggle and growth. Literature as art is an end unto itself whereby appreciation, not approval, is the goal. It is my hope that students will come to appreciate the textual richness and depth of thought that literature offers.

With these thoughts in mind, students should expect to read extensively this year. AP Language is primarily a nonfiction class; therefore, text selection includes a variety of speeches, news articles, informational texts, documentaries, and historical documents, as well as the following *possible* books and excerpts from books:

Summer Reading:

The Scarlet Letter, Nathaniel Hawthorne
Nonfiction Choice Selection (from a selected list)

Possible Reading Selections for 2020-21

Narrative of the Life of Frederick Douglass, Frederick Douglass
The Great Gatsby, F. Scott Fitzgerald
A Raisin in the Sun, Lorraine Hansberry
Excerpts from *Walden*, Henry David Thoreau
Excerpts from *Born a Crime*, Trevor Noah

Excerpts from *Citizen*, Claudia Rankine
Excerpts from *Create Dangerously*, Edwidge Danticat
Excerpts from *Borderlands/La Frontera*, Gloria Anzaldúa
Excerpts from *Color Me English*, Caryl Phillips
Excerpts from *The Reluctant Fundamentalist*, Mohsin Hamid

Once again, I look forward to an engaging and challenging school year. Please read the statement below and provide your signatures where indicated. **This form should be returned to Mrs. Oualline on the first day of the school year.**

“I have reviewed the above reading list, and, understanding that Advanced Placement classes are consistent with the rigor of a college-level course, recognize that some of the works may contain content intended for mature readers. I accept the challenges of the AP curriculum.”

Signature of Student

Signature of Parent/Guardian

Printed Name of Student

Printed Name of Parent/Guardian

Bring this contract, along with the required summer work, to class with you on the first day of school. Please [CLICK HERE](#) to fill out digital confirmation that you have received this contract and assignment.

AP[®] Language and Composition Summer Reading Assignment

In order to be prepared for AP Language, you need to complete the following assignments prior to the first day of school:

1. Read **ONE** of the following books. Be prepared to talk about the book and its message during the first few weeks of school. As you read, use sticky notes to mark passages (at least 10) worth discussing as a class. You may also jot down thoughts and questions to share in class discussion.
 - *Braving the Wilderness*, Brené Brown
 - *Blink*, Malcolm Gladwell
 - *Outliers*, Malcolm Gladwell
 - *The Tipping Point*, Malcolm Gladwell
 - *Leaders Eat Last*, Simon Sinek
2. Read *The Scarlet Letter* by Nathaniel Hawthorne.
3. Write an **essay** about *The Scarlet Letter* responding to the following prompt:

Choose **ONE** of the following themes:

- Even well-meaning deceptions and secrets can lead to destruction.
- Revenge destroys both the victim and the seeker of revenge.
- People must accept responsibility for their actions or suffer the consequences.

Then compose a critical essay explaining how each of the three main characters (Hester, Dimmesdale, Chillingworth) relates to the theme. Your essay should be typed in MLA format (double spaced, 12-point, Times New Roman font, 1" margins, MLA heading on the first page only, last name and page number in the header) and should be 3-5 pages in length. This essay will be due on turnitin.com the first day of school.

The following assignments are **RECOMMENDED, but NOT REQUIRED**:

- In addition to the required assignments above, it is also recommended that you read **a weekly news magazine** (e.g., *US News and World Report*, *Time*, etc.) in order for you to have a firm understanding of current events.
- American writers often reference mythological and Biblical characters, events, and themes in their writings as both mythology and the Bible were long considered "common knowledge" among the populace. With that in mind, you will greatly benefit from spending some time this summer studying stories from Mythology. The best book for this is ***Mythology: Timeless Tales of Gods and Heroes* by Edith Hamilton**. You will also benefit from a review of the most common stories from the Bible. I suggest reading the Old Testament books of ***Genesis*, *Exodus*, *Job* (Ch. 1-3 and epilogue), and *Daniel***, which cover several common Biblical references. While this is not a requirement for the class, many, many, many texts we will read make reference to mythology and the Bible; therefore, having a basic knowledge of common mythological and Biblical references will help you to better comprehend what we read in class.
- Finally, your working vocabulary for this class is going to need enhancement, which requires you to understand the **root words of the English language**. There are dozens of websites out there that contain this information, but the best one for you is this: <https://www.learnthat.org/pages/view/roots.html>. The basic idea is that you will better comprehend the meaning of unknown words if you understand how words work and where they come from. This is not a requirement, but it will make your life easier over the course of the year.

Although this seems like a great deal of work, if you begin as soon as summer starts, you should be well on your way to being prepared for your junior year. If you have any questions about these assignments over the summer, you can email **Mrs. Oualline @ b.oualline@bonita.k12.ca.us**. I look forward to having you in AP Language next year.

Name: _____

Score: _____

AP[®] Literary Argument Essay Rubric
Scarlet Letter Summer Reading Essay

Category	Scoring Criteria				
Thesis	0 points For any of the following: <input type="checkbox"/> There is no defensible thesis <input type="checkbox"/> The intended thesis only restates the prompt <input type="checkbox"/> The intended thesis provides a summary of the issue with no apparent or coherent claim <input type="checkbox"/> There is a thesis, but it does not respond to the prompt			1 point <input type="checkbox"/> Responds to the prompt with a thesis that presents a defensible interpretation of the selected work	
Evidence AND Commentary	0 points <input type="checkbox"/> Simply restates the thesis (if present), repeats provided information, or offers information irrelevant to the prompt	1 point <input type="checkbox"/> Provides EVIDENCE that is mostly general AND <input type="checkbox"/> COMMENTARY summarizes the evidence but does not explain how the evidence supports the student's argument	2 points <input type="checkbox"/> Provides some specific, relevant EVIDENCE AND <input type="checkbox"/> COMMENTARY explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty	3 points <input type="checkbox"/> Provides specific EVIDENCE to support all claims in a line of reasoning AND <input type="checkbox"/> COMMENTARY explains how some of the evidence supports a line of reasoning	4 points <input type="checkbox"/> Provides specific EVIDENCE to support all claims in a line of reasoning AND <input type="checkbox"/> COMMENTARY consistently explains how the evidence supports a line of reasoning
Sophistication	0 points Does not meet the criteria for any of the following reasons: <input type="checkbox"/> Attempts to contextualize the interpretation, but such attempts consist predominantly of sweeping generalizations <input type="checkbox"/> Only hint at or suggest other possible interpretations <input type="checkbox"/> Oversimplify complexities of the topic and/or the selected work of literature <input type="checkbox"/> Use complicated or complex sentences or language that is ineffective because it does not enhance the student's argument			1 point Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following: <input type="checkbox"/> Identifying and exploring complexities or tensions within the selected work <input type="checkbox"/> Illuminating the student's interpretation by situating it within a broader context <input type="checkbox"/> Accounting for alternative interpretations of the text <input type="checkbox"/> Employing a style that is consistently vivid and persuasive <i>*This point is awarded only if the sophistication of thought or complex understanding is part of the student's argument, not merely a phrase or reference.</i>	

*Errors in MLA formatting will result in a drop of one letter grade (-10%) in the final score.

*Egregious errors in grammar/usage/punctuation/etc. will result in a drop of one letter grade (-10%) in the final score.

Score Conversation:**Notes:**

Raw Score	Grade	%
1-4-1	A	100%
1-4-0	A-	90%
1-3-1	A-	90%
1-3-0	B	85%
1-2-0	C	75%
0-2-0	D	65%
1-1-0	D	65%
0-1-0	F	55%
1-0-0	F	55%
0-0-0	F	50%