



# AP ENGLISH LANGUAGE SUMMER READING ASSIGNMENT

Welcome to the Advanced Placement English program at St. Patrick Catholic High School! I look forward to a productive, challenging, and intellectually stimulating year together. During the summer you will read a minimum of two novels: *The Scarlet Letter* by Nathaniel Hawthorne and the summer book chosen by the school. We will intertwine social issues into our study and discussion of these novels in order to begin preparation for the national test in AP English Language and Composition. The assignments included in this packet are designed to serve as the basis for our discussions and activities at the beginning of the school year. A complete copy of this assignment will be placed on the SPCHS website for access. The summer reading assignment is divided into four parts:

## **Part I: Reading of *The Scarlet Letter* by Nathaniel Hawthorne**

(Assessments will occur during the first week of school)

## **Part II: Reading of *They Say I Say* by Gerald Graff and Cathy Birkenstein**

## **Part III: Reading of the school's summer reading novel**

## **Part IV: AP Exam Diagnostic Test**

Each part is outlined for you in this packet. Much of your summer assignments will be turned in through our summer class website at <http://apenglishsummer.weebly.com/>. *Note: All work is expected to be completed on a computer. If one is not available to you, please know that our local libraries have computers and printers for public use.*

All activities are also outlined again on this website, so it will become a vital part of your AP English Language journey this summer. Make yourself comfortable with the site because we will also use it heavily throughout the summer reading process. *Note: Many college courses are now web-based, so becoming familiar with using a website to submit assignments and comments to forums will greatly enhance your ability to succeed in a college atmosphere.*

**Please note:** All written work is to be original. Do not work on these assignments together. Please be forewarned that phrases, sentences, and/or ideas copied from analytical sources (either paper or online) will result in **no credit** for the assignment. **Academic dishonesty will not be tolerated in this course.** Contact me via e-mail ([abuckley@stpatrickhighschool.net](mailto:abuckley@stpatrickhighschool.net)) should you have any questions regarding the summer reading assignment. Please be patient if I do not respond right away. I will not be able to check my e-mail everyday over the summer months.

Also, if you include references or direct quotations from the summer reading texts, you must use MLA 8 format in order to cite your sources. For more information about documenting sources, please visit the class website at <http://apenglishsummer.weebly.com/> explore the information at the Purdue Online Writing Lab at <http://owl.english.purdue.edu/owl/resource/747/01/>.

## PART I: Summer Reading Novel: *The Scarlet Letter*

**Step 1: Assignment Introduction:** Read the background notes on the author located below, as well as Adler's "How to Mark a Book" (print off of class website). Then, with a pen/pencil and highlighter in hand, annotate Adler's essay based on what you learned through reading.

*The Scarlet Letter*, composed by Nathaniel Hawthorne in 1850, tells the tale of a young woman outcast from her Puritan community after committing the sin of adultery. Sentenced to wear the Scarlet A for life, Hester and her child, Pearl, attempt to survive the scorn of the Puritan community as the townspeople seek out her unknown lover. This novel, set in Boston, Massachusetts in the mid-1600s, offers a critical look into our nation's past, as Hawthorne adeptly exposes the hypocrisy of this Puritan society. As a mystery, psychological, and historical novel, it remains one of the foremost pieces of American literature to arise out of the 1800s.

Located below are relevant notes on the author's background information. Please review the notes prior to reading the novel. Be prepared for a reading test on *The Scarlet Letter* within the first week of school.

### Background Information on Nathaniel Hawthorne (1804-1864)

- I. Hawthorne's Reputation
  - a. Reputation as a foremost classic American writer- not subject to the highs and lows of other American writers; his reputation remained consistent.
  - b. Complex and mysterious- wrote skillfully contrived stories that present societal problems and require intense critical analysis.
- II. Hawthorne's Life
  - a. Led a commonplace, even dull life
  - b. Born on July 4, 1804
  - c. Family had colorful ancestors- Hawthorne is related to John Hathorne who presided over the Salem witch trials in 1692. Hawthorne added the "w" to his last name to distance himself from Judge Hathorne, who was renowned for his corrupt practices. His father was a ship captain who vanished at sea.
  - d. Between the ages of 21 and 33 Hawthorne found his "voice, style, and fashion.) However, he lived mostly on solitary existence, withdrawn from the world.
  - e. Took part in the "Utopian Experiment," where high literary and social reformers (Transcendentalists among them) tried to prove that men need not grind their lives away at work.
  - f. 1842- Married Sophia Peabody and moved into Old Manse in Concord
- i. Ralph Waldo Emerson (another famous American writer) had lived there
  - g. Became a surveyor in the Salem Custom House
  - h. Salem, MA was in cultural decline
    - i. Lost his job in a political reversal
    - ii. In 1850, published *The Scarlet Letter*- considered his masterpiece.
- III. Education
  - a. Attended Salem schools (elementary through high school)
  - b. Continued education at Bowdoin College. At this time, Henry Wadsworth Longfellow (renowned American author) was a professor there and Franklin Pierce was president.
- IV. Career Choice
  - a. Hawthorne experimented with a career in law, ministry, and teaching- he was not interested in any of these career paths.
  - b. He later became a writer- his true passion

- c. Explored the world of imagination and the interior of the herd
  - i. Where sin and guilt reside
  - ii. Where dark secrets are hidden from peering eyes
  - iii. Deep fostering of remorse and conscience
  - iv. Attempted to find answers to the eternal questions of man's existence
- V. Dual Hawthorne
  - a. As an artist, he was vibrant; as a man he was bland
- VI. Common Subject
  - a. Sin sick and guilty may find peace, not in illumination or redemption, but in awareness of their suffering

**Step 2:** Read and thoroughly annotate\* *The Scarlet Letter*

Annotating allows us, as readers, to interact with writers and their texts by asking questions and making comments. You may write your annotations in the margins of the book (I encourage underlining/highlighting, too!), on Post-It notes, or in a notebook. (If you write your annotations in a notebook, please include the page number next to each annotation.) If you haven't annotated a book before, here are some ideas for how you might approach this:

- Ask questions—about things you're confused about or want to learn more about
- React to what you've read—share feelings about something that made you mad, made you smile, frustrated you, etc.
- Give your opinion about something stated in the book—share your thoughts and ideas.
- Locate an important passage/quotation that you want to return to (when writing your essay, for example)
- Make connections—something in the book may remind you of something you have read in the past, or you might make connections to events in your own life
- Define new words—look up definitions to words you don't recognize
- Track themes—if you see a recurring theme taking place in the book, make note of it
- Comment on the author's writing style—what diction (word choice) does she use that you find interesting? How does she arrange and present her ideas? How does she develop her characters? (Even though this is a nonfiction book, the people in the book still function as characters.) How does she transition from one idea/chapter to the next? How does she insert herself into her writing? What other decisions does she make about how to present her text?

\*Your annotations should show that in addition to reading the book, you have analyzed and thought critically about ideas the writer has presented.

**STEP 3:** As you read *The Scarlet Letter*, you will complete a discussion question for each chapter found on the class website at <http://apenglishsummer.weebly.com/>. These questions will be in forum format so that you will be able to see others' responses and to respond to those answers. You are to respond to AT LEAST one person's answer for each chapter. Also, due to the fact that this novel is college-level material, you will also be able to ask me any questions for clarification on this forum. I will also participate in this class discussion forum. You will have until **July 31** to respond to ALL discussion questions on the forum. The discussion questions will be online by May 30.

**STEP 4:** You will have a test on *The Scarlet Letter* within the first week of school. You may use a copy of the novel on the exam. Thus, annotating the novel (as outlined above) will be of vital importance when taking the test. If you prefer not to write in your book, use post-its.

## **PART II: *They Say/I Say: Moves That Matter in Academic Writing***

The AP English Language and Composition course focuses on the ability of students to not only analyze texts, but to also create an argument utilizing their prior knowledge as well as outside sources. In order to prepare students to write solid arguments, you are to read *They Say/I Say* and complete the activities that follow each chapter.

**Assignment: Read and annotate *They Say/I Say*, and then complete the activities at the end of each chapter. Therefore, this assignment should be submitted by July 31. Do not be surprised if questions from this text are on tests for Quarter 1.**

These activities are to be completed using MLA 8 format (to the best of your ability) and submitted electronically via the summer assignment website (<http://apenglishsummer.weebly.com/>). The assignments are listed below:

- Chapter 1: *Starting with What others Are Saying*—Exercise #1
- Chapter 2: *The Art of Summarizing*—Exercise #2
- Chapter 3: *The Art of Quoting*—Exercise #1
- Chapter 4: *Three Ways to Respond*—Exercise #1
- Chapter 5: *Distinguishing What You Say from What They Say*—None
- Chapter 6: *Planting a Naysayer in Your Text*—Exercise #1
- Chapter 7: *Saying Why It Matters*—None
- Chapter 8: *Connecting the Parts*—None
- Chapter 9: *Academic Writing Doesn't Always Mean Setting Aside Your Own Voice*—None
- Chapter 10: *The Art of Metacommentary*—Exercise #2
- Chapter 11: *Entering Class Discussions*—None
- Chapter 12: *Reading for the Conversation*—None

## **PART III: Summer Reading Novel**

**Assignment: Read and annotate the school's summer reading novel, and then complete the class assignment (the regular junior assignment) AND a book review (instructions to follow). When you return from summer break, you will be tested on the novel. Therefore, this assignment should be submitted by July 31. *Make sure to submit the regular assignment to the area the school's website designated, and the book review to my class website.***

A review is a critical evaluation of a text, event, object, or phenomenon. Reviews can consider books, articles, entire genres or fields of literature, architecture, art, fashion, restaurants, policies, exhibitions, performances, and many other forms. Obviously, you will focus on a book review.

Above all, a review makes an argument. The most important element of a review is that it is a commentary, not merely a summary. It allows you to enter into dialogue and discussion with the work's creator and with other audiences. You can offer agreement or disagreement and identify where you find the work exemplary or deficient in its knowledge, judgments, or organization. You should clearly state your opinion of the work in question, and that statement will probably resemble other types of academic writing, with a thesis statement, supporting body paragraphs, and a conclusion.

Typically, reviews are brief. In newspapers and academic journals, they rarely exceed 1000 words. In either case, reviews need to be succinct. While they vary in tone, subject, and style, they share some common features:

- First, a review gives the reader a concise summary of the content. This includes a relevant description of the topic as well as its overall perspective, argument, or purpose.
- Second, and more importantly, a review offers a critical assessment of the content. This involves your reactions to the work under review: what strikes you as noteworthy, whether or not it was effective or persuasive, and how it enhanced your understanding of the issues at hand. This section should provide examples to support your analysis.
- Finally, in addition to analyzing the work, a review often suggests whether or not the audience would appreciate it.

Your book review must be at least one-page in length, double-spaced in MLA format as well as include typical essay conventions (introduction with thesis, body paragraphs, and conclusion), and must include the above features. You will be assessed on the quality and thoughtfulness of your review, in addition to the conventional rules of writing. Submit your answers to the class website by **July 31**.

*A deduction will be taken for writing that does not follow the standard conventions of written English. If you use examples from the novel, make sure to use MLA documentation.*

## **PART IV: AP Exam Diagnostic Test**

Near the end of the 2018-2019 school year, you will take the national AP test in the hope of earning 3 college credits. In order to prepare you for this exam, you will take an AP-style multiple-choice test. I will use this as a diagnostic test to measure your prior knowledge and readiness for the advanced placement program. **Please do not collaborate on the test.** I will award you completion points for attempting the questions. Your actual score on the multiple choice test **will not** affect your grade in the class. Therefore, you should not feel the urge to collaborate with others. Please be aware that the types of questions you will encounter on the AP exam are much more difficult than what you have experienced in previous English classes. Do not be alarmed if you feel overwhelmed by the difficulty of the questions – this is a normal reaction. Simply try your best. You must complete the test by **July 31**. *The test will be available on the website (<http://apenglishsummer.weebly.com/>) by June 1. There is no need to print anything when you have finished the test; your results will be emailed to me directly.*