

Dear AP Student:

Welcome to the **Advanced Placement Language and Composition** course. The Advanced Placement curriculum reflects college-level analysis, reading, writing, and critical thinking. Students enrolled in an AP course are expected to keep up with the academic rigor involved by spending time over the summer to continue sharpening their skills and expanding their knowledge base.

By taking this advanced course, you have agreed to engage in summer work. Summer work will be due the first week of school. The English Department recommends that you do so at a pace that allows you to enjoy and process the materials. Taking time to conduct the summer work will facilitate your understanding and better prepare you for the content covered in August. Students must complete all 3 parts of the assignment outlined below.

- 
- 1) **Reading Nonfiction:** Since AP Language and Composition is focused on reading and analyzing non-fiction texts, students will choose **ONE** nonfiction text from the list to read over the summer, create a double-entry journal, and write a 1.5-2 page response.
- *Atomic Habits* by James Clear
  - *Educated* by Tara Westover
  - *The Devil in the White City* by Erik Larson
  - *The Outliers* by Malcolm Gladwell
  - *Just Mercy* by Bryan Stevenson
  - *Stamped: Racism, Antiracism, & You (a Remix)* by Ibram X. Kendi & Jason Reynolds

**Step 1:** Read the text and create a double-entry journal (see attached example) of at least 20 quotes.

**Step 2:** Write a 1-2 page response explaining what you learned from the text and what made the text intriguing. How does the writer convey the information in a way that makes it engaging or interesting to the reader? What part(s) of the text stood out to you the most? Why? Was there anything that you found particularly dry/boring and why? Would you recommend this text to someone else? Why or why not?

**Double Entry Journal Text:**

**Quote and page #**

**Reaction/response/question/connection/vocab:**

|  |   |
|--|---|
| -"insert quote from text here" (page number) | This quote reminds me of....(another text/tv/real-world example) because...<br><br>This vocab word means.... A sentence using it is...<br><br>This quote stood out to me because...<br><br>This quote makes me wonder.... |
|--|---|

## **2) Expanding World-Knowledge Base:**

Read 3 Articles of choice (see last page for credible sources) and/or listen to 3 Podcasts, Ted Talks  
Write a summary of the key ideas you learned. 1 page, double spaced, 12 pt standard font/style.

Cite articles/podcasts/documentaries in MLA format at the end of your paper.

\*Students should get parental approval prior to reading/watching/listening to content.

### **Credible news sites:**

National Public Radio <https://www.npr.org/>

British Broadcasting Channel <https://www.bbc.com/>

Public Broadcasting Service <https://www.pbs.org/>

Associated Press <https://www.apnews.com/>

### **Podcasts/Ted Talks:**

3 of your own choice (no less than 15 minutes each).

## **3) Argumentative Writing:**

Choose one of the topics that interests you and write an argumentative essay on it (minimum 2 pages). Essay should include introduction with thesis statement, at least 3 body paragraphs covering your supporting reasons, and a conclusion. See topics below and samples attached at the end.

### **Argumentative writing topics:**

- 1) Cell-phones have become an integral part of daily life but can easily become a distraction. Write an argumentative essay on whether or not, or to what extent cell phones should be allowed in classrooms and why. Use specific evidence/examples to support your stance in the body paragraphs.
- 2) Risk-taking often holds a negative connotation, but risk-taking can lead to achievements and innovations that otherwise would not exist. Argue whether or not or to what extent people should indulge in risky decisions.
- 3) Some people claim money can buy happiness while others disagree. Write an argumentative essay on whether or not, or to what extent money can buy happiness.

*\*All assignments should include a header with your name, class name, assignment title, & date. All assignments must be in Times New Roman Font, size 12, Double spaced.*

Review checklist and attached samples in order to guide your work.

## **Summer Work Assignment Checklist**

### Nonfiction Text

- Read text
- Double entry journal with 20 entries minimum
- 1-2 page text response/reflection with header and MLA citation at end

### Knowledge Base

- Read 3 articles or 3 podcasts/Ted Talks
- Written response with header and MLA citation

### Argumentative Essay

- Choose topic & Outline thesis statement and 3 body paragraph topics
- Brainstorm specific evidence (real-world examples/facts) to support your body paragraph topics
- Compose introduction with thesis statement
- Compose 3 body paragraphs in CEC format (claim, evidence, commentary)
- Compose concluding paragraph
- Include header and essay title at the beginning

### **Body Paragraph CEC Format:**

**Claim:** outlines the main idea of your body paragraph, clearly

**Evidence:** specific example/ fact from the real-world that supports your body paragraph topic. Ex. This can be seen...An example of this is....

**Commentary:** Explanation of HOW your evidence supports your claim (at least 2 sentences) Ex. This evidence shows/illustrates/proves.....because/so... Furthermore/ As a result/ Therefore.

| <b>AP LANG: Body Paragraph Evidence &amp; Commentary Rubric</b>   |  |
|---|--|
| <b>0 points</b>   | <b>1 point</b>   |
| <ul style="list-style-type: none"> <li>● You didn't give relevant examples or evidence.</li> <li>● Your essay just repeated the thesis or drifted off-topic.</li> </ul>   | <ul style="list-style-type: none"> <li>● Your evidence stayed very general.</li> <li>● You summarized instead of explaining how the evidence supports your claim.</li> </ul>   |
| <b>2 points</b>   | <b>3 points</b>  |
| <ul style="list-style-type: none"> <li>● You gave some specific, relevant evidence but didn't fully explain it.</li> <li>● Some reasoning was unclear, simplistic, or repetitive.</li> <li>● You made one solid point but didn't build a full line of reasoning.</li> </ul> | <ul style="list-style-type: none"> <li>● You gave specific evidence for your claims.</li> <li>● You explained some connections between evidence and reasoning, but parts were underdeveloped.</li> <li>● Commentary didn't fully tie everything together.</li> </ul>                   |
| <b>4 points</b>   | <ul style="list-style-type: none"> <li>● You consistently supported your claims with strong, specific evidence.</li> <li>● You explained how each piece of evidence connected to your argument.</li> <li>● Your essay showed a clear, logical line of reasoning throughout.</li> </ul> |

## **Essay & Assignment Header Format/Structure**

First Name Last Name  
AP Language and Composition  
Summer Work: Argumentative Essay, Prompt #  
Date

Relevant Title, Center Alignment

Introduction, begin with a hook such as a quote, question, fact, broad/general statement. Give some background information about the topic for your reader to understand your argument better. State your thesis statement (the main idea of your essay).

Body paragraph 1, begin with a claim (topic sentence) that outlines the main idea of your paragraph and connects to your thesis statement (your main/big claim). Introduce and describe your specific evidence. Evidence can be a real-world example such as history or current events/people, can be an example from tv/movies/books, or a personal experience. In your commentary/analysis, you need to explain what your evidence showcases/proves AND how it connects to your body paragraph's claim AND your thesis statement (big claim). Commentary should be at least 2-3 sentences in order to be sufficiently developed. Tip: use **because** as it requires you to explain yourself in more depth, instead of staying on the surface-level. Try to use transition words in order to add flow and connect your ideas and sentences together: furthermore, so, since, therefore, as a result, consequently, thus, etc. Finally, wrap-up the main idea of your body paragraph, and to take it to the next-level, attempt to connect it to/foreshadow the topic of your next body paragraph.

Body paragraph 2: Repeat same steps

Body paragraph 3: Repeat same steps

Conclusion, start with rephrasing your main argument (thesis statement). Summarize the key points you discussed in your body paragraphs. End with a profound statement that draws the connection between your essay to the reader's life/real-world, leaving a significant point of thought/reflection, real-world application, call to action, etc.

**Sample thesis statement & body paragraphs**

**Prompt:** A well-known catchphrase is work smarter not harder. Is hard work overrated? Write an argumentative essay discussing whether or not or to what extent this catchphrase is valid.

**Thesis example:** Hard work is valuable because it can be successful, however, working smarter is much more efficient in reaching the desired outcome. (This thesis doesn't focus on one of the types of work, instead it discusses the extent to which each is valuable).

**Body paragraph 1:** Working smarter can make work more efficient and effective. Imagine a magnifying glass reflecting the sunlight in a concentrated beam- surely it would be potent enough to burn a hole through fabric or scorch the grass. Similarly, working smarter is strategizing or pinpointing effort in order to achieve the same results as hard work- just much more efficiently. An example of this can be seen in the book *Flowers for Algernon*. Charlie is a man who gets surgery to become smarter. He works at the factory and is able to come up with a strategy to set up the machines in a way that allows for more efficient production and as a result, helps the company save thousands of dollars. This shows that working smarter enhances productivity because while the factory was functioning just fine and that the workers weren't necessarily doing anything wrong, there was a smarter way to work that created benefits for the company. Therefore, working smarter is valuable because it improves efficiency and effectiveness.

**Body paragraph 2:** Hard work has its merits too. Think of the saying, "Where there is a will, there is a way." Working smarter is efficient, but hard work is still valuable in accomplishing goals. Where it lacks in efficiency, hard work makes up for in heart and dedication. This can be seen in the real-life story from India where a villager was nicknamed the "Mountain Man" because for 22 years he used a hammer and his strength to cut down a mountain that blocked his village access to a

medical facility. Before he completed his decades-long task, the villagers would have to travel for days around the mountain in order to reach the hospital and get treatment. With his unwavering effort, the Mountain Man was able to secure a quicker pathway for the villagers to receive medical care. While the Mountain Man could have had quicker success if he had the right tools/resources and strategy, he was still able to achieve his end goal. This example illustrates how hard work can lead to success with motivation and dedication. Thus, hard work is valuable, as long as one is willing to sacrifice their time for it.

Body paragraph 3: Still, working smarter is the better option of the two because time lost cannot be regained, and smart work can help people reach their outcomes quicker. For example, teachers have to create unit and daily lesson plans that align with the state standards, the school's expectations, and align with the students interests and areas for growth. This is a lot to juggle and creating these unit and lesson plans from scratch can result in hours of work that fill up entire weekends. However, there are "smarter" options that teachers can turn to in order to get the same result, efficiently. TeachersPayTeachers is a website on which teachers sell unit and lesson plans that they have created for their classes that align with state standards and are often creative, fun, and engaging for the students. Working smarter in this situation not only saves time for a teacher, but also allows them to choose lessons that would fit their students' needs and interests and have solid success rates in the classroom. While a teacher can choose to create their own lesson plans and put in the hard work and time, it is unnecessary since high-quality resources already exist and can be easily utilized, helping the teacher reach their goal efficiently and effectively.

Conclusion paragraph