

Christopher Mosca
Principal
527-6402
cmosca@fcsuvt.org

Geoffrey Lyons
Assistant Principal
527-6553
glyons@fcsuvt.org

Heather Fitzgibbons
Assistant Principal
527-6417
hfitzgibbons@fcsuvt.org

Bellows Free Academy
Union High School District #48
71 South Main Street
St. Albans, VT 05478-2297
Tel: 802-527-6555

Web Address: bfa.fcsuvt.org



Shannon Warden
Assistant Principal
527-6558
swarden@fcsuvt.org

Julie Regimbal
Special Education Dir.
524-2600 ext. 18
jregimbal@fcsuvt.org

Preston Randall
Director Guidance
527-6572
prandall@fcsuvt.org

May 1, 2017

Dear Student,

Welcome to Advanced Placement Language and Composition®. Through the realm of American Literature, students will develop and refine their reading, writing, interpretive, analytical and discussion skills. This course requires responsibility and a work ethic. Students will be expected to challenge one another as writers and thinkers.

Following the AP® tradition, this class will be treated as a college seminar on American Literature. Students will read, write, and respond to a variety of literary texts in order to broaden their awareness of language and its uses. Students entering AP® English should be skilled in basic composition and proficient in 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. This course will require numerous essays. While not all writing will be formally assessed, students will be expected to complete all writing assignments. The AP® tradition requires writing regularly in order to improve skills. Thoughtful reading will be reflected in AP® test practices. An emphasis will also be placed on vocabulary development.

The summer work requires you to read two assigned texts, complete a response to literature, and annotate an independent reading selection from the attached list. The assigned books are: *An American Childhood* by Annie Dillard and *The Scarlet Letter* by Nathaniel Hawthorne. The summer assignments are enclosed. If you need copies of these texts, please see me in A111 or the English office before or after school.

To help you with your summer essay, I have included "Plagiarism: What is it? - How to avoid it!", "MLA In-text Citation Overview," and "Words to Use Instead of 'Says.'"

Superintendent's Office
Fax # 524-1540

Principal's Office
Fax #527-6465

Main Office
Fax #527-6453

Guidance Office
Fax #527-6467

An Equal Opportunity Employer

Christopher Mosca
Principal
527-6402
cmosca@fcsuvt.org

Geoffrey Lyons
Assistant Principal
527-6553
glyons@fcsuvt.org

Heather Fitzgibbons
Assistant Principal
527-6417
hfitzgibbons@fcsuvt.org

**Bellows Free Academy
Union High School District #48
71 South Main Street
St. Albans, VT 05478-2297
Tel: 802-527-6555**

Web Address: bfa.fcsuvt.org



Shannon Warden
Assistant Principal
527-6558
swarden@fcsuvt.org

Julie Regimbal
Special Education Dir.
524-2600 ext. 18
jregimbal@fcsuvt.org

Preston Randall
Director Guidance
527-6572
prandall@fcsuvt.org

The Bellows Free Academy AP® Language and Composition Honor Code acknowledgment is enclosed for both you and your parent/guardian to sign. The signed honor code acknowledgment is due to me by

Wednesday, June 7th. Failure to do so will result in 5 points off your summer essay due in July.

Your essay on *The Scarlet Letter* is due **Monday, July 24th**. It should be dropped off in the **Main Office**, mailed to me at BFA, or emailed to me. If you email me your essay, expect a reply from me confirming I have received your essay. **If you do not receive a confirmation from me, your email has not been received.**

Please complete this essay well in advance. Failures in technology will not be accepted as an excuse for not having the essay completed on time. **The other assignments' due dates are noted on the assignment sheet.**

Failure to submit these assignments by their due dates will result in a schedule change. Also, per the Bellows Free Academy Program of Studies, **a satisfactory score on these assignments is a prerequisite to be in this course.**

If you have any questions/concerns, you may contact me by email: **lhebert@fcsuvt.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

Plagiarism

What is it? - How to avoid it!

What is plagiarism?

- *Buying or downloading a paper from a research service or a term-paper mill and offering it as your own.
- *Turning in another student's work, with or without that student's knowledge, as your own.
- *Copying any portion of another's work without proper acknowledgement.
- *Copying material from a source and supplying proper documentation, but leaving out quotation marks or failing to indent properly.
- *Paraphrasing ideas and language from a source without proper documentation.

When should you cite a source?

- *When you use another person's idea, opinion, or theory.
- *When you use any facts, statistics, graphs, drawings, pictures, sounds, or any other piece of information which you found from any source.
- *When you use quotations of another person's actual spoken or written words.
- *When you paraphrase (put in your own words) another person's spoken or written words.

What needs to be included when citing a source?

- *Who wrote or created it.
- *What it is called.
- *Where and by whom it was published or produced.
- *When it was published or produced.

Bellows Free Academy AP® Language and Composition Honor Code Acknowledgment:

Sign and return to Mrs. Hebert by Wednesday, June 7th 2017

Student agreement: I understand that *Cliff's Notes*, *Spark Notes*, *Shmoop*, *Wikipedia* and all other such items, both electronic and hard copy, which offer summaries and analyses of literature are not to be used as a substitute for the literature itself, nor are they to be quoted or copied for responses to literature (literary analysis) or research papers. To do so may be considered plagiarism and could be subject to disciplinary actions as outlined in the Bellows Free Academy student handbook.

I further understand that "borrowing" someone else's work and presenting it as my own is also considered a violation of the Bellows Free Academy AP® Language and Composition honor code and may be subject to disciplinary action.

By signing this statement, I am acknowledging that I have been informed of the guidelines for conducting academic research and policies regarding academic honesty, I have read **Bellows Free Academy's Student Handbook (available on BFA's web page) policies on plagiarism and cheating**, and **I understand the consequences for such potential behavior.**

Student's signature: _____

Date: _____

Parent/guardian agreement: I understand that *Cliff's Notes*, *Spark Notes*, *Shmoop*, *Wikipedia* and all other such items, both electronic and hard copy, which offer summaries and analyses of literature are not to be used as a substitute for the literature itself, nor are they to be quoted or copied for responses to literature (literary analysis) or research papers. To do so may be considered plagiarism and could be subject to disciplinary actions as outlined in the Bellows Free Academy student handbook.

I further understand that if my child "borrows" someone else's work and presents it as his or her own, it will be considered a violation of Bellows Free Academy AP® Language and Composition honor code and may be subject to disciplinary action.

By signing this statement, I am acknowledging that I have been informed of the guidelines for conducting academic research and policies regarding academic honesty, I have read **Bellows Free Academy's Student Handbook (available on BFA's web page) policies on plagiarism and cheating**, and **I understand the consequences for such potential behavior.**

Parent's/guardian's signature: _____

Date: _____

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

1. **Due Monday, July 24th: Read *The Scarlet Letter* (you do *not* need to read the introduction, “The Custom House”) and complete the following:** The first chapter of **Ecclesiastes**, a book in the **Bible**, concludes with these words:

"For in much wisdom is much grief, and increase of knowledge is increase of sorrow." *Ecclesiastes 1:18*

Based on your reading of *The Scarlet Letter*, write a persuasive essay that **defends, challenges, or qualifies** (attaches conditions/limitations to *or* takes an “on the fence” position supporting both sides of) **this assertion. Support your argument with specific evidence from the text.** Your essay should follow the **five-paragraph** structure and have **MLA** formatting. Your essay will be graded based on your ability to provide **insightful analysis** (original thought) with **supportive evidence (direct quotes with page #'s)** and **control of prose** (grammar, usage, and mechanics). I do not require a “thus proving” statement in your thesis. Included is a copy of the essay-assessment rubric, which is adapted from the AP® 9-point scoring guidelines.

2. **Due the first day of class: Read *An American Childhood*.** As you read, **record/mark specific pages that contain supporting evidence for the following prompts.** On the first day of class, you will be given an **in-class essay based on one of these prompts.** You will be able to use your book when completing the essay.

- **What are three** messages Dillard is trying to get across to the reader? **How can you**, as a reader, **apply these messages to your own life?**
- In *An American Childhood*, **what commentary** does Annie Dillard make about **American cultural and/or societal values in the 1950s?**

3. **Read and annotate an independent reading selection from the attached list.** Since one of the goals of AP® Language and Composition is to refine your skill 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. To help you with your annotations, see the attached “Annotation Guidelines” and “Model Annotation of Text.” **During the first week of school, I will collect your book and assess your annotations based on the attached rubric.** If you do not purchase your own copy, you may provide your annotations on sticky notes placed within and throughout the book. **Be prepared to participate in a book talk on your selected text.**

**Advanced Placement English
Writing Rubric**

Score	Writing Description	Grade
9	Impressive Writing Strong position [thesis] Sophisticated evidence [citations] Especially full or apt analysis Few technical errors	100
8	Effective Writing Takes a position effectively Develops position with appropriate evidence Effective analysis Some technical errors	95
7	Adequate College Level Writing More complete support and analysis than a 6 score Some technical errors	90
6	Adequate College Level Writing Takes a position Appropriate evidence Adequate analysis May have more frequent technical errors	85

	Takes a position and supports it with evidence	
5	Uneven, inconsistent, or limited analysis May have more frequent technical errors	80
4	Position [thesis] may be vague or too broad Inadequate evidence Incomplete analysis May have consistent technical errors (may contain sentence fragments)	75
3	Less success in taking a position Less supporting evidence and/or analysis than a score 4 May have consistent technical errors	65-70
2	Little success May misunderstand prompt May respond to prompt with unrelated, inaccurate proof or no evidence May have consistent technical errors	60
1	Undeveloped writing, simplistic, weak control of language	50
0	Merely repeats the prompt	0
	Blank or completely off topic or no work handed in.	0

MLA In-text Citation Overview

MLA citation: 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 **retain 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).

Words to Use instead of "Says"

accentuates	demonstrates	illustrates	quotes
accepts	denigrates	imagines	rationalizes
achieves	depicts	impels	reasons
adds	describes	implies	recalls
adopts	details	includes	recites
advises	determines	indicates	recollects
advocates	develops	infers	records
affects	deviates	informs	recounts
affirms	differentiates	injects	refers
alleges	differs	inspires	reflects
alleviates	directs	intends	refutes
allows	disappoints	interprets	regales
alludes	discerns	interrupts	regards
analyzes	discovers	inundates	regrets
announces	discusses	justifies	rejects
approaches	dispels	lampoons	relates
argues	displays	lists	remarks
ascertains	disputes	maintains	reminds
asserts	disrupts	makes	represents
assesses	distinguishes	manages	repudiates
assumes	distorts	manipulates	results
attacks	downplays	masters	reveals
attempts	dramatizes	meanders	reverts
attributes	echoes	mentions	ridicules
avoids	elevates	minimizes	satirizes
bases	elicits	moralizes	scoffs
believes	elucidates	muses	sees
challenges	embodies	notes	selects
changes	emphasizes	objects	serves
characterizes	empowers	observes	solidifies
chooses	encounters	opposes	specifies
chronicles	enhances	organizes	speculates
claims	enriches	outlines	states
clarifies	enumerates	overstates	strives
comments	envisions	paints	suggests
compares	evokes	patronizes	summarizes
completes	excludes	performs	supplies
concerns	exemplifies	permits	supports
concludes	expands	persists	suppresses
condescends	experiences	personifies	sustains
conducts	explains	persuades	symbolizes
conforms	expresses	pervades	sympathizes
confronts	extends	ponders	thinks
considers	extrapolates	portrays	traces
constrains	fantasizes	postulates	transcends
constructs	focuses	predicts	transforms
contends	forces	prepares	understands
contests	foreshadows	presents	understates
conveys	functions	presumes	uses
corrects	generalizes	proclaims	vacillates
creates	guides	produces	values
debates	heightens	projects	verifies
declares	highlights	promotes	views
defends	hints	proposes	wants
defers	holds	provides	wishes
defles	honors	qualifies	wonders
defines	identifies	questions	writes

ANNOTATION GUIDELINES

Reading critically calls for you to analyze a text as you read, developing your ability to make connections between the ideas in the text and also between ideas in the text and your own. When you are reading for the purpose of understanding, annotating a text—writing your notes, ideas, and questions on the text itself—can help you read more thoughtfully and save time in the long run.

Obviously, if you own a copy of the work, you can write on it directly. Otherwise, you should have some paper next to you as you read so you can jot down your thoughts. Annotating a text is an expected element of college English classes and a beneficial skill to employ in all of your classes. Hopefully, you will find that this approach will help you stay engaged as you read, and make you better prepared for class assessments and activities – especially when it has been a while since you actually did the reading!

You should experiment with different techniques to find a system that works for you, but here are some suggestions for annotating your reading:

- **Summarize the main point of each section of the text with a phrase, sentence, or diagram in the margin.** For a novel, a "section" might be a chapter or a related group of chapters. This will help you locate specific points that you may want to find later.
- **Use different colored highlighters or pencils to highlight major symbols, ideas, or themes.** Using different colors can be a useful way to quickly organize information.
- **Use symbols to mark important points in the text.** Marking can help you remember the key points in the author's argument or the ideas that most interest you. You may also want to use different symbols to mark different groups of related ideas.
- **Circle keywords that are unfamiliar and write down their definitions.** Circling and defining keywords can help you remember the meaning and usage of important words both in the text at hand and in your future reading and writing.
- **Record with a keyword or phrase your own ideas about the writing style.** Consider word choice, voice, sentence structure, and anything that seems unique or interesting about how the author writes.
- **Ask yourself thought-provoking questions in the margins.** Pinpointing the questions to which you want to find the answers can help you discover your own views.
- **Record your personal thoughts and reactions.** Make connections with your own life and experience. Write down your gut reactions as events unfold. Make predictions about what might happen next or what you, personally, would do. Include your thoughts about the work as a whole after you finish.

Adapted from Auburn University English Center's "Annotation Guidelines" 2003

Model of Annotation of Text

Interior Monologue
And sometimes a tiny sagger came suddenly
rocking into the open from under the trees...

Miss Brill (with French) by Katherine Mansfield
Now there came a little "tuey" bit-very
pretty—a little chain of bright drops. She was
sure it would be repeated. It was; she lifted
her head and smiled.

A 3rd person stream of consciousness (limited)
Although it was so brilliantly fine
the blue sky powdered with gold and great
spots of light like white wine splashed over
the larches...

observers are reminders of impressions like painting
laughing, even while she was still talking and
face, and, even while she was still talking and
laughing, even while she was still talking and

Text Annotation Scoring

Criteria	Level 4 <i>Performing Annotator</i>	Level 3 <i>Developing Annotator</i>	Level 2 <i>Emerging Annotator</i>	Level 1 <i>Struggling Annotator</i>
Author's Craft	Annotations show understanding of author's craft and how its use adds to the text (purpose, organization, theme/central idea, style, tone, POV character, plot, setting, etc.)	Annotations show a developing understanding of the author's craft in the text (purpose, organization, theme/central idea, style, tone, POV character, plot, setting, etc.)	Annotations attempt to show recognitions of the author's craft; (purpose, organization, theme/central idea, style, tone, POV character, plot, setting, etc.); may include minor errors	Annotations show a major misunderstanding of the author's craft in the text (purpose, organization, theme/central idea, style, tone, POV character, plot, setting, etc.)
Reading strategies	Annotations demonstrate reader effectively uses the strategies interdependently : <ul style="list-style-type: none"> • Connects • Determines importance • Infers & Predicts • Questions • Summarizes 	Annotations demonstrate reader uses the strategies : <ul style="list-style-type: none"> • Connects • Determines importance • Infers & Predicts • Questions • Summarizes 	Annotations show reader partially use strategies : <ul style="list-style-type: none"> • Connects • Determines importance • Infers & Predicts • Questions • Summarizes 	Annotations lack evidence that reader uses strategies : <ul style="list-style-type: none"> • Connects • Determines importance • Infers & Predicts • Questions • Summarizes
Quality & Usefulness	Overall, the annotation quality is excellent . Annotations will aid discussions on/responses to text .	Annotation quality is advancing . Some sections missing annotations .	Annotation quality is low—minimal annotations present.	Low quality to annotations is shown— barely or hastily annotated.

**AP® Language and Composition
Independent Reading List 2017**

Author	Title	Genre	Summary	#Pages (the page number may vary by edition)
Baker-Kline, Christina	<i>Orphan Train</i>	Historical Fiction	When Vivian was a girl, she was taken to a new life on an orphan train. These trains carried children to adoptive families for 75 years, from the mid-nineteenth century to the start of the Great Depression. Molly's present-day story in Maine seems to pale in comparison. Kline illuminates a hidden chapter of American history, while portraying the coming-of-age of two resilient young women.	304
Berger, Jonah	<i>Contagious: Why Things Catch On</i>	Business and Money	Berger reveals the secret science behind word-of-mouth and social transmission. Discover how six basic principles drive all sorts of things to become contagious, from consumer products and policy initiatives to workplace rumors and YouTube videos.	256
Boo, Katherine	<i>Behind the Beautiful Forevers: Life, Death and Hope in a Mumbai Undercity</i>	Sociology	Katherine Boo spent three years among the residents of the Annawadi slum, a sprawling settlement of more than 300 tin-roof huts and shacks in the shadow of Mumbai's International Airport. From within this "sumpy plug of slum" Boo unearths stories both tragic and poignant--about residents' efforts to raise families, earn a living, or simply survive.	288
Bryson, Bill	<i>One Summer: America, 1927</i> (A helpful choice in preparation for study of <i>The Great Gatsby</i>).	History	Bill Bryson captures the summer of 1927's outsized personalities, exciting events, and occasional just plain weirdness.	528

Cain, Susan	<i>Quiet: The Power of Introverts in a World That Can't Stop Talking</i>	Psychology	In <i>Quiet</i> , Susan Cain argues that we dramatically undervalue introverts and shows how much we lose in doing so.	368
Carr, Nicholas	<i>The Shallows: What the Internet is Doing to our Brains</i>	Technology	Carr examines how our brains change in response to our experiences with technologies.	280
Caotes, Ta-Nehisi	<i>Between the World and Me</i>	Memoir	Hailed by Toni Morrison as "required reading," a bold and personal literary exploration of America's racial history by "the single best writer on the subject of race in the United States" (<i>The New York Observer</i>)	163
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 remarkable 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
Douglass, Frederick	<i>Narrative of the Life of Frederick Douglass</i>	Autobiography	Douglass provides graphic descriptions of his childhood and horrifying experiences as a slave as well as a harrowing record of his dramatic escape to the North and eventual freedom.	96
French, Howard W.	<i>China's Second Continent</i>	International & World Politics	A revealing account of China's current presence in Africa.	304
Gladwell, Malcolm	<i>David and Goliath: Underdogs, Misfits, and the Art of Battling Giants</i>	Psychology	Gladwell examines and challenges our concepts of "advantage" and	320

			"disadvantage" in a way that may seem intuitive to some and surprising to others.	
Hicks, Deborah	<i>The Road Out: A Teacher's Odyssey in Poor America</i>	Education	A gripping account of one teacher's journey of hope and discovery with her students--girls growing up poor in a neighborhood that was once home to white Appalachian workers, and is now a ghetto.	294
Johnson, Steven	<i>How We Got to Now: Six Innovations that Made the Modern World</i>	Technology	Johnson focuses on six unglamorous innovations that triggered vast social transformation.	289
Kotlowitz, Alex	<i>There Are No Children Here</i>	Education	An examination of the lives of two boys growing up in inner-city Chicago.	323
Kristof, Nicholas & Sheryl WuDunn	<i>A Path Appears: Transforming Lives, Creating Opportunity</i>	Political & Social Sciences	Through the authors' research and on-the-ground reporting, we see the compelling, inspiring truth of how real people have changed the world, upending the idea that one person can't make a difference.	400
Lee, Hyeonseo	<i>The Girl with Seven Names: A North Korean Defector's Story</i>	Memoir	An extraordinary 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	Lopez 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

McBride, James	<i>The Color of Water: A Black Man's Tribute to His White Mother</i>	Memoir	Who is Ruth McBride Jordan? A self-declared "light-skinned" woman evasive about her ethnicity, yet steadfast in her love for her twelve black children. James McBride explores his mother's past, as well as his own upbringing and heritage.	295
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
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
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
Yousafzai, Malala	<i>I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban</i>	Memoir	A tale of a family uprooted by global terrorism and the fight for girls' education.	289

Sources:

Amazon. (n.d.). Retrieved from www.amazon.com