

**AP Language and Composition Summer Assignment 2025**– Welcome to the Advanced Placement Language and Composition program. Deciding to become an AP student indicates that you enjoy being academically challenged and learning for learning's sake. Advanced Placement Language and Composition (AP Lang) focuses on persuasive and expository writing, particularly emphasizing rhetoric and argumentation. Rhetoric is defined as, the art of effective or persuasive speaking or writing, especially the use of figures of speech and other compositional techniques. To prepare for this class, students should immerse themselves in the genre during the summer.

AP Lang has rigorous academic demands such as extensive reading, analytical writing, long -term projects as well as high expectations. This course is designed for the self-motivated student who is an independent learner that exhibits intuitiveness, curiosity and is eager to explore beyond their knowledge level. The reading material is at a college level and college maturity is expected.

Please note: GPAA does not tolerate plagiarism or AI-generated responses. You are expected to use your own critical thinking skills to complete the assignment. In order to maintain academic integrity, any student who has submitted a plagiarized or AI-generated essay will receive a zero and disciplinary action.

*All work MUST be submitted to the classroom assignments by September 4, 2025 at 7:30am. The classroom code for AP Language 2025-2026 is **2b7b4qd2** you must join the classroom by September 4, 2025 at 7:30am. Failure to join the classroom will result in a grade reduction. Summer work must be in the classroom assignments to receive an earned grade. Paper copies of work and emailed work will not be accepted. Late work will not be accepted, no exceptions. Please note: The four novels will be discussed in class and will be a component on the midterm and final examination. Failure to fully complete the summer assignments will make it difficult to pass the course.*

**You are required to read, annotate, and respond to each quote related to ALL of the four books. You will have a total of FOUR different essays.**

- Please note ALL FOUR books will be on the midterm and final exams. Failure to read the books will have a deleterious effect on your exam grades and overall semester grade.

**Part One - Assignment label in the classroom: Annotations (each book will be submitted separately)**

Tips for Close Reading and Annotation: Please note: annotation does not mean to summarize. Summarizing the storyline is not properly completing a close-reading. Please have your annotations focus on the following:

- Diction (word choice - denotation/connotation) - Why did the author choose those specific words and not others with similar meaning?
- Figurative language (metaphor, simile, irony, paradox, hyperbole, understatement, etc.) - What connections is the author trying to make indirectly through comparison? What tone is being set here?
- Imagery (appeals to the senses) - What mood is being created?
- Allusions - What references does the author make to other works or to historical events?
- Structure - How is the writing structured and organized? Consider the structure of sentences, paragraphs, chapters, or the entire work.
- Purpose - As you make your observations, try to connect them to the author's purpose. What does the author want us to think, feel, or do after reading this piece? How does the author use language to make that happen?

Complete a Close Reading with appropriate annotations for each book. Please see <https://www.litcharts.com/how-to-guides/how-to-annotate-texts> for specific directions on annotating literature. All annotations must be submitted no later than September 4, 2024. It is acceptable to handwrite or keep electronic annotations. If handwritten, pictures of your annotations are required for submission to the assignment in the classroom. Paper copies of your notes will not be accepted.

Book One - *A Right Worthy Woman* by Ruth P. Watson

- ISBN-10 : 1668003023
- ISBN-13 : 978-1668003022

Book Two - *Beneath a Scarlet Sky* by Mark Sullivan

- ISBN-10 : 1503943372
- ISBN-13 : 978-1503943377

Book Three – *Dear George, Dear Mary: A Novel of George Washington's First Love* by Mary Calvi

- ISBN-10 : 1250162947
- ISBN-13 : 978-1250162946

Book Four – *Before We Were Yours*, by Lisa Wingate

- ISBN-10 : 0425284700
- ISBN-13 : 978-0425284704

Part Two - Assignment Label in the Classroom: Essays (each essay will be submitted separately)

You are writing an MLA formatted essay for each book, with a minimum word count of 400 and a maximum word count of 600 (for each book). Please note: each essay is opinion based – using specific textual evidence to support your point (s). A proper MLA heading must be in the top left corner reflecting the book title and word count. Failure to adhere to MLA formatting will result in a lower grade. Failure to comply with word count guidelines will result in a lower grade.

Each essay will defend or refute the quote provided below using a minimum of 8 quotes directly from the text, please reflect the page number of the quote directly following the direct quote. Each direct quote must be numbered (1-8). Outside sources are encouraged, with proper citations. All standard grammatical rules apply. Failure to have direct quotes will result in a lower grade.

Essay One- *A Right Worthy Woman*

"A Right Worthy Woman is a remarkable and stirring novel, a story destined to be told. Ruth P. Watson brings to vivid life a woman who changed history, a woman both determined and fascinating, a woman named Maggie Lena Walker. From the heartbreaking opening line to the closing scene, the reader is on a transformational journey as Maggie Lena Walker revolutionizes both Richmond, Virginia and women's history. Inspiring and rich with detail, this is your next book club read." -- Patti Callahan Henry, *New York Times* bestselling author of *The Secret Book of Flora Lea*

Essay Two -*Beneath a Scarlet Sky*

"...has everything—heroism, courage, terror, true love, revenge, compassion in the face of the worst human evils. Sullivan shows us war as it really is, with all its complexities, conflicting loyalties, and unresolved questions, but most of all, he brings us the extraordinary figure of Pino Lella, whose determination to live *con smania*—with passion—saved him." —Joseph Finder, *New York Times* bestselling author of *Suspicion* and *The Switch*

Essay Three – *Dear George, Dear Mary*

"Calvi's portrait of Washington as an earnest young man striving for success but beleaguered on every front is convincing and, in a way, endearing. It is also a fascinating and unique look at pre-Revolutionary War society, with its misunderstandings and simmering resentments, and notable for the author's use of contemporaneous documents." -BOOKLIST

Essay Four – *Before We Were Yours*

"Lisa Wingate takes an almost unthinkable chapter in our nation's history and weaves a tale of enduring power. That Georgia Tann and her Memphis Tennessee Children's Home Society could actually exist, unraveling the lives of countless children, stealing their pasts and changing their futures, will give you chills. But the real feat of this stirring novel is how deeply Wingate plunges us into the heart and mind of twelve-year-old river gypsy Rill Foss. Rill's utterly singular voice will stay with you long after the last page is turned, as will Wingate's courage to follow her anywhere. . . . Vivid and affecting."—Paula McLain, *New York Times* bestselling author of *Circling the Sun*

Part Three – Vocabulary

AP SUMMER VOCABULARY: make use of a dictionary or Dictionary.com as needed.

Create a Rhetorical Terms Glossary (Hard Copy or google document)

A. Use the rhetorical terms below to create a glossary with a definition AND one example from one of the four assigned summer novels for each word. Creativity is welcome. Your work must be submitted through the classroom, under the vocabulary heading.

B. Be prepared to use these terms each day in class to analyze texts.

Glossary of Rhetorical Terms Word List

Concession      Anaphora      Faulty analogy

Connotation      Antimetabole      Synecdoche

Context      Antithesis      Zeugma

Counterargument      Archaic Diction

Ethos      Asyndeton      Personification

Logos	Chiasmus	Argument
Pathos	Cumulative	Polysyndeton
Occasion	Hortative	
Persona	Imperative Sentence	
Propaganda	Juxtaposition	
Purpose	Litotes	
Refutation	Metaphor	
Rhetoric	Metonymy	
Oxymoron	Syllogism	
Paradox	Deduction	
Parallelism	False dilemma	

AP Language and Composition has rigorous academic demands such as extensive reading, analytical writing, as well as high expectations. This course is designed for the self-motivated student who is an independent learner that exhibits intuitiveness, curiosity and is eager to explore beyond their knowledge level. Academic integrity and academic honesty are critical components for success in AP Language and Composition.

What is academic integrity?

Academic integrity is the commitment to and demonstration of honest and moral behavior in an academic setting. This is most relevant at the university level as it relates to providing credit to other people when using their ideas. In simplest terms, it requires acknowledging the contributions of other people.

What is academic honesty?

Academic honesty is a set of values and behaviors informed by the attributes of the learner profile. In teaching, learning and assessment, academic honesty serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. All coursework—including work submitted for assessment—is to be authentic, based on the student's individual and original ideas with the ideas and work of others fully acknowledged. Assessment tasks that require teachers to provide guidance to students or that require students to work collaboratively must be completed in full compliance with the detailed guidelines provided for the relevant subjects.

Please do not hesitate to email me with any questions or concerns. I look forward to Fall 2025 – AP “LANG”! Have a great summer!

Michelle Stavros [mstavros@ocvts.org](mailto:mstavros@ocvts.org)

**NOTE REGARDING ACADEMIC INTEGRITY:** The purpose of this assignment is to encourage the process of reflection. Thus, students can only “find the answers” for this assignment in their own brains. We expect that you utilize the utmost academic integrity when it comes to this and ALL assignments for English. Academic integrity is honesty and responsibility in scholarship. Every assignment you do in school is meant to measure your knowledge of something or your ability to do something. The grade you receive on the assignment should reflect that knowledge or ability. But an assignment cannot truly measure your knowledge or ability if you have not done your own work. The summer reading assignment should be the product solely of your thoughts, effort, and ideas. Your teachers are not interested in what Spark Notes says. We are interested in your ideas, interpretations, and arguments. We want to know what you think. Your ideas are far more interesting than the ones regurgitated again and again on the internet, and looking at those websites will color your thinking and prevent you from developing your own ideas. Although there will doubtless be collaborative assignments throughout the school year, this is not one of them. Do your own work. You may not in any way work with someone else on this assignment. If your assignments show ANY evidence of having been copied from a website, a classmate, or any other source, you will receive a zero on the assignment.

All work submitted for this course must be your own. Any use of generative AI tools, such as ChatGPT, when working on assignments is forbidden. Use of generative AI will be considered academic misconduct and subject to investigation.

The assignments in this class have been designed to challenge you to develop creativity, critical-thinking, and problem-solving skills. Using AI technology will limit your capacity to develop these skills and to meet the learning goals of this course.