

AP English Language and Composition Summer Assignment 2026

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Google Classroom Code: b5mdy7cm

Please read the directions carefully and be sure to thoroughly complete all parts of the assignment. This assignment is due the first day of school. During our first week of school, you will be assessed on your understanding of the materials (readings and videos). The assessment will be worth 80 points toward your first marking period grade, and it can significantly impact the way you begin the year. Do not procrastinate! If you have any questions, feel free to email us.

Assignment	Directions	Due Date
Join Classroom	Join via the Google Classroom Code: b5mdy7cm or this link .	6/10
Read and Annotate Chapters from <i>The Norton Sampler</i>	The readings are listed below with direct links to the PDFs of chapters from the 9th edition of <i>The Norton Sampler: Short Essays for Composition</i> by Thomas Cooley. You are welcome to print the documents and annotate on paper, complete digital annotations in Google Classroom (copies are attached as assignments there), or purchase a copy of the book. For this assignment, you will read and annotate the selected chapters from <i>The Norton Sampler</i>. Each chapter begins with an introduction that is informational like any textbook, providing an introduction to “Reading as a Writer” in Chapter 1. Chapters 5 through 12 also begin with information about how to recognize each method of development (Description, Narrative, Example, etc.). Annotate these sections for comprehension in the same way you would as any other textbook material. ** For each example text that follows the introductory material in chapters 5-12 (“Once More to the Lake” in Chapter 1, “The Wall” in Chapter 5, “The King and I” in Chapter 6, etc.), you'll want to use The Garden of English annotation techniques, which are introduced in the videos attached below. Note the primary methods of development and shifts in the passages. Your annotations should also include questions, observations, and reflections of the content as well as the writing. Comments should demonstrate analysis and interpretation – thinking beyond the surface level of the text. Also consider including thoughtful connections to other texts and “Ideas Worth Arguing.” We know that this is your first time doing this type of annotation, so just do your best! A copy of the “Ideas Worth Arguing” handout is in this packet, and the rubric we use for annotations later in the year for AP English can be found here. They are also posted under the “Other Helpful Resources” on the Classwork page in our AP Lang Summer Google Classroom.	First Day

	**Note: For Chapters 5-12, you'll see a section that is cut off in the middle of each PDF that begins with the title "A Brief Guide to Writing A _____. " You may skip over this in the chapter, but be sure to read and annotate everything else carefully, including the introduction to each method of development (Description, Narrative, Example, etc.) and the example text that follows in each chapter. ** DIGITAL ANNOTATIONS: If you plan to submit your annotations digitally, they MUST be in a GOOGLE DOC attached to the assignment. We cannot see the annotations that you've added directly to the PDF. You'll need to click "OPEN WITH GOOGLE DOCS" at the top of the PDF and convert the file to a Google Doc and then add your comments there. PAPER COPY ANNOTATIONS: If you plan to submit your annotations in the form of a paper-copy, that's totally fine, too! Just add a note in Google Classroom that says "submitting paper copy of annotations," and be prepared to hand it to us on the first day. ● Excerpt from Chapter 1: Reading as a Writer (p. 1-13, 16-17) ● Excerpt from Chapter 5: Description (p. 67-70, 78-84) ● Excerpt from Chapter 6: Narrative (p. 121-top of 124, 132-137) ● Excerpt from Chapter 7: Example (p. 173-176, 184-189) ● Excerpt from Chapter 8: Classification (p. 219-22, 234-240) ● Excerpt from Chapter 9: Process Analysis (p. 271-276, 284-287) ● Excerpt from Chapter 10: Comparison and Contrast (p. 317-319, 328-331) ● Excerpt from Chapter 11: Definition (p. 365-top of 368, 375-379) ● Excerpt from Chapter 12: Cause and Effect (p. 417-420, 433-436)	
Annotation Videos	Watch and take notes on effective annotations from The Garden of English: ●  How I EASILY Annotate for RHETORICAL ANALYSIS (Nonfiction) ●  MORE Ways I EASILY Annotate for RHETORICAL ANALYSIS (Nonfiction) ●  The FINAL Way I EASILY Annotate for RHETORICAL ANALYSIS (Nonfiction)	First Day
Questions? Feel free to email Dr. Mazzone at smazzone@rbrhs.org or Mr. O'Shea at foshea@rbrhs.org during the summer.		

Review the Methods of Development	First Day			
	DESCRIPTION (DES) Describing a person, place, thing or idea by appealing to the senses. Rhetorical Verbs: Describing, Illustrating, Detailing, Appealing	NARRATION (NAR) Explaining information about the topic as a series of events in a story. Rhetorical Verbs: Narrating, Recounting, Recalling	EXEMPLIFICATION (EX) Providing evidence to support his or her argument. Rhetorical Verbs: Exemplifying, Providing, Listing, Noting	CAUSE AND EFFECT (C/E) Explaining the reason (cause) why a consequence (effect) happened. <i>*Can also be specifically presented as a Problem - Solution (P/S)*</i> Rhetorical Verbs: Identifying [cause], Illustrating [effect / consequence]; Noting [problem] and Offering, Suggesting, or Implying [a solution]
	DEFINITION (DEF) Establishing a common meaning for a subject or an aspect of a subject by defining a word or concept. Rhetorical Verbs: Defining	CLASSIFICATION - DIVISION (Class / Div) Separating things into categories. Rhetorical Verbs: Dividing, Classifying, Categorizing, Characterizing	PROCESS ANALYSIS (PA) Explaining how something is done. Rhetorical Verbs: Initiating, Providing, Analyzing	COMPARE AND CONTRAST (Comp/Con) Identifying connections by observing how two or more areas are similar (comparing), different (contrasting), or both. <i>*May develop a counterargument (concession / refutation)*</i> Rhetorical Verbs: Comparing, Contrasting, Juxtaposing, Conceding and Refuting (Counterargument)

Use this graphic as a guide to note “Big Ideas” in the texts.

IDEAS WORTH ARGUING

Human Behavior	Society	Ethics	Identity	Politics	Nature	Pop-Culture
Arrogance Benevolence Citizenship Civility Consumerism Convenience Courage Delinquency Empathy Enthusiasm Hypocrisy Independence Materialism Obedience Ownership Pacifism Protest Rebellion Religion Risk Sympathy Tradition Violence Weakness Wonder Zeal	Art Commercialism Community Diversity Dominance Economics Education Equality History Industry Innovation Labor Life Modernization Opportunity Poverty Privilege Progress Property Race (Racism) Reality Truth Victory	Abuse Arrogance Compassion Complacency Consequence Deception Discrimination Dominance Faith Greed Honor Hope Integrity Joy Judgment Justice Love Patience Perseverance Productivity Responsibility Sacrifice Safety	Adolescence Alienation Belonging Certainty Creativity Doubt Experience Failure Gratefulness Guilt Humor Imagination Individuality Maturity Metacognition Nostalgia Purpose Shame Stress	Authority Capitalism Colonialism Control Control Democracy Efficiency Globalism Government Leadership Liberty Patriotism Peace Power Regulation Socialism Tyranny War	Adaptation Adventure Adversity Beauty Change Conservation Energy Environment Health Physiology Survival Sustainability	American Dream Fame Luxury Prestige Prosperity Social Trends Success Technology

The Garden of English 

A NOTE ABOUT PLAGIARISM, AI, AND ACADEMIC INTEGRITY

This assignment is INDIVIDUAL. You MAY NOT work with another student or group of students on this assignment. Students caught cheating or sharing work will be referred for disciplinary action and will receive a 0 for the assignment. As a reminder, AI is strictly prohibited in the creation of all portions of this assignment. By submitting this work, you are confirming that this project is entirely your own work without the use of AI. Any submissions that are suspected as AI generated will not receive credit. During your first week of school, you will be assessed on the videos and readings you completed over the summer. Throughout the year, please be aware that we will be checking your work for originality against websites, various sources, and other students’ work. If you cut and paste from websites, rely on AI generated material, or use another student’s work as your own, you will receive a zero for the assignment. Be sure to start the year by demonstrating your academic integrity and completing your own work.