

**AP English Language and Composition
Summer Work for 2024-2025 School Year**

Teacher: Ms. Melissa Scapini

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About the course: The Advanced Placement English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. Students will become competent readers of non-fiction prose in a variety of periods, disciplines, and rhetorical contexts. They will also engage in becoming skilled writers who compose for a variety of purposes and audiences. Because AP Language and Composition is a college-level course, the work is much more challenging and rigorous than the expected high school curriculum. In the spring, students have the option to take the Advanced Placement English Language and Composition Exam and might receive college credit if the exam is passed.

Please take a moment and register for our Remind. There is an optional meeting on Wednesday, June 5th after school in room 218. I will be able to meet you, answer questions, and distribute books.

I look forward to meeting you and learning with you in the upcoming school year!

Best,

Ms. Scapini

Texts needed: *Persepolis: The Story of a Childhood* by Marjane Satrapi
Night by Elie Wiesel

*You can check one out from me in room 218 after school on Wednesday, June 5th through Monday the 10th. If you prefer to mark up your text, you can also purchase your own copy.

Assignment: Read both texts and keep a journal. You will need to do this in order to complete the writing assignment when you return to school. If you have not completed the summer work by the first day of the new school year, we will schedule a meeting to discuss your placement and success in this course. We use these texts more than once in our first quarter, so failure to read and journal would likely mean a low grade.

Requirements: This must be handwritten— in your own handwriting. Use paper that can be torn out of a notebook or loose leaf paper; you will be attaching it to a timed, in-class essay. You can read with a friend from class and work on the journals together, but you need individual journals. Each entry should be approximately 5 sentences—not including quotes. You should have one entry about every 10 pages, so that your entries aren't all from the same place in the book. You can format it in whatever way makes sense to you, but please separate each entry. I will be assessing the journal using two criteria: 1. Quality of responses, 2. Range of responses. The rubric on the following page gives more detail.

What to do: As you read, think WHAT is the message the author is trying to convey to his or her reader? WHY did they feel the need to share this message (what is their purpose in writing the book)? HOW are they conveying their message? Your journals should focus on diction, tone, sentence structure, audience, context, speaker, purpose, appeals, figurative language, or other elements that stand out to you. Use variety in your responses (meaning that all reflections shouldn't be about tone). This [worksheet](#) (go to the pdf on the academics tab of the LCN website for the link) may help.

Example

Quotation with Page Number	Commentary/Analysis
<p>“The revolution is like a bicycle. When the wheels don’t turn, it falls” (10).</p>	<p>This simile compares the Islamic Revolution to a bike. It displays the main character’s view about the entire revolution and how she thinks it should happen. She is explaining that the revolution must stay active and ongoing in order to come out strong. Since this part of the book explains her life at home and views she garnered growing up, we can assume she may mimic her parents’ ideals. This quote is being used to further our understanding of the main character’s point of view and mindset. This view displays a strong, firm, passionate part of her personality and adds to the characterization of both her and her parents indirectly.</p>
<p>“ After a long sleep of 2500 years, the revolution has finally awakened the people” (11).</p>	<p>This metaphor is implying that the people have been figuratively “asleep” throughout time, but the revolution has finally brought them to their senses. What this means is that the revolution has had a positive impact on people and has encouraged them to stand up for themselves after 2500 years of tyranny and submission. The Iranian people had been living in fear, not wanting to stir up trouble. But when the revolution began, they started to collectively realize that they were stronger together and more enabled to fight back. This is more from the author’s point of view and showcases their lens in regards to Iran’s history.</p>

Note: You can format it differently, but this example is excellent for its organization and detailed reflections. This student used quotes in both examples, but for *Persepolis* you might want to make an observation of an image. If this happens, record the page number and describe the image in your own words.

Rubric for Summer Journal

	3	2	1	Score
Quality of Responses	All responses demonstrate sufficient insight into the novel and adequately explain the connection between the quote and its significance to the story. All responses are developed.	Some entries demonstrate a lack of insight into the novel and do not adequately explain the connection between the quote and its significance to the story. Some development is present.	Entries paraphrase quotes from the novel. No evidence of insights beyond summary.	
Selection and Range of Quotes	Quotations are selected from the entire work.	Quotations are selected from limited sections.	Quotations are selected from limited sections and reflect a limited understanding of the novel.	