

May 2020

Dear Parents:

Your child has requested **English III AP** for the upcoming school year. The purpose of this course is to offer promising students challenging work that will prepare them for collegiate reading and writing.

In Alvin Independent School District, Advanced Placement English courses are offered to eleventh and twelfth grade students. Upon successful completion of course work, students may take AP examinations administered each year in May, and if successful, they will be awarded college English credit accepted by most universities.

Pre-AP courses offered in grades 6-10 help students develop reading, writing, and thinking skills necessary for success in AP courses. Reading selections for these courses represent concepts and/or reading selections frequently cited on Advanced Placement examinations. Because both Pre-AP and AP courses include works that are challenging, students are required to complete a summer reading assignment.

Specifically, the English III AP summer reading assignment is designed to prepare students for the complexity of AP passages as well as to give them the skill set necessary to excel at writing in different modes of collegiate composition.

---

**For the summer of 2020, the reading assignment will consist of selections from *50 Essays: A Portable Anthology* by Samuel Cohen. [These selections are available digitally on Google Drive.](#)**

---

### **Academic Policy Regarding Plagiarism**

Because these essays are regularly used for English assignments, many websites feature analyses of these works. Students should strive to complete original analyses of their selected essays without referring to pre-written responses.

Alvin ISD takes plagiarism very strictly. **Any response that mirrors either the response of another student or an analysis found online, in whole or in part, will be given a 0 until the student produces an original response.**

---

Please encourage your child to complete this reading assignment in order to be prepared for an assessment at the beginning of the school year.

Thank you for your cooperation and continuing interest in your student's education.

Sincerely,

Shandar Hobbs  
Secondary ELA Director of Curriculum

Glen Russell  
Secondary ELA Curriculum Coordinator

**Please sign and return to your student’s current English teacher.**

My child and I have received notice of the summer assignment for **English III AP** and will comply. We understand that the completion date for this assignment is **the first day of school**.

In the fall of 2020, my child will attend:

\_\_\_\_\_ Alvin High School

\_\_\_\_\_ Manvel High School

\_\_\_\_\_ Shadow Creek High School

Parent Printed Name \_\_\_\_\_

Parent Signature \_\_\_\_\_

Student Printed Name \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Current English Teacher’s Name \_\_\_\_\_

Current Campus \_\_\_\_\_

\*\*\* NOTE: If you do not wish to have your child enrolled in Pre-AP or AP English Language Arts, please contact the guidance counselor at your child’s school.

**Advanced Placement English III  
Summer Reading Assignment**

**Objectives**

For this assignment, the student should strive to:

- Understand the author's claim
- Take a position on the author's claim
- Analyze the author's style and use of appeals

**Assignment Directions:**

1. Read **three essays of your choice** from the provided list (next page)
2. After reading each essay, you will need to compose an analytical paragraph (roughly 100-150 words in length, no more than 200) which answers the following questions **for each of the three essays**:
  - a. **What is the author's claim?**
    - i. A claim is the author's main point.
    - ii. A claim must be argumentative. When you make a claim, you are arguing for a certain interpretation or understanding of your subject.
    - iii. A good claim is specific. It makes a focused argument (MTV's popularity is waning because it no longer plays music videos) rather than a general one (MTV stinks).
    - iv. A claim can be substantiated with research, evidence, testimony, and academic reasoning.
  - b. **How does he/she support this claim?** For example, you could evaluate the author's:
    - i. Use of evidence
    - ii. Use of interesting language, descriptions, or diction
    - iii. Use of rhetorical strategies such as parallel structure, definitions, comparisons
    - iv. Use of appeals, such as logos, ethos, or pathos
    - v. OR another strategy or feature you see the author using to support their claim
  - c. **Is the author's claim still valid today? (Prove or disprove by connecting it to a modern issue, practice, institution, or current event)**
3. Format as follows (MLA format):
  - a. Set the margins to 1" on all sides
  - b. Create a header that states: **Student Name, AP English Class Period, Date** (replace text)
  - c. Set the font to 12 pt size (Times New Roman, Cambria, Calibri, Arial, etc.)
  - d. Left-align all text
  - e. Double-space all text (or set the line spacing to 2.0)
  - f. Title each paragraph as follows: **Author Name, Title of Text** (replace text)
4. Proofread for spelling and grammar before **printing** for submission.

## Available Selections from *50 Essays: A Portable Anthology*

(Online texts are directly linked; all other texts are available [here](#) as PDFs)

### RACE AND CLASS

- Martin Luther King Jr., *Letter from Birmingham Jail*
- James Baldwin, *Notes of a Native Son*
- Shelby Steele, *On Being Black and Middle Class*
- Audre Lorde, *The Fourth of July*
- Brent Staples, *Just Walk on By: Black Men and Public Space*
- [Ta-Nehisi Coates, \*The Paranoid Style of American Policing\*](#)
- Barbara Ehrenreich, *Serving in Florida*

### BIRTH, DEATH, AND THE IN-BETWEEN

- [John Jeremiah Sullivan, \*Feet in Smoke\*](#)
- E. B. White, *Once More to the Lake*
- Virginia Woolf, *The Death of the Moth*
- Jessica Mitford, *Behind the Formaldehyde Curtain*
- Langston Hughes, *Salvation*
- Scott Russell Sanders, *The Inheritance of Tools*
- Annie Dillard, *The Stunt Pilot*
- Barbara Lazear Ascher, *On Compassion*

### HUMAN BEHAVIOR

- Lars Eighner, *On Dumpster Diving*
- Eudora Welty, *Listening*
- Marie Winn, *Television: The Plug-In Drug*
- William F. Buckley Jr., *Why Don't We Complain?*
- Stephanie Ericsson, *The Ways We Lie*
- Susan Sontag, *Regarding the Pain of Others*
- Andrew Sullivan, *What Are Homosexuals For?*
- Sarah Vowell, *Shooting Dad*
- John McPhee, *The Search for Marvin Gardens*

### GENDER AND DEFINITION

- Maxine Hong Kingston, *No Name Woman*
- Sojourner Truth, *Ain't I a Woman?*
- Alice Walker, *In Search of Our Mothers' Gardens*
- Judith Ortiz Cofer, *The Myth of the Latin Woman: I Just Met a Girl Named Maria*

- Elizabeth Cady Stanton, *Declaration of Sentiments and Resolutions*
- Deborah Tannen, *There Is No Unmarked Woman*
- Dave Barry, *Lost in the Kitchen*
- Nancy Mairs, *On Being a Cripple*

### EDUCATION AND AWARENESS

- Maya Angelou, *Graduation*
- David Sedaris, *Me Talk Pretty One Day*
- Frederick Douglass, *Learning to Read and Write*
- Malcolm X, *Learning to Read*
- Mike Rose, *"I Just Wanna Be Average"*
- Niccolò Machiavelli, *The Morals of the Prince*
- Joan Didion, *On Keeping a Notebook*

### THE NATURAL WORLD

- [Linda Hogan, \*Dwellings\*](#)
- Vicki Hearne, *What's Wrong with Animal Rights?*
- [Lydia Millet, \*Victor's Hall\*](#)
- Vernyn Klinkenborg, *Our Vanishing Night*
- Henry David Thoreau, *Where I Lived, and What I Lived For*
- N. Scott Momaday, *The Way to Rainy Mountain*
- Rachel Carson, *The Obligation to Endure*
- Stephen Jay Gould, *Sex, Drugs, Disasters, and the Extinction of the Dinosaurs*

### LANGUAGE AND CULTURE

- Gloria Anzaldúa, *How to Tame a Wild Tongue*
- Eric Liu, *Notes of a Native Speaker*
- Leslie Marmon Silko, *Language and Literature from a Pueblo Indian Perspective*
- Bharati Mukherjee, *Two Ways to Belong in America*
- Richard Rodriguez, *Aria: Memoir of a Bilingual Childhood*
- [Chimamanda Ngozi Adichie, \*To My One Love\*](#)

