

AP LANGUAGE AND COMPOSITION  
SUMMER READING LIST & COURSE DESCRIPTION

Dear Future AP Student,

You are receiving this letter because you have signed up for AP Language and Composition for the 2018-2019 school year. Below is a brief course description and information regarding summer reading. Please read this carefully, and if you have any questions, please see Ms. Hoff in D105 or Coach White in D103 before you leave for summer break. Enjoy! ☺

Sincerely,  
Mrs. Hoff & Coach White

COURSE DESCRIPTION

The AP Language and Composition consists of writing and analysis, i.e. rhetorical analysis, grammar, writing for a purpose, research skills, reading comprehension, etc. The class will address these skills while studying a cursory overview of American literature. Preparation for the AP English Language and Composition Exam in **May 2019** will be a priority using timed writings and multiple choice-close readings, as well as thematic analysis essays for class discussion.

SUMMER READING

Summer reading is expected of all 2018-2019 AP English III students. It is essential that students complete the summer reading assignments, **as there will be an exam given in the first week of school.** Failing the summer reading exam may result in removal from the course!

*\*Students should complete the attached study guide (which will provide a good summary/review of each novel) and have it prepared (to turn in for a grade) upon their return from summer break.*

**The summer readings that are required are:**

***The Scarlet Letter* by Nathaniel Hawthorne**  
***Fahrenheit 451* by Ray Bradbury**

Time will **not** be spent teaching the plot; rather, the class will be analyzing the selections for diction, tone, imagery, figurative language, symbolism, Biblical allusions, syntax, and rhetorical strategies.

Any further information and a study guide will be provided via campus mail once you have officially signed up for the course during course registration.

If there are any questions, please contact Mrs. Hoff or Coach White by:

- stopping by Coach White's room (D103) -emailing (amy.hoff@sfisd.org or christina.white@sfisd.org)
- checking our websites -calling SFHS, (409) 927-2700, ext. 3252(Hoff)/3251(White)

**Characters** – Be able to describe the personality and major actions of the following characters.

Hester Prynne

Pearl

Rev. Arthur Dimmesdale

Gov. Bellingham

Roger Chillingworth

Rev. Mr. John Wilson

Mistress Hibbins

Narrator

**Plot and Symbols** – Be able to identify major plot points, explain the motivation of the characters, and understand the major symbols. Here are some questions to consider, but this is **BY NO MEANS** a comprehensive guide to everything that will be on the exam.

Why is Hester not put to death in the first place?

Consider the scarlet letter for a moment. What is the symbolism behind the scarlet letter? Does it change or remain the same throughout the story? Does it have different meanings for different people/

Consider Chillingworth for a moment. What is the clear symbolism of his “new” name? Who is he really? How does his character change?

What does Gov. Bellingham represent (beyond the government)? Consider his character, actions, and his role in the whole novel.

What is with the mark on Dimmesdale? What is it and how did it get there?

What is the importance of the Custom House piece at the beginning? Why did Hawthorne frame the story with it?

**Characters** – Be able to describe the personality and major actions of the following characters.

Guy Montag

Clarisse McClellan

Captain Beatty

Granger

Professor Faber

Mrs. Phelps

Mildred Montag

Stoneman and Black

**Theme** – Be able to identify major themes/motifs within the novel and analyze how these themes continue to resonate in today's world. Here are some questions to consider in preparation for your exam.

Although there is no clear explanation of why books are banned, what are the two groups of factors that inevitably lead to this result?

What/who triggered Montag to start down his rebellious path of self-doubt, guilt, and illegalities (or was he already different before this moment)?

Describe the dichotomy Bradbury establishes between technology/control/ignorance and nature/rebellion/wisdom. What does the Mechanical Hound have to do with this dichotomy?

How is fire described and used throughout this novel? (Hint: do NOT forget about the Phoenix!)

How is identity crafted in *Fahrenheit 451*? Does the answer to this question change as the novel progresses? How does Montag come to understand it?

At the end of the novel, Granger tells Montag that they all need to remember not to feel superior; that it is the books, not the people who read them, which are important. Earlier in the novel, Faber claimed that books themselves didn't matter, only the way that life was reflected in them. Are these contradictory or complementary statements