



REGINA DOMINICAN

English Department: Summer Assignment - 2026

Course: AP LANGUAGE AND COMPOSITION

Grade: 11 /12

Instructor: MS. TULLY

Abridged Course Description:

Practice in close reading is the best preparation for this course, and so that is our focus for the summer work. Critical reading skills are honed across all units of this course, and frequent practice in argument, rhetorical analysis, and synthesis of texts come in the form of daily writing and discussion, short writing assignments or projects, and about seven major essays throughout the year, the majority being in-class timed essays.

Students will hone their understanding of the strength of language and rhetoric. They will then use those skills in their own writing, as they present information, consider audience, develop tone, and make sound arguments.

Summer Reading 2026: two books must be purchased and read IN PRINT. E-Books are not allowed, as annotations will be graded as evidence of close reading.

[Educated: A Memoir by Tara Westover](#) (Read and annotate the entire memoir.)

Born to survivalists in the mountains of Idaho, Tara Westover was seventeen the first time she set foot in a classroom. Her family was so isolated from mainstream society that there was no one to ensure the children received an education, and no one to intervene when one of Tara's older brothers became violent. When another brother got himself into college, Tara decided to try a new kind of life. Her quest for knowledge transformed her, taking her over oceans and across continents, to Harvard and to Cambridge University. Only then would she wonder if she'd traveled too far, if there was still a way home.

[The Anthropocene Reviewed: Essays on a Human-Centered Planet by John Green](#) (Read and annotate the following essays this summer; we will read more during the semester.):

- Introduction
- You'll Never Walk Alone
- Humanity's Temporal Range
- Our Capacity for Wonder
- Scratch 'n' Sniff Stickers
- Academic Decathlon
- CNN
- Harvey
- The Yips
- Auld Lang Syne
- Googling Strangers
- Indianapolis
- Whispering

The Anthropocene is the current geological age, in which human activity has profoundly shaped the planet and its biodiversity. In this remarkable symphony of essays adapted and expanded from his groundbreaking podcast, John Green reviews different facets of the human-centered planet—from the QWERTY keyboard and *Staphylococcus aureus* to the Taco Bell breakfast menu—on a five-star scale. John Green's gift for storytelling shines throughout this artfully curated collection that includes both beloved essays and all-new pieces exclusive to the book.

ASSIGNMENTS: The purpose of this assessment is to prepare you for further work with this book at the start of the semester, as well as to provide your teacher with a sense of your comprehension and interaction with the text as a reader. Enjoy the reading, but read closely: demonstrate close reading by actively engaging (pencil/pen/highlighter in hand) with the text, perhaps even re-reading intriguing sections. This assignment is not simply for “completion.” Please use this opportunity to develop a nuanced understanding of the book as a whole.

1. VOCABULARY COLLECTION: As you read, identify words that you are unfamiliar with. You will be required to submit a list of 20 vocabulary words from either book (although you might find more in Green) with page numbers. For each word you must write:

- a. what you FIRST INFER the definition to be based on context
- b. definition, using a reliable website as a source

2. READ, HIGHLIGHT, AND ANNOTATE THE BOOKS (50 pts for quality of work; this is for EACH book).

On the first day of school, your annotated book WILL BE COLLECTED. An annotation is simply a note or comment.

Annotate by:

- highlighting or underlining
- making notes in margins for the majority of the above
- adding sticky notes (optional if you find this helps you be organized)

The act of annotating a text is making comments in the margins or within the text of your reading.

See rubric for more instructions.

3. OPEN-BOOK QUIZ(ZES) ON THE BOOK(S) (50 pts for understanding expressed): This will occur within the first week of school, and you will be given more information regarding the content of the quiz on day one.

NOTE: We will also continue to work with these books throughout the first quarter, including for our first summative assessments.

Academic Integrity and Honor Code of Regina Dominican

Regina Dominican is an academic community defined by its commitment to scholarship and to developing students to become independent thinkers. We expect all students to be honest and committed to the principles of academic and intellectual integrity in their preparation and submission of course work. Academic dishonesty is defined as unjust or unethical manipulation of material to achieve an academic advantage. It is the intention to circumvent learning and to present work as one’s own when it isn’t. Examples include but are not limited to handing in any work that is not one’s own; - distributing and/or receiving answers on any graded assignment, test, quiz, paper, or homework; distributing and/or receiving a copy of any test, quiz, paper, or homework assignment; altering answers after an assessment is returned to gain credit; using study materials or accessing technology without a teacher’s permission during an assessment; communicating during an assessment without permission; manipulating grades in any manner; the uncredited use, whether intentional or unintentional, of another person’s words or ideas; passing off work generated from an AI website or generator as one’s own. If a student suspects or has knowledge of an act of academic dishonesty, the student is obligated to inform the teacher, the Assistant Principal, a Counselor, or the Principal.

Annotations Rubric: 50 pts

Point Value	Quality of annotations	Further details:
A-/A/A+: 45-50 pts	The text is extensively annotated with copious margin notations. The annotations demonstrate a comprehensive and thoughtful reading . The margin notes show that the reader has proficiently analyzed the text, made insightful connections and drawn valid conclusions . Notations are balanced and show deep reading and thinking . <u>All</u> of the text is addressed.	<p>Student annotations should reflect comprehension, inference and depth/breadth of interaction with text.</p> <p>Based on text type, the following types of responses should be evidenced in annotations:</p> <ul style="list-style-type: none"> ● Questions, reactions, opinions ● Predictions and Inferences ● Locating important passages / key evidence or ideas ● Connections <ul style="list-style-type: none"> ○ other sources/accounts ○ our current world ○ other texts, films, etc. ● Key words or phrases including figurative, connotative and specific word choices of the writer ● Challenges of author’s bias/assumptions ● Identification of author’s strategies: <ul style="list-style-type: none"> ○ Development of events or characters OR ○ Structure and development of argument ● Writer’s Style: Tone, Language, Appeals to audience (emotion, logic, credibility), sentence structure, word choice/diction, repetition, etc.) ● A comment on something that intrigues, inspires, confuses, aggravates, etc. ● Definitions of any unfamiliar words or allusions ● Particular difficult lines (it’s okay to be confused) ● Particularly persuasive writing <p>RL.9-10.1,RL.9-10.2,RL.9-10.3,RL.9-10.4,RL.9-10.5, RL.9-10.6,RL.9-10.8,RL.9.10.9,RL.9-10.10, RL.11-12.1,RL.11-12.2,RL.11-12.3,RL.11-12.4,RL.11-12.5, RL.11-12.6,RL.11-12.8,RL.11-12.9,RL.11-12.10,W11-12.4,</p>
B-/B/B+: 40-44	The text is adequately annotated with margin notations. The annotations demonstrate that the reader understands the text beyond the literal level . The margin notes show that the reader has analyzed the text, made some connections and drawn some conclusions . Notations are balanced and show some deep reading and thinking . <u>Most to all</u> of the text is addressed.	
C-/C/C+: 35-39	The text is annotated with some margin notations. The annotations are basic and consist mainly of plot driven questions or literal ideas . Annotations indicate a basic understanding of the text. The reader has been able to make one or two connections , but has been unable to use the text to draw valid conclusions . Notations are unbalanced and <u>only half</u> of the text is addressed.	
D-/D/D+30-34	The text is underlined in appropriate places, but there are very few margin notes making it difficult to evaluate how well the reader understood the reading. Notes are illogical and not balanced. <u>Only one quarter</u> of text has been glossed. Insufficient length and depth in comments.	
F: 25-29	Significant parts of the text are completely unmarked. There are no margin notes, only underlined text; OR the text is completely unmarked.	