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Department of Secondary Language Arts and Reading  
Love K. Foy, Coordinator

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# SUMMER READING ASSIGNMENTS ELA GRADES 9-12 2019



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## TABLE OF CONTENTS

Letter to Students.....	3
Managing Your Reading.....	4
Parent Letter.....	5
Grade 9 Lists.....	7
Grade 10 Lists.....	8
Grade 11 Lists.....	9
Contemporary Issues in Literature and Composition (G12) .....	10
College English (G12) .....	11
Senior Experience (G12) .....	12
AP Language.....	15
AP Literature.....	17
AP Seminar.....	18
AP Research.....	20
	2

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## Letter to Students

Dear Half Hollow Hills Student,

Welcome to Summer Reading 2019! It is our hope that you will spend the summer months reading and enjoying the books we have asked you to read over the next few months. The goal of summer reading is to give you the opportunity to explore newness – a concept, a place, a culture unfamiliar yet brought to life in a book. Emily Dickinson eloquently provides perspective:

THERE is no frigate like a book  
To take us lands away,  
Nor any coursers like a page  
Of prancing poetry.  
This traverse may the poorest take  
Without oppress of toll;  
How frugal is the chariot  
That bears a human soul!

Whether you plan to travel across the world or across Long Island, we hope your summer reading books become a companion for you and a source of inspiration as well.

All students in grades nine through twelve<sup>1</sup> are expected to complete summer reading. The benefits of reading during the summer months are applicable to all students and we hope that everyone takes advantage of this opportunity.

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3

The following themes are covered:

Grade 9: Heroes as Archetypes

Grade 10: War and Peace

Grade 11: Life, Liberty, and the Pursuit of Happiness

Grade 12: Citizens of the World

**Your assignment is as follows:**

1. Choose one book from your grade level list to read over the summer.
2. **In September**, bring in your signed parent letter that you read a book from your grade level list.
3. Participate in a book group (teacher assigned) around your text of choice. You will also complete a diagnostic written assessment.

If you have any questions about Summer Reading 2019, please contact Love Foy, District-wide Coordinator of Secondary Language Arts and Reading at 631.592.3186.

Enjoy your books!

Sincerely,

The English Language Arts Department of Half Hollow Hills

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<sup>1</sup> Students in AP Language, AP Literature, AP Research, AP Seminar, College English, and Senior Experience have assignments specific to these courses. Please see pages 11-19 of this packet for further information.

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## **Managing Your Reading**

- Try to read every day. You can read after breakfast or before dinner. If you are using an audio book downloaded to your e-reader you can read almost anywhere. (Please don't try to read and cross the street at the same time though!)
- Have a purpose for reading. Is there a question you have about the book? Are you in the middle of the book and wondering about a character's choices or motivations? Are you wondering where the author is taking the story? Are you looking for something to connect to or relate to your own life? Each time you read, read with purpose.
- Discuss what you are reading with someone else – a friend, a parent, a sibling, a camp counselor, the librarian, or the bookstore clerk to name a few. Talking about a book helps you understand it better and motivates you to go back and read more.
- Does the book remind you of something you read before? Are you making a text-to-text connection? Try to find that other text (it can be another book, a movie, a newspaper or a magazine article, a website) and revisit it to strengthen the connection. It may also help you understand and appreciate your main text even more.
- Remember that reading is a way to communicate. What message is the author trying to share with you, the reader? How will what you read impact your own life? Reflect on these questions as you read.

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**June 2019**

Dear Parent/Guardian:

Please review this English project with your son or daughter and sign below to confirm that your child completed the assignment.

This letter should be returned **in September** to your child's English teacher for the 2019-2020 school year.

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I have read the above information regarding the English Department's summer reading assignment and confirm that my child read \_\_\_\_\_  
(book title)  
over the summer.

5

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Student's name (PRINT) \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

**Thank you.**

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# **SUMMER READING ASSIGNMENTS**

## **Grades 9 - 12**

### **2019**

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## NINTH-GRADE

Ninth grade English covers fiction and non-fiction literature that centers on the theme *Heroes as Archetypes*. We will explore the following essential questions:

- What makes a hero?
- How is the modern hero different from the classical hero?
- What is an anti-hero?
- What is a comedic hero?

**You must choose ONE text from the lists below. You may choose either a fiction OR a nonfiction text.**

### Fiction Titles

A Heart in a Body in the World, Deb Caletti  
Darius the Great is Not Okay, Adib Khorran  
Life As We Knew It, Susan Beth Pfeffer  
When Dimple Met Rishi, Sandhya Menon

### Non-Fiction Titles

Getting COMFY: Your Morning Guide to Daily Happiness, Jordan Gross  
Hey Kiddo, Jarret Krosoczka  
I'd Like to Apologize to Every Teacher I Ever Had: My Year as a Rookie Teacher at Northeast High, Tony Danza  
The Pact, Three Young Men Make a Promise and Fulfill a Dream, Drs. Sampson Davis, George Jenkins, and Rameck Hunt  
Tomorrow Will Be Different: Love, Loss and the Fight for Trans Equality, Sarah McBride

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When you return to school in September, please make sure to **bring your signed parent letter with you**.

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## TENTH-GRADE

Tenth grade English covers fiction and non-fiction literature that centers on the theme War and Peace: What is the Paradox Within? We will explore the following essential questions:

- How does literature reflect the human experience?
- How does one's social and cultural environment influence or shape one's identity?
- What are the ethical implications of our decisions?
- How does a speaker persuade his or her audience?

**You must choose ONE text from the lists below. You may choose either a fiction OR a nonfiction text.**

### Fiction Titles

A Land of Permanent Goodbyes, Atia Abawi

Code Talker, Joseph Bruchac

Flight, Sherman Alexie

Illegal, Colfer and Donkin

Monday's Not Coming, Tiffany Jackson

Price of Duty, Todd Strasser

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8

### Non-Fiction Titles

A Long Way Gone: Memoirs of a Boy Soldier, Ishmael Beah

Lone Survivor, Marcus Luttrell

When you return to school in September, please make sure to **bring your signed parent letter with you.**

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## ELEVENTH-GRADE

Eleventh grade English covers fiction and non-fiction literature that centers on the theme Life, Liberty, and the Pursuit of Happiness. We will explore the following essential questions:

- To what extent do competing values impede upon or shape the American Dream?
- How do race, gender, and economic status affect one's social standing in America?
- What are the vices and virtues of the American Dream?
- How has America failed to deliver its promises to its citizens?

**You must choose ONE text from the lists below. You may choose either a fiction OR a nonfiction text.**

### Fiction

American-Born Chinese, Gene Luen Yang

Every Exquisite Thing, Matthew Quick

Little Brother, Cory Doctorow

### Non-Fiction

Dear Martin, Nic Stone

Decoded, Jay-Z

Nickel and Dimed: On (Not) Getting By in America, by Barbara Ehrenreich

Proud: My Fight for an Unlikely American Dream, Ibitaj Mohammed

The 57 Bus: A True Story of Two Teenagers and the Crime that Changed Their Lives, Dashka Slater

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9

When you return to school in September, please make sure **to bring your signed parent letter with you.**

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## TWELFTH-GRADE Contemporary Issues in Literature and Composition

Contemporary Issues in Literature and Composition covers literature that centers on the theme Citizens of the World. We will explore the following essential questions:

- How does one develop a sense of self based on his or her environment or experiences?
- How does one come to understand another whose experiences differ from his or her own?
- How do we further expand our understanding of ourselves based on the world around us?
- To what extent does film accurately depict the worlds created in literature?

**You must choose ONE text from the list below.**

### **Text Choices**

*I Have the Right To: A High School Survivor's Story of Sexual Assault, Justice, and Hope,*  
Prout and Abelson

*Parkland, Birth of a Movement,* Dave Cullen

*The New Jim Crow: Mass Incarceration in the Age of Colorblindness,* Michelle Alexander

When you return to school in September, please make sure **to bring your signed parent letter with you.**

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## TWELFTH-GRADE College English

Please read the following novel for your summer reading assignment:

**Elliot Allagash**,<sup>2</sup> by Simon Rich

As you read the book, it is suggested that you annotate or make notes in the margins of the text (though these are not mandatory nor will they be collected). If the book is borrowed from the library, you can keep a reader's notebook. In either case, your annotated novel or reader's notebook can be used while you take the full period test. The test will be in one, forty minute period and is made up of:

1. 25 multiple choice questions assessing your comprehension and critical thinking skills based on the novel.
2. A one-paragraph written response based on a content-specific question derived from the novel.

The test will be administered in the first or second week of school and will count as a summative test grade.

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<sup>2</sup> A copy of this book can be picked up in Room 217 at HSE and Room 173 at HSW after June 10<sup>th</sup>. Please see Mr. Zarzicki at HSE or Mr. Riccuiti at HSW. **After June 30<sup>th</sup>, please pick up books in the Guidance Department at your high school.**

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## TWELFTH-GRADE Senior Experience

One of the goals of the Grade 12 English courses is to create an environment in which you can discover new understandings about yourself and the world around you. To start this process, your summer assignment will focus on developing your own personal philosophy. This is not a new process and it certainly is not easy. In 1951 Edward R. Murrow hosted *This I Believe*, a daily radio program that reached 39 million listeners. On this broadcast, Americans—both well known and unknown—read five-minute essays about their personal philosophy of life. They shared insights about individual values that shaped their daily actions. Fifty years later, This I Believe, Inc., is continuing the mission and we will be using their website as the platform for our own philosophies which could develop into your college essay.

- 1) Print the FOUR essays (links are provided below)

**“Finding Out What’s Under Second Base”**

**“A Shared Moment of Trust”**

**“Disrupting My Comfort Zone”**

**“Returning to What’s Natural”**

- 2) Go to the following website <http://thisibelieve.org>. Use the EXPLORE tab to find ONE additional essay that speaks to your interests or ideals.

12

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- 3) Write a reaction paragraph for EACH essay (FIVE total). In this paragraph, explain the author’s beliefs and give your personal reaction. Do you agree or disagree with him/her? Why or Why not? Be sure to cite specifics in your paragraph.

- 4) Now it’s your turn!! Give it the “old college try!!” Using the insights gained from reading the *This I Believe* essays, construct your own *This I Believe* essay. Follow the guidelines provided below. Read the instructions carefully. Essays should be typed and should follow the formatting rules of MLA. The essay will count as a writing assignment for the first quarter and more importantly, can be used as a launching point for your college essay.

### **This I Believe Essay-Writing Guidelines**

- Tell a story: Be specific. Take your belief out of the ether and ground it in the events of your life. Consider moments when belief was formed or tested or changed. Think of your own experience, work, and family, and tell of the things you know that no one else does. Your story need not be heart-warming or gut-wrenching—it can even be funny—but it should be *real*. Make sure your story ties to the essence of your daily life philosophy and the shaping of your beliefs.
- Be brief: Your statement should be between 350 and 500 words. That’s about three minutes when read aloud at your natural pace.

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- Name your belief: If you can't name it in a sentence or two, your essay might not be about belief. Also, rather than writing a list, consider focusing on one core belief, because three minutes is a very short time.
  - Be positive: Please avoid preaching or editorializing. Tell us what you do believe, not what you don't believe. Avoid speaking in the editorial "we." Make your essay about you; speak in the first person.
  - Be personal: Write in words and phrases that are comfortable for you to speak. We recommend you read your essay aloud to yourself several times, and each time edit it and simplify it until you find the words, tone, and story that truly echo your belief and the way you speak.

*"Never has the need for personal philosophies of this kind been so urgent."* -Edward R. Murrow

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# **SUMMER READING ASSIGNMENTS**

## **Advanced Placement**

### **2019**

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## AP LANGUAGE HIGH SCHOOL EAST

Please read the following information **closely**:

“An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing (collegeboard.com, 6).

“The AP English Language and Composition course follows this emphasis. As in the college course, its purpose is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.” (6)  
“The intense concentration on language use in the course enhances students’ ability to use grammatical conventions appropriately and to develop stylistic maturity in their prose. Stylistic development is nurtured by emphasizing the following:

- A wide-ranging vocabulary used appropriately and effectively;
- A variety of sentence structures, including appropriate use of subordination and coordination;
- Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis;
- A balance of generalization and specific illustrative detail; and an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure. (8)

15

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“When students read, they should become aware of **how stylistic effects are achieved** by writers’ linguistic choices. Since imaginative literature often highlights such stylistic decisions, fiction and poetry clearly can have a place in the AP English Language and Composition course. The main purpose of including such literature is to aid students in understanding rhetorical and linguistic choices, rather than to study literary conventions.” (8)

Please read the following texts:

- *Slouching Towards Bethlehem* by Joan Didion<sup>3</sup>

As you read, keep a reader’s notebook/journal to help you pay attention to detailed content. Complete all notebooks/journals in your own print or script – no typing or computer generated text will be accepted. Your notebook/journal can be used during the assessment given the first week of school. There will be one content-specific reading test AND one literary-based multiple choice test. The exam will count as a full test grade.

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<sup>3</sup> A copy of this book can be picked up in Room 215 at HSE after June 3<sup>rd</sup>. Please see Ms. DeStefano.

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## AP LANGUAGE HIGH SCHOOL WEST

Dear AP Composition student:

Welcome to AP Language and Composition! In an effort to keep your reading and writing skills sharp and to begin our course immediately when you return to school in September, I have created this assignment. As with all skills, the only way we develop and improve is through practice; in other words, read and write as often and as much as possible. To start you on your way to improving your writing skills, please complete these activities before the start of the school year.

- **Read *The Adventures of Huckleberry Finn* by Mark Twain.**

**“All modern American literature comes from one book by Mark Twain called *Huckleberry Finn*. American writing comes from that. There was nothing before. There has been nothing as good since.” – Ernest Hemingway**

I cannot say that I agree with all that Hemingway has to say, but I do believe you will enjoy this journey. I will warn you that the dialect is difficult to read in the beginning, but in the end you will have your own southern accent.

There is another old man with whom I happen to agree, my father-in-law, Pop; he is one of the most well-read people I have ever encountered in my life. I asked him to reread *Huck Finn* with me so we could discuss it before I had to teach it for the first time. I provided a copy for him that was full of annotations from a previous teacher. Within two days I received a phone message, “I finished *Huck Finn*, I forgot what a wonderful novel it is. Thank you for having me read it again. BUT, as for all that underlining and margin notes and other scribbles—what is that for? I found it so distracting I could barely keep reading. I hope you don’t make your students do that!”

16

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So in respect to Pop, I will not require annotations. I personally find them extremely helpful when I need to engage with a text for academic purposes. If you feel this is not necessary for a deep understanding of the novel then I will respect your opinion. Please keep in mind that we will be discussing the book in detail and each of you will be expected to discuss this book using textual evidence as support. I might suggest that, in the least, you note page numbers of scenes you feel are pivotal to both plot and character development.

At the conclusion of our *Huck Finn* unit, you will be assessed on your knowledge of the text with an in-class argumentative essay on various topics that are discussed. Any annotations you write will be assessable to you. These notes must be either in the novel itself, or pre-approved before exam day. **Please pick up copies of *The Adventures of Huckleberry Finn* in Room 170.**

Please remember that all work must be brought to school on the first day of class. All responses should be highly introspective and detailed, reflecting work on an AP level.

Lastly, you MUST go to guidance to pick up your summer packet regarding grade abatement for AP Language and Composition. This packet details exactly what grade abatement is and how it will work in our classroom. Please pick up the packet before the last day of school or within the first week of July. I look forward to meeting you on the first day of classes in September.

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## AP LITERATURE HIGH SCHOOL EAST

Read the following **novel** for your summer reading requirement.

**Jane Eyre**,<sup>4</sup> Charlotte Brontë

As you read, pay attention to major events, shifts in plot, and themes. You may annotate the novel as you read, but only do so in order to help you understand the text. Do not simply annotate for the sake of annotating!

There will be three assessments based on this novel during the first two weeks of school: an AP-style multiple-choice exam, a content specific reading exam, and an AP-style essay.

Each assessment is indicative of the level of rigor you will experience in this course; each will count as a full test grade.

## AP LITERATURE HIGH SCHOOL WEST

17

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Please read the following two works for your summer reading assignment:

**How to Read Literature Like a Professor**<sup>5</sup> by Thomas C. Foster  
(Read the above book first)

**East of Eden**<sup>6</sup> by John Steinbeck

As you read each book, annotate, or make notes in the margins of the text. If the book is borrowed from the library, keep a reader's notebook. Complete all notes in your own print or script—no typing or computer generated text will be accepted. Your annotations and notes will not be graded in and of themselves; however, they can be used during the multiple choice and essay exams that will be given within the first week of school. Following the multiple choice exam, the class will thoroughly discuss the works, and take an essay assessment. **Each** will count as a full test grade.

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<sup>4</sup> A copy of this book can be picked up in Room 201 after June 3<sup>rd</sup>. Please see Mr. Smyrk or Mr. Hufsmith.

<sup>5</sup> A copy of this book can be picked up in Room 172 at HSW after June 3<sup>rd</sup>. Please see Ms. Sarich.

<sup>6</sup> A copy of this book can be picked up in Room 172 at HSW after June 3<sup>rd</sup>. Please see Ms. Sarich.

## AP SEMINAR

**AP Seminar** is like no academic course you have taken before. Seminar will push you to academic and personal extremes you never thought capable of reaching. Moreover, the course will engage you with content in very unconventional and surprising ways. Much of your engagement will be self-directed, meaning we will give you texts to read and consider, and you will be responsible for analyzing and conversing about them. The course is designed to be student centered, so be prepared to do most of the work!

### A Three Part Assignment:

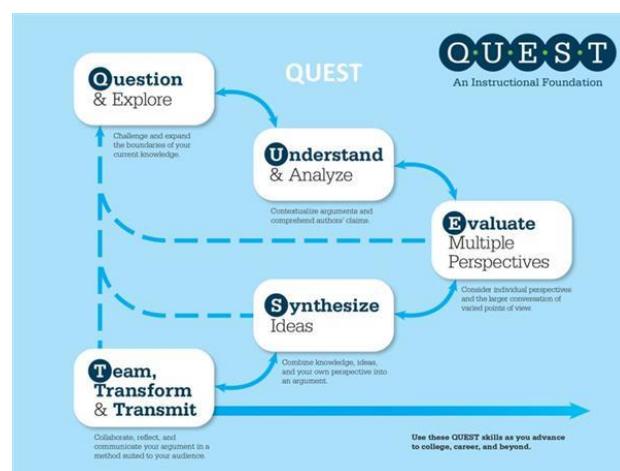
#### Part 1

As an introduction to the course, this summer you will read **John Green's *Turtles All the Way Down***.<sup>7</sup> As you do so, you must identify **three** recurring issues, topics, or themes that the author addresses throughout the text. In a Google document, take note of your observations of the book. Reflect on the following prompts:

- Formulate **Questions** as you read. (You will use these questions to research the issues, topics, or themes that are of interest to you in Part 2).
- Do you fully **Understand** why the author addresses the topics and themes in the book? Is there content that is confusing, unsettling, or completely foreign to you?
- **Evaluate** the author's credibility or reliability. What experiences has the author encountered to make him an expert in this topic? Has the writer conducted research to write from a place of authority? Does the author address various stakeholders within the book, meaning individuals or groups that are affected by or have a competitive interest in the topic?
- **Synthesize:** What other sources might you connect to this book? Does this book remind you of other books, articles, poems, or videos you have read or seen before?
- If you were to organize a group or **Team** discussion with some classmates, what topics would you like to address? How might your peers respond to your insights and reflections regarding the text?

Within each of the above directives, there are bold-faced words. Each pertains to the AP Seminar QUEST framework. You, your peers, and teachers will be referring to this chart throughout much of the course. It is important that you familiarize yourself with it.

**Note.** Please organize your answers to each of the above prompts in the order in which they are presented here.



<sup>7</sup> A copy of this book can be picked up in Room 205 at HSE and Room 174 at HSW after June 10<sup>th</sup>. Please see Ms. Brown at HSE or Mr. Doran at HSW.

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## Part 2: Culling Academic Sources

Select **one** of the three topics that is of most interest to you. Then, conduct research. Scour the internet and investigate the academic databases that Clever offers (see the HSE/HSW Library database). You must find **four sources** (a TED Talk, an academic journal<sup>8</sup>, a website, a newspaper or magazine article, a book, a poem/song, a work of art, or a political cartoon) that address the issue, topic, or theme you identified in John Green's book. Each source must be carefully annotated, using the **SOAPSTone** method (see below). Lastly, in a paragraph, you must discuss how each source relates to Green's book. Annotations must be typed; please cite the title, author, and genre of each source.

### SOAPSTone for Annotations

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#### Who is the **Speaker**?

The voice that tells the story. Whose voice do you hear when reading or observing the source? How does that voice influence your understanding of and feelings about the source?

#### What is the **Occasion**?

The time and the place of the piece. All writers are influenced by the *larger occasion*: an environment of ideas, attitudes, and emotions that swirl around a broad issue. Then there is the *immediate occasion*: an event or situation that catches the writer's attention and triggers a response.

#### Who is the **Audience**?

The group of readers to whom this piece is directed. It may be one person or a specific group. This choice of audience will affect how and why the writer composes a particular text.

#### What is the **Purpose**?

Consider the purpose of the text in order to develop the thesis or the argument and its logic. What does the author want the audience to consider or do after reading this source?

#### What is the **Subject**?

What is the general topic of the source? This should be answered in a sentence or two.

#### What is the **Tone**?

What is the attitude of the author? How does the author's diction (choice of words), syntax (sentence construction), and imagery (metaphors, similes, and other types of figurative language) affect the meaning of the source?

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## Part 3: Synthesis Essay

### (to be completed in September 2019)

Using your understanding of the summer reading text and the sources you culled, you will compose an in-class synthesis essay. Your response will be observational/expository in tone. Your objective is to discuss the topic, issue, or thematic link that exists among the sources. This essay must be at least 800 words in length.

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<sup>8</sup> **Academic journal:** is a periodical publication in which scholarship relating to a particular academic discipline is published. Academic journals serve as permanent and transparent forums for the presentation, scrutiny, and discussion of research. They are usually peer-reviewed. **You can find such sources using your district Clever account.**

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## AP RESEARCH

### Part I: Literary Study

Read Welcome to the Universe: An Astrophysical Tour,<sup>9</sup> by Neil deGrasse Tyson, Michael A. Strauss, and J. Richard Gott. While you read, examine the text as a work of research. Think about what served as the impetus for the writer's inquiry, how he or she structures the text, what questions does the text answer and which ones still exist. Additionally, identify areas of interest/inquiry *revealed through the themes* prevalent in the text. Focus on topics that might stimulate your inquiry and research in the upcoming year.

### STEPS TO COMPLETE PART I

**First,** using the book, create a list of three to five topics that stand out to you and that you would want to investigate further.

**Second,** start to conduct research on three of the identified topics (3 sources per topic). These sources must be a varied collection of content (TED talks, academic journals, newspaper/magazine features, etc.). Upon completion, you should have at least 9 sources in total. A good place to start your search is the HHH Community Library's research page found here:

<https://hhlibrary.org/research/>

### Part II: Summer Research Question Work - Approximate Time Needed: 8 Hours

Similar to AP Seminar, College Board wants you to present your AP Research academic paper with a leading question; however, in AP Research this question is called a Research Question (RQ). The following concepts (see chart on next page) are things to consider when attempting to build an AP Research RQ. Complete the chart requirements and write your initial RQ below in the space provided. Remember, the topic you decide to work with must hold your interest for the entire year.

20

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### STEPS TO COMPLETE PART II

**First and foremost,** you must sit and reflect about your true interests for this course prior to completing this chart. Choose a lens or section of focus: art, history, humanities, hard sciences, social sciences, mathematics. Take about two weeks to peruse any material related to your field of interest. View a TED Talk, read blogs, textbooks, and magazine articles, view a documentary, or look at Wikipedia, podcasts, etc., to help you understand the larger, broader issues.

**Creating Research Questions:** Complete the reflection questions (see chart on the following page). These reflection questions are critical when attempting to build your RQ (research question). After answering the reflection questions in this chart, attempt to write your RQs. You will need these RQs at the start of this year. For the chart, you only need to choose one RQ to scope out in detail.

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<sup>9</sup> A copy of this book can be picked up in Room 207 at HSE and Room 174 at HSW after June 10<sup>th</sup>. Please see Ms. Mahoney at HSE or Mr. Doran at HSW.

## AP RESEARCH QUESTION PLANNING MATRIX

<b>Concept</b>	<b>Description</b>	<b>Reflection/ Questions to Answer</b>	<b>Additional Work</b>
<b>Focus</b> (Research Discipline and Topic)	Topic: Specific interest within a discipline that creates the basics of your research question. In what subject areas are you most successful? <ul style="list-style-type: none"><li>• Art</li><li>• History</li><li>• Humanities</li><li>• Hard Sciences</li><li>• Social Sciences</li><li>• Mathematics</li></ul>	What details can you add to your discipline/topic to shape your topic interest?	Gather 3 or more research articles in the discipline of your interest. You can use these articles to help inform the structure and style of your academic paper. This will remove some of your confusion when you begin composing your academic paper.
<b>Scope</b> (Depth and Size of your Research Project)	<ul style="list-style-type: none"><li>• Context: The specific setting of your research</li><li>• Variables: The items/people/ situations/issues/concepts being studied and/or manipulated.</li></ul>	<ul style="list-style-type: none"><li>• What will you study specifically? People? Animals? Things? Concepts? Theories?</li><li>• How will you work with the people/animals/things/concepts / theories that you will research?</li></ul>	Find 2 or more research articles that work with similar variables to your research interest. You can use these articles to help inform your research method that you will construct in the course.
<b>Value</b> (Contribution to the Body of Knowledge)	The value of your research is determined by how your contribution enhances what is already known about the topic. You are expected to either add to the current conversation of a discipline or use multiple discipline conversations to create new knowledge.	<ul style="list-style-type: none"><li>• Will your research change the way we currently see the topic?</li><li>• How will your research benefit society or your discipline of study?</li></ul>	Find 2 or more current discussions about your topic. Look for contrasting views about the topic.  You will be able to use this content for your literature review or discussion of your topic. This will help you locate the need for your project.
<b>Feasibility</b> (Possibility of Research)	Time, money, and resources can play a major part in determining the ability to complete your research.  You will have around two months to complete your actual research project: December and January.	<ul style="list-style-type: none"><li>• What will you physically and/or monetarily need to complete your research?</li><li>• How long will your research take?</li><li>• Do you have access to the things you need for research?</li><li>• Who can help you with your research?</li></ul>	College Board requires you to have an Expert Advisor. Building a professional relationship with someone invested in your discipline will strengthen your paper. Make a list of a few adults in your life that could possibly help you with this endeavor.

### INITIAL RESEARCH QUESTION:

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