AP Literature and Composition

Summer Reading Assignments

2019-2020

To: AP Literature/Composition Students (2019-2020)

 Advanced Placement is designed to present an in-depth study of great literature from around the world. Through this course you will learn, or expand on your knowledge of, reading critically and writing analytically. This is a college-level class with college-level requirements. In May, 2020, you will have the opportunity to earn college credit by taking the Advanced Placement examination in English Literature and Composition. Selection of this course indicates that you have already demonstrated a high achievement level in the analysis of literature, a superior writing ability, and a motivation to do college level work in high school.

 I am very excited about teaching next year’s senior AP English class. As we have a great deal of work to do this up-coming year, your course will actually begin over the summer. The summer program is an important feature of the AP English class, and it serves two functions: 1) to keep you active as readers, and 2) to forestall brain death through writing about what you have read. This important requirement will ease your transition into your senior year.

Listed below are the required titles and other assignments:

Required Reading (you will read **One Novel, One Play, and *How to Read Literature Like a Professor***):

YOU MUST READ:

 *The Poisonwood Bible---*Barbara Kingsolver

YOU MUST READ:

 *How to Read Literature like a Professor* ---Thomas C. Foster

Your Choice of **One** of the following plays:

 *Death of a Salesman*---Arthur Miller

 *The Glass Menagerie---Tennessee Williams*

Assignment 1: Essay over Novel or Play

Essay prompts

Choose ONE essay prompt to answer below. You should answer ONE essay question using your novel choice or your play choice. ESSAY GUIDELINES AND INSTRUCTIONS ARE ON THE NEXT PAGE.

(1) Many plays and novels use contrasting places (for example, two countries, two cities or towns, two houses, or the land and the sea) to represent opposed forces or ideas that are central to the meaning of the work. Choose a novel or play that contrasts two such places. Write an essay explaining how the places differ, what each place represents, and how their contrast contributes to the meaning of the work. Avoid mere plot summary.

(2) From a novel or play of literary merit, select an important character who is a villain. Then, in a well-organized essay, analyze the nature of the character’s villainy and show how it enhances meaning in the work. Do not merely summarize the plot.

(3) Writers often highlight the values of a culture or a society by using characters who are alienated from that culture or society because of gender, race, class, or creed. Choose a novel or a play in which such a character plays a significant role and show how that character’s alienation reveals the surrounding society’s assumptions or moral values. Do not merely summarize the plot.

(4) The most important themes in literature are sometimes developed in scenes in which a death or deaths take place. Choose a novel or play and write a well-organized essay in which you show how a specific death scene helps to illuminate the meaning of the work as a whole. Avoid mere plot summary.

(5) One of the strongest human drives seems to be a desire for power. Write an essay in which you discuss how a character in a novel or a drama struggles to free himself or herself from the power of others or seeks to gain power over others. Be sure to demonstrate in your essay how the author uses this power struggle to enhance the meaning of the work. Do not merely summarize the plot.

(6) Many works of literature deal with political or social issues. Choose a novel or play that focuses on a political or social issue. Then write an essay in which you analyze how the author uses literary elements to explore this issue and explain how the issue contributes to the meaning of the work as a whole. Do not merely summarize the plot.

Essay guidelines

* For each essay response, you should write at a minimum of 500 words and a maximum of 600 words.
* Your essay should include a clear introduction with thesis statement, supporting body paragraphs with evidence from the text, and a compelling conclusion with an inference about the novel or play discussed. A minimum of 3 correctly cited quotes is required.
* You should type your responses in MLA style and use Purdue OWL as your guide.
* You should include the word count at the end of your essay.

Grading rubric

The essay responses are graded according to a 9 point scale. See commentary below:

**9–8:** These essays offer a well-focused and persuasive analysis of the topic. Using apt and specific textual support, these essays fully explore the topic and demonstrate what it contributes to the meaning of the work as a whole. Although not without flaws, these essays make a strong case for their interpretation and discuss the literary work with significant insight and understanding. Generally, essays scored a 9 reveal more sophisticated analysis and more effective control of language than do those scored an 8.

**7–6:** These essays offer a reasonable analysis of the topic. They explore the topic and demonstrate what it contributes to the meaning of the work as a whole. These essays show insight and understanding, but the analysis is less thorough, less perceptive, and/or less specific in supporting detail than that of those in the 9–8 range. Generally, essays scored a 7 present better-developed analysis and more consistent command of the elements of effective composition than do those scored a 6.

**5:** These essays respond to the assigned task with a plausible reading, but they tend to be superficial or underdeveloped in analysis. They often rely on plot summary that contains some analysis, implicit or explicit. Although the essays attempt to discuss the topic and how it contributes to the work as a whole, they may demonstrate a rather simplistic understanding of the work. Typically, these responses reveal unsophisticated thinking and/or immature writing. They demonstrate adequate control of language, but they may lack effective organization and may be marred by surface errors.

**4–3:** These lower-half essays offer a less than thorough understanding of the task or a less than adequate treatment of it. They reflect an incomplete or oversimplified understanding of the work. They may not address or develop a response to how that relationship contributes to the work as a whole, or they may rely on plot summary alone. Their assertions may be unsupported or even irrelevant. Often wordy, elliptical, or repetitious, these essays may lack control over the elements of college-level composition. Essays scored a 3 may contain significant misreading and demonstrate inept writing.

**2–1:** Although these essays make some attempt to respond to the prompt, they compound the weaknesses of those in the 4–3 range. Often, they are unacceptably brief or are incoherent in presenting their ideas. They may be poorly written on several counts and contain distracting errors in grammar and mechanics. The ideas are presented with little clarity, organization, or supporting evidence. Particularly inept, vacuous, and/or incoherent essays must be scored a 1.

**0:** These essays do no more than make a reference to the task.

**—** These essays either are left blank or are completely off topic.

**Grade Equivalents:**

|  |  |  |
| --- | --- | --- |
| **Score** | **Average**  | **Letter Grade** |
| 1 | 50% | F |
| 2 | 60% | F |
| 3 | 65% | F |
| 4 | 75% | C |
| 5 | 82% | B |
| 6 | 87% | B |
| 7 | 92% | A- |
| 8 | 96% | A |
| 9 | 100% | A+ |

**Assignment 2: review assignment for *How to Read Literature like a Professor***

You will need to read *HTRLLAP*, complete the summary activity, and prepare for a short answer test.

***How to Read Literature like a Professor* Summer assignment**

**Instructions:** Write a 1 paragraph summary for each chapter in the book (including interludes). Be sure to include an important quote! You will also need to come up with an example of a work of literature (or failing that, a movie) that relates to the point of the chapter. You will lose points for re-using the same example Foster does in his chapter!!!! You must use proper MLA citations or you will be docked points. **This is due the first day of school for 50 points!** You should type the summaries in single space font and include the title of the chapter before each paragraph:

Formatting:

Chapter 1 (put the name of the chapter here)

 **Summary:** Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. **Quotes:** “Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah” (CITATION).Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. **Personal Example:** Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah.

Chapter 2 (put the name of the chapter here)

 **Summary:** Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. **Quotes:** “Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah” (CITATION). Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. **Personal Example:** Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah. Blah blah blah blah.

**Assignment 3: Major Works Data Packets for *Poisonwood Bible* and your play choice:**

**Instructions: complete a copy of the following for both novel and play:**

Title, Author, Year of Publication

Biographical Info about the author (2-3 sentences)

Plot summary (2 paragraphs)

Section one: Theme------ Write a paragraph (one apiece) description of two major themes in the novel.

Theme 1:

Theme2:

Section two: Major Characters-----Write a two sentence description about seven major characters.

Character 1:

Character 2:

Character 3:

Character 4:

Character 5:

Character 6:

Character 7:

Section three: Significant Quotes----Choose 3 significant quotes, write them down with proper citation, and write a 3 sentence explanation of why each matters. Choose quotes that are metaphorically important rather than ones that are just necessary to advance the plot.

Quote 1:

Quote 2:

Quote 3:

Section four: Symbols-----Choose 3 symbols worthy of critical analysis and explain their deeper connection to the themes, characters, and overall meaning of the novel. Write a 3-4 sentence description of the symbol

Symbol 1:

Symbol 2:

Symbol 3:

**Due the First Day of School!!!**

1. Mini-Essays for the **NOVEL** and **PLAY** *(50 points)* ***BRING A PRINTED COPY TO CLASS ON THE FIRST DAY!!!!***

2. *How to Read Literature Like a Professor* summary activity (50 points) ***BRING A PRINTED COPY TO CLASS ON THE FIRST DAY!!!!!***

3. The Two majors Works Data packets for *Poisonwood Bible* and your chosen play (50 points)

**The Mini Essay and the summary activity for *How to Read Literature like a Professor* must be submitted to turnitin.com. You will submit all work to turnitin.com when you receive login information from your AP Lit teacher on the first day of school.**

 I am very excited to be teaching this course next year and I hope you will share in my enthusiasm. If you have any questions over the summer you can reach me Ginn.Charles.W@muscogee.k12.ga.us

Sincerely,

Mr. Ginn