

AP Literature and Composition Summer Assignment

Introduction

AP Literature is a class that focuses on a great deal more than just “reading” well. While the majority of the class is taught through reading fiction, it’s truly about the proper and in-depth analysis of literature. The summer reading assignment is designed to help you build the skills needed for in depth analysis of literature. Aside from this, completion of these assignments will demonstrate your dedication to the course; beware! AP requires a great deal of reading, discussion, and analysis most of which is completed outside of class! All assignments are due the first day of classes. If there are any issues or questions over the summer, feel free to contact me at agallahe@pasco.k12.fl.us

Formatting

Evidence of student handwriting required prior to checking annotations. All annotations must be directly in the margins of the works themselves. Sticky notes are permitted. Annotations will be checked the first day of classes. For the extra credit portion, please submit your MLA formatted essay to agallahe@pasco.k12.fl.us no later than August 12, 2018 at 11:59PM.

Part 1

Purchase, read, and annotate two of the novels or plays below. **You may read two novels or one novel and one play, but you *may not* read two plays.** Any novel or play that seems to have been heavily favored by the class, **meaning more than 15% of the class did the same work, will not receive credit** for the summer assignment as it suggests the sharing of information between classmates or outright cheating. Do your own work! Don’t rely on Spark Notes, Shmoop, or other study guides to provide you with the in depth analysis I am expecting in your annotations. Check the rubric below for guidance on your annotations. Be prepared to participate in a lively discussion and timed writing prompt for your novels by the first couple of classes.

Brave New World by: Aldous Huxley

Middlemarch by George Eliot

Dracula Stoker by: Bram Stoker

No Country for Old Men by Cormac McCarthy

The English Patient by: Michael Ondaatje

Orlando by Virginia Wolff

Frankenstein by Mary Shelley

Oryx and Crake by Margaret Atwood

Grendel by John Gardner

A Prayer for Owen Meany by John Irving

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The Importance of Being Earnest by Oscar Wilde

Tom Jones by Henry Fielding

Jane Eyre by Charlotte Bronte

Twelfth Night by William Shakespeare

Light in August by William Faulkner

Waiting for Godot by Samuel Beckett

The Mayor of Casterbridge by Thomas Hardy

Optional: Part 2: Extra Credit awarded only

Write a literary analysis of 750 words (MLA formatting) or more upon your work analyzing a literary strategy used in your novel and the strategy's effect on the work as a whole. Your prompt might read something like this: (feel free to revise any section in bold to meet your needs for the assignment).

Sample Prompt

A symbol is “anything that stands for something else, but the process operates in many different ways” (Lodge 139). In D.H. Lawrence’s novel, *Women in Love*, Lawrence utilizes the symbol of the horse to underscore Godrun’s emotional turmoil. In a well-written essay, choose a **symbol** and analyze its importance to a **character or theme** and how the **symbol** contributes to the novel as a whole.

Please consult the rubric below.

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Rubric for Annotations

10 100	The text is extensively highlighted or underlined with many margin notes in addition to shorthand notations. The annotations demonstrate that the student has carefully read and considered the text's meaning. The margin notes serve as an abbreviated outline of what the text says and what the reader thinks about it.
90	The text is extensively highlighted or underlined with fewer margin notes compared to the most carefully considered readings. Short-hand notations are present. The annotations which are there demonstrate that the student has carefully read and considered
80	The text is less extensively highlighted or underlined with some margin notes and short-hand markings. The annotations demonstrate a less thorough reading of the work than the top two rat.
70	The text is highlighted or underlined and the student uses short-hand markings. There are virtually no margin notes; consequently, it is impossible to determine how thorough the reading of the text has been.
60	Only shorthand margin notations are used or part of the text is unmarked or there are so few notations overall that the text may not have been read completely.
0	The text is unmarked

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Rubric for Grading Essays

This rubric will be used all year long.

9-8	These well-focused and persuasive essays address the prompt directly and in a convincing manner. An essay scored a 9 demonstrates exceptional insight and language facility. An essay scored an 8 or a 9 combines adherence to the topic with excellent organization, content, insight, facile use of language, mastery of mechanics, and an understanding of the essential components of an effective essay. Literary devices and/or techniques are not merely listed, but the effect of those devices and/or techniques is addressed in context of the passage, poem, or novel as a whole. Although not without flaws, these essays are richly detailed and stylistically resourceful, and they connect the observations to the passage, poem, or novel as a whole. Descriptors that come to mind while reading this essay include: mastery, sophisticated, complex, specific, consistent, and well supported.
7-6	These highly competent essays comprehend the task set forth by the prompt and respond to it directly, although some of the analysis may be implicit rather than explicit. The 7 essay is in many ways a thinner version of the 9-8 paper in terms of discussion and supporting details, but it is still impressive, cogent, and generally convincing. It may also be less well handled in terms of organization, insight, or vocabulary. Descriptors that come to mind while reading these essays include: demonstrates a clear understanding but is less precise and less well supported than a 9-8 paper. These essays demonstrate an adherence to the task, but deviate from course on occasion. The mechanics are sound, but may contain a few errors that may distract but do not obscure meaning. Although there may be a few minor misreadings, the inferences are for the most part accurate with no significant sustained misreadings. An essay that scores a 6 is an upper-half paper, but it may be deficient in one of the essentials mentioned above. It may be less mature in thought or less well handled in terms of organization, syntax or mechanics. The analysis is somewhat more simplistic than found in a 7 essay, and lacks sustained, mature analysis.
5	These essays may be overly simplistic in analysis, or rely almost exclusively on paraphrase rather than specific, textual examples. These essays may provide a plausible reading, but the analysis is implicit rather than explicit. These essays might provide a list of literary devices present in the literature, but make no effort to discuss the effect that these devices have on the poem, passage, or novel as a whole. Descriptors that come to mind when reading include: superficial, vague, and mechanical. The language is simplistic and the insight is limited or lacking in development.
4-3	These lower-half essays compound the problems found in a 5 essay. They often demonstrate significant sustained misreading, and provide little or no analysis. They maintain the general idea of the writing assignment, show some sense of organization, but are weak in content, maturity of thought, language facility, and/or mechanics. They may distort the topic or fail to deal adequately with one or more important aspects of the topic. Essays that are particularly poorly written may be scored a 3. Descriptors that come to mind while reading include: incomplete, oversimplified, meager, irrelevant, and insufficient.
2-1	These essays make an attempt to deal with the topic but demonstrate serious weakness in content and coherence and/or syntax and mechanics. Often, they are unacceptably short. They are poorly written on several counts, including numerous distracting errors in mechanics, and/or little clarity, coherence, or supporting evidence. Wholly vacuous, inept, and mechanically unsound essays should be scored a 1.
0	A zero is given to a response with no more than a passing reference to the task.
-	The dash indicates a blank response or one with no reference to the task.