

AP Literature and Composition - Summer Assignment 2019-2020

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Welcome to AP Lit! This is a college-level course with college-level expectations. Your summer assignment will reflect that. But first, let me give you a brief overview of the course. We will read multiple novels, dramas, and poems throughout the year. The ultimate goal is to obtain a passing score on the AP exam in May. However, you will leave the course fluent writers, in-depth readers, and critical thinkers. We will analyze a wide variety of British and American literature, work on grammar and usage, and prepare for the AP exam.

You have a multi-part summer assignment. All parts must be completed by the corresponding due dates. No exceptions! Failure to complete the summer assignments will result in a recommendation for a change in schedule.

The summer assignment includes...

1. *How to Read Literature Like a Professor* by Thomas Foster (You will have to purchase a copy of this.)
2. *Wuthering Heights* by Emily Bronte
3. Common App personal essays

All essays must follow MLA format. They must be typed, 12pt font, Times New Roman font, double-spaced and submitted on Google Classroom.

How to Read Literature Like a Professor

- Read the book and take notes on each chapter. The notes do not need to be copious but should outline the main points of each chapter.
- The notes will be turned in on Google Classroom by August 16th.
- A project for this book will be assigned for Cycle 1 and 2.
- You will need to purchase a copy of the book. I can order them from Amazon if you get your order (and payment) in by Friday, June 7th.
 - *How to Read Literature Like a Professor* - \$10

Wuthering Heights

Annotations

- Annotations throughout the novel on post-its. These will be read randomly.

Essay

- In literary works, cruelty often functions as a crucial motivation or a major social or political factor. In *Wuthering Heights* by Emily Bronte, acts of cruelty are important to the theme. Write a well-developed essay analyzing how cruelty functions in the work as a

whole and what the cruelty reveals about the perpetrator and/or victim. Do not merely summarize the plot. (See attached rubric.)

- Essay to be turned in on Google Classroom no later than August 30rd.

Common App Essay - Below are the essay prompts for the Common App for 2019-20. Choose two and write an essay of no more than 650 words for each one that you select.

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
4. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma - anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design

- Essays to be turned in on Google Classroom no later than August 23rd.

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Question 3

(Cruelty)

9–8 These essays offer a well-focused and persuasive analysis of the nature of how cruelty functions in the work as a whole and what the cruelty reveals about the perpetrator and/or the victim. Using apt and specific textual support, these essays analyze the significance of cruelty in the work. Although these essays may not be error-free, they make a strong case for their interpretation and discuss the literary work with significant insight and understanding. Essays scored a 9 reveal more sophisticated analysis and more effective control of language than do essays scored an 8.

7–6 These essays offer a reasonable analysis of how cruelty functions in the work as a whole and what the cruelty reveals about the perpetrator and/or victim. These essays analyze the significance of cruelty in the work. While these papers have insight and understanding, their analysis is less thorough, less perceptive, and/or less specific in supporting detail than that of the 9–8 essays. Essays scored a 7 present better developed analysis and more consistent command of the elements of effective composition than do essays scored a 6.

5 These essays respond to the assigned task with a plausible reading, but they tend to be superficial or thinly developed in analysis. They often rely upon plot summary that contains some analysis, implicit or explicit. Although the essays attempt to discuss how cruelty functions in the work as a whole and what the cruelty reveals about the perpetrator and/or victim, they may demonstrate a rather simplistic understanding of the significance of cruelty, and support from the text may be too general. While these essays demonstrate adequate control of language, they may be marred by surface errors. These essays are not as well conceived, organized, or developed as 7–6 essays.

4–3 These lower-half essays fail to offer an adequate analysis of how cruelty functions in the work as a whole and what the cruelty reveals about the perpetrator and/or victim. The analysis may be partial, unsupported, or irrelevant, and the essays may reflect an incomplete or oversimplified understanding of the significance of cruelty, or they may rely on plot summary alone. These essays may be characterized by an unfocused or repetitive presentation of ideas, an absence of textual support, or an accumulation of errors; they may lack control over the elements of college-level composition. Essays scored a 3 may contain significant misreading and/or demonstrate inept writing.

2–1 Although these essays make some attempt to respond to the prompt, they compound the weaknesses of the papers in the 4–3 range. Often, they are unacceptably brief or incoherent in presenting their ideas. They may be poorly written on several counts and contain distracting errors in grammar and mechanics. The students' remarks may be presented with little clarity, organization, or supporting evidence. Essays scored a 1 contain little coherent discussion of the text.

0 These essays give a response that is completely off topic or inadequate; there may be some mark or a drawing or a brief reference to the task.

