

AP Literature and Composition: Summer Reading Assignment

Due Wednesday, August 23, 2017

FULL COMPLETION OF THE SUMMER ASSIGNMENT IS REQUIRED FOR PARTICIPATION IN AP LITERATURE AND COMPOSITION. LATE WORK WILL NOT BE ACCEPTED. SUSPECTED CASES OF ACADEMIC DISHONESTY WILL ALSO RESULT IN DISCIPLINARY ACTION.

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Required texts:

How to Read Literature Like a Professor, Thomas Foster

A Streetcar Named Desire, Tennessee Williams

Novel of "recognized literary merit" (see list)

Success in AP English Literature and Composition requires close reading of literary texts on a daily basis. To that end, you will build your literary skills this summer by reading three texts and completing the assignment detailed below. This assignment must include all of the required elements and should be bound in a report cover or 3-prong folder (NO binders). All writing must be **typed** and follow **MLA guidelines** for format and documentation. **I will not accept handwritten work.** Please use subtitles and page breaks to divide each section of the notebook as indicated below. The content and organization of your written work should reflect critical insight, care, and creativity.

Element One: *How to Read Literature Like a Professor*

Write a 1-2 paragraph summary reviewing each chapter of *How to Read Literature Like a Professor*. Each chapter presents an idea or concept that can be applied to many works of literature. For each chapter, explain the concept and key points made by Foster. Including direct quotes is expected. Essentially you are summarizing Foster's book in order to help you recognize the elements in the other two texts. Tip: while reading Foster's book, use post-its or highlighting to point out significant passages. We will refer back to it throughout the year.

Element Two: Text Analysis (8 concepts applied)

Using *How to Read Literature Like a Professor*, apply **four** of Foster's concepts to *A Streetcar Named Desire*. Begin by identifying a concept from Foster; then explain how that concept can be applied to *Streetcar*. Support your analysis though specific, quoted evidence from the text. Responses should reveal not only appropriate applications, but also critical insight and sensitive

reading. After applying Foster's concepts to *Streetcar*, apply **four DIFFERENT concepts/chapters** to your novel of choice. These four concepts should be different from what you chose to apply to *Streetcar*--NO REPEATS. All writing should be clear, compelling, original, and free of errors.

Element Three: Literary Analysis Essay on Novel of Choice

See the list of released essay prompts from Section II of the AP Literature and Composition Exam (attached). You will respond to one of these essay prompts using your novel of choice.

Finally, include an MLA format Works Cited page, as all work should follow MLA guidelines for format and documenting sources.

Student selected novel options:

The Awakening, Kate Chopin

Beloved, Toni Morrison

The Curious Incident of the Dog in the Night-time, Mark Haddon

A Farewell to Arms, Ernest Hemingway

Jane Eyre, Charlotte Brontë

The Joy Luck Club, Amy Tan

One Hundred Years of Solitude, Gabriel García Márquez

A Separate Peace, John Knowles

Tess of the D'Urbervilles, Thomas Hardy

AP Exam Essay Options:

2015: In literary works, cruelty often functions as a crucial motivation or a major social or political factor. Select a novel, play, or epic poem in which acts of cruelty are important to the theme. Then 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.

2014: It has often been said that what we value can be determined only by what we sacrifice. Consider how this statement applies to a character from a novel or play. Select a character that has deliberately sacrificed, surrendered, or forfeited something in a way that highlights that character's values. Then write a well-organized essay in which you analyze how the particular sacrifice illuminates the character's values and provides a deeper understanding of the meaning of the work as a whole.

2013: A bildungsroman, or coming-of-age novel, recounts the psychological or moral development of its protagonist from youth to maturity, when this character recognizes his or her place in the world. Select a single pivotal moment in the psychological or moral development of the protagonist of a bildungsroman. Then write a well-organized essay that analyzes how that single moment shapes the meaning of the work as a whole.

2012: "And, after all, our surroundings influence our lives and characters as much as fate, destiny or any supernatural agency." Pauline Hopkins, *Contending Forces*
Choose a novel or play in which cultural, physical, or geographical surroundings shape psychological or moral traits in a character. Then write a well-organized essay in which you analyze how surroundings affect this character and illuminate the meaning of the work as a whole.

2011: In a novel by William Styron, a father tells his son that life “is a search for justice.” Choose a character from a novel or play who responds in some significant way to justice or injustice. Then write a well-developed essay in which you analyze the character’s understanding of justice, the degree to which the character’s search for justice is successful, and the significance of this search for the work as a whole.

2010: Palestinian American literary theorist and cultural critic Edward Said has written that “Exile is strangely compelling to think about but terrible to experience. It is the unhealable rift forced between a human being and a native place, between the self and its true home: its essential sadness can never be surmounted.” Yet Said has also said that exile can become “a potent, even enriching” experience. Select a novel, play, or epic in which a character experiences such a rift and becomes cut off from “home,” whether that home is the character’s birthplace, family, homeland, or other special place. Then write an essay in which you analyze how the character’s experience with exile is both alienating and enriching, and how this experience illuminates the meaning of the work as a whole.

2009: A symbol is an object, action, or event that represents something or that creates a range of associations beyond itself. In literary works a symbol can express an idea, clarify meaning, or enlarge literal meaning. Select a novel or play and, focusing on one symbol, write an essay analyzing how that symbol functions in the work and what it reveals about the characters or themes of the work as a whole. Do not merely summarize the plot.

2008: In a literary work, a minor character, often known as a foil, possesses traits that emphasize, by contrast or comparison, the distinctive characteristics and qualities of the main character. For example, the ideas or behavior of the minor character might be used to highlight the weaknesses or strengths of the main character. Choose a novel or play in which a minor character serves as a foil to a main character. Then write an essay in which you analyze how the relation between the minor character and the major character illuminates the meaning of the work.

2007: In many works of literature, past events can affect, positively or negatively, the present actions, attitudes, or values of a character. Choose a novel or play in which a character must contend with some aspect of the past, either personal or societal. Then write an essay in which you show how the character’s relationship to the past contributes to the meaning of the work as a whole.

Rubric: AP Literature Summer Reading Assignment

Notebook Element/ Scoring Criteria	A	B	C	D
Foster Annotation Guide	Summarizes and clearly explains all key points in each chapter, effectively integrating/embedding quotes for support throughout the guide 30	Summarizes and explains most key points in each chapter; some quotes are provided 25	Provides a brief but adequate summary of each chapter which conveys the main idea 22	Summary of chapters is perfunctory at best, and would not adequately convey the main idea to one who has not read the book 19
Text Analysis	Analysis of applied concepts is supported through specific, quoted evidence from the text; written explanations reveal critical insight and careful reading 30	Analysis of applied concepts incorporates appropriate quoted evidence and is explained persuasively 25	Support for applied concepts rely mostly on paraphrase; while plausible, analysis is often lacking in detail and analytical insight 22	Analysis of the text reflects misreading or is not supported through textual evidence 19
AP Exam Essay of Choice	Essay is well organized, addresses topic directly, proposes and supports an interesting thesis, does not oversimplify answer, offers an original and insightful interpretation, demonstrates a comprehensive knowledge of the text(s), draws on several distinct lines of support, makes apt and specific references to the text(s), and demonstrates a facility with language. 30	Essay is well organized, addresses topic, and displays sound knowledge of the text(s). The thesis is solid and is moderately original and/or insightful. The support is strong and not repetitive and makes direct references to the text(s). 25	Essay presents a plausible but simplistic argument, contains some unsupported generalizations, and relies on limited and/or overly obvious support. The thesis is not ambitious, and the style and organization is awkward at times. The essay may rely overly much on summaries and paraphrases, but it does provide competent analysis. The essay may contain surface errors, which may be distracting but do not create confusion for the reader. 22	Essay demonstrates a less than thorough understanding of the text(s) or writing task. The analysis may be only partial, unconvincing, or irrelevant, and/or rely primarily on summary or paraphrase. The thesis may be ambiguous, and the support may be weak. Paraphrasing and summarizing replace analysis. Essay may demonstrate a lack of control over the conventions of composition, including style and organization. 19

<p>Language and Conventions</p>	<p>Virtually free of spelling and grammatical errors; uses a variety of sentences and effective diction; quoted evidence is embedded flawlessly within sentences</p> <p>10</p>	<p>Free of all major spelling and grammatical errors; uses a variety of sentences and appropriate diction; signal phrases lead into quoted evidence</p> <p>8</p>	<p>Some obvious errors in grammar or spelling; writing is understandable but may include instances of academically inappropriate word choice or phrasing (e.g. informal word choice, dropped quotes)</p> <p>7</p>	<p>Many major errors in conventions render the writing difficult to read</p> <p>6</p>
<p>MLA Format</p>	<p>Page layout Heading Running header Documentation of quoted evidence Works Cited</p> <p>10</p>	<p>8</p>	<p>7</p>	<p>6</p>