

AP Literature and Composition

Prerequisite Coursework- 162 points

Mrs. Anderson- <http://cyhsaplitanderson.weebly.com/>

All work is DUE ON THE FIRST DAY of class for the semester in which you signed up to take AP Literature and Composition.

Assignment #1: Read *How to Read Literature Like a Professor* (Obtain a copy of the book for usage with this course and in college or go to our course website for access to the PDF version). Clearly annotated w/ several connections & understandings -PDF- online/on paper or novel w/ post its or written in text- 20pts (<http://cyhsaplitanderson.weebly.com/>)

Assignment #2: Literary Analysis Journals (See details within this document) 30pts.

Assignment #3: Prompt Response- MLA format, incorporate skills learned in prior English courses 100pt

Assignment #4: AP students must read *The Grapes of Wrath* over the summer. The pacing of the course moves rapidly, and you will have more time to read with an AP level of analysis over the summer than during the 2-3 week time period we will spend discussing the work in class. *Grapes of Wrath* is the first novel we will discuss in AP Literature and Composition. We will begin working with the text on day one. (Obtain a personal copy of these novels for the course or you may read the texts online, as found on the course website. See details within this document about AP level reading)

Feel free to read and annotate *Frankenstein* over the summer as well as it will be the second text we will cover in the course and all readings will be assigned as homework once we begin exploring the text in class.

Assignment #5: Summer Reflections 12pts.

Assignment #6: AP Novel Selection Form- **to be signed by student and parent** - attached to this document

Assignments 2 and 3 Information: Getting Started: A List of Abstract Topics

The primary objective of these assignments is that you will practice forming an individual stance using evidence from a list of varied resources. It requires that students have a mature knowledge of the issues that affect the world.

The following list of abstract topics have been implied or expressed in questions on various AP English Literature and Composition exams. Take a look at each abstract and think about questions you have about the world, about life, about people, that you would be interested in inquiring and researching.

Highlight the abstract that you wish to further explore within your summer assignments.

1. Love: How is love perceived in our country? What factors determine this perception? How is love portrayed in literature?

2. Alienation because of Gender, Race, Class, etc: Conflicts exist when the will of the majority opposes the will of an individual. In America, who is in the minority, who is in the majority, and how does this shape our current culture? How is alienation because of gender, race, class, etc... portrayed within literature?

3. American Values and Beliefs: Define what you think to be a widely held American value, and then discuss the implications of holding (or not holding) this value. How are American values and beliefs (be specific and concise) portrayed in literature?

4. Family Relationships: What are the benefits of positive family relationships? What are the effects of negative relationships? How are family relationships portrayed in literature?

5. Freedom: Based on the First Amendment to the Constitution of the United States of America, what interpretations are being made? What freedoms should/should not be limited? What does American culture represent to the world? How is freedom portrayed in literature?

6. Happiness: Do Americans have an inherent need for happiness? Are there varying degrees, and how does it affect one's life? Is happiness unachievable as a social construct—in other words, are we told how we must act, look, and feel in order to be happy? How is happiness portrayed in literature?

7. Language as a Key to Identity: Language is the most vivid and crucial key to identity. It reveals the private identity, and connects one with, or divorces one from, the larger public, or communal identity. There are times and places when to speak a certain language could be dangerous. How is language as a key to identify portrayed in literature?

8. Money: “Money means so many things to us—spiritual as well as temporal—that we are at a loss to know how to hold its majesty at bay” Henry Adams. Some say that money is the root of all evil. Others say that money makes the world go ‘round. How is money portrayed in literature?

9. Nature: Many science and nature writers describe important encounters they have had with unfamiliar aspects of nature. Their changing response to these observations develops a philosophy of respect for nature. How is nature portrayed in literature?

10. Death: How is death portrayed in our country? What factors determine this perception? How is death portrayed in literature?

11. The Culture of Food: How does food symbolize culture, family relationships, and classism? How is the culture of food portrayed within literature?

12. Social Activism: Activism, in a general sense, can be described as intentional action to bring about social, political, economic, or environmental change. How is social activism portrayed within literature?

13. Violence: Violence is more and more predominant in society. How is violence portrayed in literature?

Sample Student Questions from Previous Years

The following is a partial list of questions that former students of AP English Literature and Composition chose to analyze. **These are listed here only to serve as examples and are intended to help you to make your own decision.**

- How do a person's personal beliefs affect the way he or she views death?
- How has the "American Dream" come to mean instant wealth? Why don't people want to work for their goals?
- How do aggressive capitalism and associated advertising convince Americans to buy things they don't need?
- If human nature is to be violent, then how is this tendency suppressed in modern society?
- How responsible is a mentally disabled person who commits a crime?
- Is religion a social construct that has become outdated?

Based on your topic of interest from #1-15 listed above, what is the question you wish to explore? Write your question on lines below.

AP Lit & Comp Summer Assignments 4

Consider the Texts: Select 3 texts that you have read within prior English courses here at Central (if you are a transfer student and the list below does not include texts you have previously read, please email kanderson@cysd.k12.pa.us the 3 texts you wish to use from English courses you have taken in high school). **Highlight any 3 texts from any of those listed below. These will be your selections in which you analyze for the topic of interest you highlighted above.**

9th: <i>To Kill a Mockingbird</i> <i>Night</i> <i>Of Mice and Men</i> <i>Romeo and Juliet</i> <i>Macbeth</i>	10th <i>Water for Chocolate</i> <i>City of the Beasts</i>	11th <i>The Great Gatsby</i> <i>The Crucible</i> <i>The Scarlet Letter</i> <i>Catcher in the Rye</i> <i>Of Mice and Men</i> <i>The Inferno</i> <i>Hiroshima</i> <i>I, Robot</i> <i>The Alchemist</i>
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Assignment #2: Journals

Journals _____/30

The **three two-page entries** (one journal for each piece of literature highlighted from above) that are insightful, reflective, and include an analysis of the abstract topic you highlighted above. They are easy to understand, and show correct grammar, punctuation, and usage. This should be completed legibly, **written by hand**, double-spaced (skip lines).

Entry #1

2pts Title and author

1pt Literary Genre

3pts Uses literary language to convey analysis (characterization, conflict, setting, imagery, dialogue, etc...)

4pts Analysis of how the author covers the the abstract topic within the piece of literature and how the incorporation of the topic enhances a reader's understanding of the literature, society, and humanity

Entry #2

2pts Title and author

1pt Literary Genre

3pts Uses literary language to convey analysis (characterization, conflict, setting, imagery, dialogue, etc...)

4pts Analysis of how the author covers the the abstract topic within the piece of literature and how the incorporation of the topic enhances a reader's understanding of the literature, society, and humanity

Entry #3

2pts Title and author

1pt Literary Genre

3pts Uses literary language to convey analysis (characterization, conflict, setting, imagery, dialogue, etc...)

4pts Analysis of how the author covers the the abstract topic within the piece of literature and how the incorporation of the topic enhances a reader's understanding of the literature, society, and humanity.

Assignment #3: Prompt Response

Prompt: *Select one of the texts you have previously read in school. (See the list above)*

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.

AP English Literature & Composition Standard Rubric

Open-ended Questions

#	Trait Description	%
9-8	Superior papers are specific in their references, cogent in their definitions, and free of plot summary that is not relevant to the question. These essays need not be without flaws, but they demonstrate the writer's ability to discuss a literary work with insight and understanding and to control a wide range of the elements of effective composition.	100-92
7-6	These papers are less thorough, less perceptive or less specific than 9-8 papers. These essays are well-written but with less maturity and control than the top papers. They demonstrate the writer's ability to analyze a literary work, but they reveal a more limited understanding than do the papers in the 9-8 range. Generally, 6 essays present a less sophisticated analysis and less consistent command of the elements of effective writing than essays scored 7.	91-81
5	Superficiality characterizes these 5 essays. Discussion of meaning may be pedestrian, mechanical, or inadequately related to the chosen details. Typically, these essays reveal simplistic thinking and/or immature writing. They usually demonstrate inconsistent control over the elements of composition and are not as well conceived, organized, or developed as the upper-half papers. On the other hand, the writing is sufficient to convey the writer's ideas.	80-75
4-3	Discussion is likely to be unpersuasive, perfunctory, underdeveloped or misguided. The meaning they deduce may be inaccurate or insubstantial and not clearly related to the question. Part of the question may be omitted altogether. The writing may convey the writer's ideas, but it reveals weak control over such elements as diction, organization, syntax or grammar. Typically, these essays contain significant misinterpretations of the question or the work they discuss; they may also contain little, if any, supporting evidence, and practice paraphrase and plot summary at the expense of analysis.	74-60
2-1	These essays compound the weakness of essays in the 4-3 range and are frequently unacceptably brief. They are poorly written on several counts, including many distracting errors in grammar and mechanics. Although the writer may have made some effort to answer the question, the views presented have little clarity or coherence.	59-25
0	These essays respond with no more than a reference to the task, contain completely off-topic responses, or are blank.	24-0

Tips for Success in Writing:

- Use literary devices throughout to explain how the author uses literary devices to convey a specific thematic message
- MLA format with a Works Cited AND Formal Writing Rules Apply!

Assignment #4- Read and thoroughly annotate *The Grapes of Wrath* and *Frankenstein*

If you purchase your own book, feel free to write within it or use post it notes, notebook paper with annotated sections labeled by chapter. You may read the digital versions available on the cyhsaplitanderson.weebly.com website and take notes by hand or through a digital reader (if you have access over the summer).

Annotations and analysis should be at the following levels:

LEVELS OF THOUGHT: WHAT CONSTITUTES AP LEVEL ANALYSIS

A common problem of students entering AP for the first time is the frustration at receiving lower grades without a clear understanding of the proverbial “what the teacher wants.” Chances are, if you’re here, you have become adept at deciphering what high school teachers want, but now you must learn what the college professor is going to want. Here is a list of levels to be striven for, from highest to lowest. They don’t correspond exactly to letter grades, but they do represent behaviors and expectations for successful Advanced Placement English students.

LEVEL 6 - EVALUATION: The learner forms a judgment based on facts, examples and specific criteria. When we win a Pulitzer Prize for our thoughtful criticism of literature, then we are fully at this level. All other levels (see below) have been achieved and the learner has arrived at this highest level of critical thinking. None of us (instructors included) operates totally on this plain.

LEVEL 5 - SYNTHESIS: This is **where AP students need to be working**. This is where the great thesis statement comes from. It demands that we think about the literature in a NEW way, far more than pointing to the text. It requires combining ideas from many areas and time periods of your education, putting them all to use to analyze increasingly more sophisticated concepts in literature. Here the student anchors his/her thoughts in the text with evidence, but thinks beyond the scope of the individual piece. Some helpful verbs to describe what occurs in synthesis: **develop, construct, design, hypothesize, compose.**

LEVEL 4 - ANALYSIS: At this level, the learner is able to break down an idea into its principal parts OR shows similarities between things (main ideas, themes, characters). This is where topic sentences come from. The student can detect the relationships of the parts and the way they are organized. For example, looking for similarities and differences in the text (or between texts) and drawing perceptive conclusions. Some helpful verbs to describe what occurs in analysis: **examine, investigate, analyze, categorize, compare and contrast**

Assignment #5: Summer Reflection:

Reflection helps learners make education more meaningful. Take the time to respond to the following reflective questions. Write your responses by hand, below.

1. Which of the summer assignments helped you the most with deepening your understanding of previously read literature?

2. What are new (level 5) insights you have on a particular piece of literature because of your summer work?

Title of Text: _____

New insights:

3. Which assignment did you struggle the most with completing? Why?

4. Which assignment did you enjoy the most? Why?

Assignment #6: AP Literature and Composition Novel Selections

Directions: Please read the information below carefully. Please sign off of this form and return the first week of school.

The Central York High School English Department utilizes both whole class novel instruction as well as literature circle/small group book study throughout the semester. Some of the novels that are available to our students contain some mature content (such as violence, references to drugs or alcohol or criminal behavior, and/or sexual references).

We encourage parents to participate in the selection of the novel(s) that your student will read.

Remember that the purpose of literature is to push the limits of our understanding, to open our minds to new ideas and new worlds, to impart sympathy and empathy, and even gratitude. We have selected works that we hope will expand your child’s perspectives and open his/her eyes to the complexities and challenges that individuals encounter.

As the English department, we have carefully selected literature for each grade level/course that meets the following guidelines:

- possess literary merit.
- contain universal themes, which can be integrated into at least one other curriculum area or the student’s personal lives.
- speak to students’ interests, concerns, or social issues.
- exemplify a desired genre or a style of writing.
- support our curriculum objectives as well as the State standards.

The novels utilized in this course are listed below, and those with mature content are marked with an asterisk (*). It is our hope that you will review the book titles prior to the start of our studies or discuss the content with your student as we read. If you have concerns, please don’t hesitate to contact the individual teacher.

AP Literature and Composition- Mandatory texts as approved by the College Board:

<ul style="list-style-type: none"> ● <i>Grapes of Wrath</i> * ● <i>Frankenstein</i> * ● <i>Macbeth</i> * ● <i>Romeo and Juliet</i> * ● <i>Richard III</i> * 	<ul style="list-style-type: none"> ● <i>Billy Budd</i> ● <i>Death of a Salesman</i> * ● <i>Paradise Lost</i> ● <i>A Doll’s House</i> ● <i>Various poetry and short stories</i>
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Student Name: _____ Student Signature: _____ Date: _____

Parent Name: _____ Parent Signature: _____ Date: _____