

AP Literature: Summer Work
2019

Welcome to Advanced Placement Literature. I'm glad you have made the choice to challenge yourself academically for the 2019-2020 school year. In preparation for next year, you will be required to complete some summer work. Over the course of the summer, you should be practicing what you have learned in your previous English classes, as well as build your critical reading skills and analysis techniques.

Is this course for you?

- This course is extremely fast paced, and you will be reading a novel every 3 weeks or so, regardless of novel length. With every novel, there will be a written paper, whether persuasive, research-based or narrative in nature. These papers are a minimum of 3 pages. We will also be doing a project for nearly all novels, or units, as well.
- Monthly we will be working on AP Exam Prep. **It is expected that at the end of this course, you will take the AP Exam.**
- You will not do well in this course if you do not do the reading—sparknotes is good in a pinch, but not good enough for the AP Exam
- Much like running, you only get out of it, what you put in. You won't be able to "get by" by relying on others, or sparknotes, for that matter. There are no shortcuts in AP Literature.
- This course will take dedication.
- You need to be honest with yourself...be prepared to work your tail off. Are you?
- This is a college level class, and I treat it as such. So should you.

What You Can Expect

<i>Jane Eyre</i>	Greek Classics Unit	Short Story Unit	<i>Heart of Darkness</i>
<i>Crime and Punishment</i>	<i>Othello</i>	<i>King Lear</i>	<i>The Tempest</i>
AP Exam Prep (throughout year)	<i>Death of Salesman</i>	<i>Beloved</i>	<i>The Awakening</i>
<i>A Streetcar Named Desire</i>	<i>Their Eyes Were Watching God</i>	<i>Frankenstein</i>	<i>The Crucible</i>

First Two Weeks of School

- You will be required to turn in all assignments within the **first week of school**
- You will be completing an assignment for each of the novels you read this summer.
- If you do not pass this exam and have the paper to turn in ON TIME, it will be requested that you switch to British Literature, regardless of the grades you earned last year.

Contact Info:

If you have any questions, please do not hesitate to contact me at any time—I have my school email come to my phone, and will get back to you as soon as I can! Feel free to send me drafts, if you would like to take a look at them.

Email: copreska@clsd.k12.pa.us

Task #1: Review of Literary Terminology

- Your first assignment, before you begin completing any of the summer readings, is to **review** all of the literary and rhetorical techniques, elements and stylistic devices below. To reinforce your retention of these techniques, elements and devices, I highly recommend that as you read through the assigned readings, you make note of examples of each.
- You **will not** be tested on this list at the beginning of the school year, but throughout. It is better to study them now, and create a Quizlet or something in that same vein, and review through the year.

allegory	end-stopped line	parallelism
alliteration	epic poem	paranomasia
allusion	epic hero	periodic sentence
analogy	epigram	personification
anaphora	epistolary	Picaresque novel
antanaclasis	epistrophe	point of view
antimetabole	epithet	polysyndeton
antithesis	foil	prosody
aphorism	free verse	pun
apostrophe	hubris	repetition
apposition	hyperbole	rhyme
archetype	iambic pentameter	masculine
assonance	imagery	feminine
asyndeton	inductive reasoning	half or slant
balanced sentence	inverted syntax	rhyme
Bildungsroman	irony	internal
blank verse	isocolon	satire
character	juxtaposition	scansion
characterization	kenning	simile
chiasmus	litotes	soliloquy
colloquialism	local color	sonnet
comedy	loose sentence	stanza
conceit	lyric	syllipsis
consonance	metaphor	synecdoche
cumulative sentence	extended	tone
deductive reasoning	metonymy	tragic flaw
diction	mood	tragic hero
dramatic monologue (poetry)	motif	understatement
elegy	oxymoron	villain
ellipsis	paeon	villanelle
enjambment	paradox	volta

Task #2: Readings

- You will be reading the following two novels
 - *Wuthering Heights* by Emily Bronte
 - *Invisible Man* by Ralph Ellison
- It is my suggestion that you annotate your novels as you read them—with sticky notes, writing in the margin, or write in a dedicated journal for your notes. This will be VERY helpful when it comes to studying for the AP Exam, months after you have read the novel.

Task #3: Assessment

- For *Wuthering Heights*, you will be writing an essay. **This essay will be due Thursday, 8/29.**
- For *Invisible Man*, you will read the novel, and be prepared to discuss the novel in class during the second week of school. You will have an assessment on this novel. It will likely include multiple choice as well as an open-ended response.
- If you would like to send me drafts of your *Wuthering Heights* essay, please feel free to do that.
- Wuthering Heights by Emily Bronte
 - Write about one of the following topics and how it relates to the novel:
 - Social class
 - Setting
 - Gothic Elements
 - Issues relating to Mental Health
 - Provide three examples to support your opinion, including in-text citations.
 - If you use outside sources, please do a works cited page

This is the typical AP Literature Writing Rubric. It will be tweaked a little bit for research based writing, as well as narrative-style writing. All essays will be out of 50 points, with the exception of AP Exam Practice Essays, which will be graded by using the AP Exam Scoring Guidelines provided.

AP English Writing Rubric

Organization

- 10: Clear, logical, fluid and follows format with artful transitions; focused on thesis
- 8: Logical; follows format with smooth transitions
- 6: Present, but there may be some confusion
- 4: Flawed; does not follow format; weak control

Critical Thinking

- 10: Insightful, meaningful; demonstrates writer's ability to discuss and clearly analyze with insight, understanding and control
- 8: Less thorough, less incisive, or less specific; demonstrates writer's ability to analyze literary work, but reveal a more limited understanding than a "10" paper does
- 6: Safe, plastic, superficial; reveals simplistic thinking and/or immature writing with thin, commonplace information that address the prompt
- 4: Misrepresentations, underdeveloped or misguided; paraphrase and plot summary and at expense of analysis

Factual Content

- 10: Skillful use of concrete detail selection; documented correctly
- 8: Good concrete detail selection; documented correctly
- 6: Acceptable use of concrete detail selection; documented correctly
- 4: Weak and/or flawed concrete detail selection; doesn't support topic sentence/question

Sentence Variety/Diction

- 10: Excellent, critical use of varied sentence structure; powerful, excellent word choice used correctly; wording is obviously well chosen
- 8: Good variety; good word choice used correctly which emphasizes the point
- 6: Limited with simple sentences; average, ordinary
- 4: Sentences are awkward, ambiguous, and/or confusing/little, if any, sentence variety; simple word choice; words used incorrectly; slang; odd phrasing

Mechanics/Revision

- 10: Superior paper with stylistic flair that expresses ideas with clarity and skill; excellent grammar, punctuation, spelling
- 8: Minimal/insignificant mechanical errors that do not detract from meaning
- 6: Mechanics and/or legibility is a consistent problem; repeats may be a concern
- 4: Essay is hard to understand due to grammar, mechanics, and/or legibility; evidence of careful proofreading is almost nonexistent