

Mrs. Sullivan

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AP English Literature & Composition

Summer Assignment 2018-2019

Congratulations on accepting the challenge of taking AP Literature and Composition for your senior year. It is a course that will prepare you for success on the AP test in May and success in a college classroom after graduating from WiHi. The course has a strong focus on reading literature analytically, increasing both literary and academic vocabulary, and improving your writing skills. All you need to have is a strong work ethic, a willingness to ask for help, and the commitment to be prepared to participate in class and to do your best on each assignment. That may sound like quite a bit, and it is, but you possess many of those traits already or you wouldn't be considering this class.

Read *Ethan Frome* by Edith Wharton in its entirety and complete a series of reading journal entries.

Please **actually** read!

A note about online aids:

Using online aids such as Sparknotes, Cliffnotes, Snoop, or any other similar resource is dishonest and unacceptable. While it may be tempting to read a summary and/or analysis before or after you read the actual text, these aids stifle your ability to grow as a student of literature. Reading literature is not easy. Analyzing literature is not easy. But like any skill, you can only grow if you allow yourself time to practice. If you do not understand a piece of literature, explore your confusion in your reading journal. If you procrastinate and run out of time, accept the consequences, and plan your time better in the future. **In using these aids, you are passing off another's understanding as your own. The use of such aids is plagiarism and may result in an E on an assignment. Do not put yourself in this position.**

Reading Journal Directions

Purchase a spiral notebook to use as your reading journal. Invest in a high-quality notebook, as we will continue to use the reading journal throughout the year.

Reading Journal Sections

1. Prologue – Chapter 2 (pages 3-49)
2. Chapters 3 – 5 (pages 50-85)
3. Chapters 6 – 8 (pages 86-124)
4. Chapter 9 – end (pages 125-157)

Complete a reading journal entry for each section of reading. **Reading journals due on the first day of school.** 25% will be deducted for assignments turned in one day late. 50% will be deducted for assignments turned in more than one day late. Assignments WILL NOT be accepted after two weeks. **Plagiarized assignments, in whole or in part, will receive a zero.** (See note on online aids above.)

Each journal entry should be a minimum of TWO full, handwritten page and will include the following:

1. **HEADING:** This will include the date of the entry, the text title and author, and the pages the entry will cover.

30 July 2016
Lord of the Flies
 William Golding
 Chapters 1-3

2. **ANALYSIS:** This is not a complete list of potential topics, just a list of suggestions. Remember that you are reading critically; if there is something that jumps off of the page that does not fit this list, go with it. You might surprise yourself. Keep in mind that this portion of the entry is **analysis** and should not re-summarize the section. **I repeat: analysis is not summary.**

- A. **Tone/Shifts** – the writer’s attitude toward the topic; *identify the writer’s tone and any shifts in tone that occur*; words that describe an author’s tone might include *critical, angry, sympathetic, caustic, sarcastic, satirical, etc.*
- B. **Style** – anything a writer does which distinguishes him or her from other writers; *identify elements of the writer’s style of writing, what makes him or her unique*
- C. **Theme** – the main idea or message of a literary work; *state a theme for the work using a complete, general statement*
- D. **Setting** – the time and place of the story’s action; *identify the place and time of the action, note any shifts in setting as well*
- E. **Writer’s Intention** – what the writer intended to convey to the reader; *identify the writer’s purpose*
- F. **Conflict(s)** – a struggle between two opposing forces; *identify ALL conflicts including internal (man vs. himself) and external (man vs. man, man vs. society, man vs. nature)*
- G. **Point of View/Shifts** – the vantage point from which the story is told; *identify the point of view of the work, first person, third person, and any shifts in point of view*
- H. **Mood/Shifts** – the feeling or atmosphere that the work gives off; *identify the atmosphere or mood of the work, including any shifts in mood*

- I. **Characterization Methods** – the method a writer uses to familiarize the reader with the characters in a work; *identify the methods of characterization the writer uses, including behavior, speech, physical description, thoughts and feelings, thoughts and feelings of other characters toward the main character*
3. **GRADING:** Each journal will be graded out of 15 points. The entire assignment will be worth a total of 60 points in the Formative category of the gradebook.
 - a. 3 points – directions were followed for heading, length, and content.
 - b. 10 points – depth of analysis. Analysis portion of entry is free of plot summary and demonstrates student’s ability to discuss literary work with insight and understanding. Analysis focuses on what the author is saying and how the author is saying it. Analysis goes *beyond* what is stated in the text.
 - c. 2 points – text support. Specific and apt evidence from the text is effectively used to support analysis. This does not need to be direct quotes.
 - d. ****Up to 3 points may be deducted per entry for glaring errors in basic spelling and/or grammar.****

First few weeks of school:

We will work with the book, discussing and writing. Be prepared to re-read sections of the novel as necessary, but your reading journals will help with this. This unit culminate in our first formal essay of the year. Do your summer assignment!

- Day 1: test on the novel & turn in reading journal
- Days 2 & 3: County Diagnostic Assessment
- Weeks 2-3: Discussions about the novel based off student reading journals; guided analysis activities; formal essay on the theme of **loyalty**.