

May 2018

Summer Reading

Welcome AP English student, Class of 2019

AP English (12) Literature and Composition is designed to be a college/university level course. This course will provide you with the intellectual challenges and workload consistent with a typical undergraduate university English literature/Humanities introductory course. As a culmination of the course, you will take the AP English Literature and Composition Exam given in May. A student who earns a grade of 3 or above on the exam will be granted college credit at most colleges and universities throughout the United States. Those who opt to enroll in the CAP program must earn a final grade of a C in the class to earn college credit through BCC; while BCC credits are transferable, **some universities may not**



accept CAP, so make sure that you make an informed decision when considering this alternative to taking the AP exam. The ultimate goal of this course is to transform you into an independent thinker. As this is a college level course, you will be treated as a college student.

To prepare for AP English 12, you must complete 2 pre-course assignments during the summer. The first assignment is Thomas Foster's guide *How to Read Literature like a Professor*. This guide is the foundation of the entire course. **YOU WILL HAVE A TEST ON THIS GUIDE THE FIRST WEEK OF SCHOOL.** A PDF copy is available on the school's website for your convenience. If you have a tablet, highlight and annotate as you read. If you don't, I recommend printing out the guide and placing it in a binder, so you can write your notes in the margins before organizing them in an outline. An outline will be extremely useful in preparing for both the exam and the second assignment. For your second assignment, you are to choose one novel from the list below.

Pre-Course Assignment

Students will choose one of the following contemporary novels to read independently: *Beloved, Black Boy, The Bluest Eye, Dreaming in Cuban, The Handmaid's Tale, The House on Mango Street, How the Garcia Girls Lost their Accent, Icy Sparks, In the Time of the Butterflies, Invisible Man, The Kite Runner, A Lesson Before Dying, Native Son, Parable of the Sower, The Poisonwood Bible, The Road, A Thousand Splendid Suns, So Far From God, The Fountainhead, Atlas Shrugged, Ana Karenina, Black Like Me, or Vinegar Hill.*

Whether you are a science fiction aficionado, a hopeless romantic, or love historical fiction, I trust that you'll find something from the list that will interest you. Make sure to read Foster's guide first! Then, read your selection carefully; use any interpretative strategies from Foster's guide to facilitate the analysis of your selection; & most importantly, **DO NOT PLAGIARIZE!** There are no wrong answers here. I am more interested in *your* thoughts and *your* interpretation of the literature. I suggest that as you read your second selection, you have Foster's outline nearby and that you annotate using post-its or a journal.

Assessment

Write an **EXPOSITORY ESSAY** that applies what you learned from Foster's guide to your reading selection. You are expected to quote from Foster's book to support your analysis of your summer selection. For example, if while you're reading you notice a character that exhibits vampire traits, develop that analysis by pairing the textual evidence from the book with what Foster claims in his guide. You have the entire summer to read the assign selections and produce a literary essay that is insightful, thorough, and a representation of your best work. The more elements you identify and discuss in-depth, the better your grade. Refer to the attached 9 point scoring rubric for grading criteria. This is the scoring used by College Board on the AP exam. Your paper must be typed and submitted the first day of school. **NO EXCEPTIONS!** Please attach a copy of the rubric with your essay. First impressions count, so aim to *impress*. If you have any questions, you can reach me through my school email: alewis@wboe.net. Enjoy your summer, and, of course, I hope you enjoy the readings. I look forward to working with you in AP Lit & Comp next school year.

Ms. Lewis (aka Ms. Rich)
AP Teacher of English

SUMMER READING SNAPSHOT

- Read Foster's guide and one of the selections from the list provided.
- Write an expository essay for the following prompt: **Based on Foster's guide, what literary elements are employed by the author of your reading selection?**
- Support your analysis of your reading selection with what Foster claims in his guide.

Student-Friendly 9 Point Scoring Rubric

9-8 (100/96)

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**. At all times they stay focused on the prompt, providing **specific support**--mostly through direct quotations--and connecting scholarly commentary to the overall meaning.

7-6 (90/86)

These papers are less thorough, less perceptive or less specific than 9-8 papers. They are **well-written but with less maturity and control**. While they demonstrate the writer's ability to analyze a literary work, they reveal a more limited understanding and less stylistic maturity than do the papers in the 9-8 range.

5 (80)

Safe and "plastic," **superficiality** characterizes these essays. Discussion of meaning may be **formulaic**, 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. However, the writing is sufficient to convey the writer's ideas, stays mostly focused on the prompt, and contains at least some **effort to produce analysis**, direct or indirect.

4-3 (76/70)

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**.

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.

Comments