

Welcome to AP English Literature and Composition!

The focus of our course is literature, and it is advantageous to start building the base of works we are familiar with now so we will be comfortable adapting to possible essay prompts on the AP test later in the year. We will use Google Classroom for our summer reading assignments. Please check there as frequently as you wish over the course of the summer (**the class code is: dzjtcaf**). Your assignments and schedule are posted below and turned in here as well. I look forward to working with you all!

The required Summer Reading novels are listed below:

Book 1: *Great Expectations* ISBN-13: 978-0393960693 Norton Critical Edition

Book 2: *Atonement* ISBN-13: 978-0385721790 Any Version

Book 3: *The Natural* ISBN-13: 978-0374502003 Any Version

During the regular school-year, I will provide additional reading materials in the form of the Lit Textbook and numerous poems, short story excerpts, etc. The only other materials you will need during the regular year are:

Frankenstein by Mary Shelley ISBN-978-0-14-313184-7

Hamlet by William Shakespeare ISBN-978-0-7434-7712-3

Invisible Man by Ralph Ellison ISBN-978-0-679-73276-1

Madame Bovary by Gustave Flaubert ISBN-978-0-393-97917-6

Here is the schedule for your assignments to be completed over the summer. (You can always turn things in early if you wish!):

Book 1 (*Great Expectations/A Clockwork Orange*): July 15th by 11:59 PM

Book 2 (*Atonement*): July 31st by 11:59 PM

Book 3 (*The Natural*): August 15th by 11:59 PM

Assignments will be graded on the AP 0-6 scale. The AP Rubric is attached.

Assignment #1:

AP Lit students will read three books this summer and create a variety of pieces of writing to be completed **by the assigned date. All of the assignments should be typed, double-spaced, and submitted via Google Classroom (the class code is: dzjtcaf).** Students will be evaluated on these novels via AP Style Multiple Choice & Free Response Essay during the first two weeks of school.

Book 1: *Great Expectations*

ISBN-13: 978-0393960693

Norton Critical Edition

Timeline for completion of this assignment: July 15th by 11:59 PM

1. Read the text and take notes (in a google doc or notebook) about characters, plot, and conflict. Find important quotes that you'll use for your paper, which will be completed in August and September.
2. Compile a 2-4 page biography of Charles Dickens, with works cited. **YOU MUST SELECT TWO OF THE NORTON ARTICLES IN THE BACK OF THE BOOK FOR USE IN THE BIOGRAPHY.** Other sources (2-3) may come from the internet or books. Focus on his early life, his style of writing, his influence on other writers, and what he thought about social issues in the world to prepare for an author's purpose paper about *Great Expectations*. (Using biographical research, explain Dickens' purpose for writing this novel.)

Assignment #2:

Book 2: *Atonement*

ISBN-13: 978-0385721790

Any Version

Timeline for completion of this assignment: July 31st by 11:59 PM

1. Read the text and take notes (in a google doc or notebook) about characters, plot, and conflict for each chapter. Find important quotes from each chapter of the novel. Make connections to important historical events you may have learned about in history.
2. Define atonement and write a one page response (using first person) to the end of the novel. Did Briony atone?

Type your paper in this document directly below. Make sure you click the "turn in" button when you are finished.

Assignment #3:

Book 3: *The Natural*

ISBN-13: 978-0374502003

Any Version

Timeline for completion of this assignment: August 15th by 11:59 PM

1. Read the text and take notes (in a google doc or notebook) about characters, plot and conflicts.
2. Research King Arthur and the Knights of the Round Table and “The Fisher King” myth, making connections between these stories and *The Natural*.
3. Write a 2 page paper comparing all three stories, using characters, symbols, and plot events.

Type your paper in this document directly below. Make sure you click the “turn in” button when you are finished.

Scoring Rubric for Question 3: Literary Argument (FRQ)		6 points	
Reporting Category	Scoring Criteria		
Row A Thesis (0-1 points)	0 points For any of the following: <ul style="list-style-type: none"> • There is no defensible thesis. • The intended thesis only restates the prompt. • The intended thesis provides a summary of the issue with no apparent or coherent thesis. • There is a thesis, but it does not respond to the prompt. 	1 point Responds to the prompt with a thesis that presents a defensible interpretation of the selected work.	
	Decision Rules and Scoring Notes		
	Responses that do not earn this point: <ul style="list-style-type: none"> • Only restate the prompt. • Make a generalized comment about the selected work that doesn't respond to the prompt. 	Responses that earn this point: <ul style="list-style-type: none"> • Provide a defensible interpretation in response to the prompt. 	
	Additional Notes: <ul style="list-style-type: none"> • The thesis may be more than one sentence, provided the sentences are in close proximity. • The thesis may be anywhere within the response. • For a thesis to be defensible, the selected work must include at least minimal evidence that could be used to support that thesis; however, the student need not cite that evidence to earn the thesis point. • The thesis may establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point. • A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning. 		

Reporting Category	Scoring Criteria				
Row B Evidence AND Commentary (0-4 points)	0 points Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.	1 point EVIDENCE: Provides evidence that is mostly general. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the argument.	2 points EVIDENCE: Provides some specific relevant evidence. AND COMMENTARY: Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty.	3 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Explains how some of the evidence supports a line of reasoning.	4 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning.
	Decision Rules and Scoring Notes				
	Typical responses that earn 0 points: <ul style="list-style-type: none"> • Are incoherent or do not address the prompt. • May be just opinion with no textual references 	Typical responses that earn 1 point: <ul style="list-style-type: none"> • Tend to focus on overarching narrative developments or description of a selected work rather than 	Typical responses that earn 2 points: <ul style="list-style-type: none"> • Consist of a mix of specific evidence and broad generalities. • May contain some simplistic, inaccurate, or 	Typical responses that earn 3 points: <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific details from 	Typical responses that earn 4 points: <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific details from

	or references that are irrelevant.	specific details.	repetitive explanations that don't strengthen the argument. <ul style="list-style-type: none"> • May make one point well, but either do not make multiple supporting claims or do not adequately support more than one claim. • Do not explain the connections or progression between the student's claims, so a line of reasoning is not clearly established. 	the selected work to build an interpretation. <ul style="list-style-type: none"> • Organize an argument as a line of reasoning composed of multiple supporting claims. • Commentary may fail to integrate some evidence or fail to support a key claim. 	the selected works to build an interpretation. <ul style="list-style-type: none"> • Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained.
<p>Additional Notes:</p> <ul style="list-style-type: none"> • Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. • To earn the fourth point in this row, the response must address the interpretation of the selected work as a whole. 					

Reporting Category	Scoring Criteria	
Row C Sophistication (0-1 points)	<p>0 points</p> <p>Does not meet the criteria for one point.</p>	<p>1 point</p> <p>Demonstrates sophistication of thought and/or develops a complex literary argument.</p>
	<p>Decision Rules and Scoring Notes</p>	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Attempt to contextualize their interpretation, but such attempts consist predominantly of sweeping generalizations. • Only hint at or suggest other possible interpretations. • Oversimplify complexities of the topic and/or the selected work. • Use complicated or complex sentences or language that are ineffective because they do not enhance the argument. 	<p>Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following:</p> <ol style="list-style-type: none"> 1. Identifying and exploring complexities or tensions within the selected work. 2. Illuminating the student's interpretation by situating it within a broader context. 3. Accounting for alternative interpretations of the selected work. 4. Employing a style that is consistently vivid and persuasive throughout the student's response.
	<p>Additional Notes:</p> <ul style="list-style-type: none"> • This point should be awarded only if the sophistication of thought or complex understanding is part of the student's argument, not merely a phrase or reference. 	