

## Great Mills High School English Department

Spring 2009

Dear 12<sup>th</sup> Grade Advanced Placement Student:

Welcome to an exciting and enjoyable year of English 12AP English Literature. This course focuses on critical reading of British and world literature. The course is intended as a college-level study of literature and composition. All students are expected to take the AP Literature and Composition Examination next year.

One of the prerequisites for English 12AP is the completion of a summer reading assignment. Summer reading provides you with the opportunity to develop your critical reading and thinking skills. You also will have a stronger foundation of literature in preparation for the AP Exam.

Your enrollment in this class implies that you are academically motivated and intellectually curious, that you plan on attending college, and that you *want* to read and discuss great works of literature. Nothing you can do academically will better prepare you for your future studies than reading books—lots of them—and then writing about what you have read. Sustain, revive, or develop a daily reading habit. Take the time this summer to read as many works of literary merit as you can (I usually manage 12-15 a summer). You will find a list of suggested titles attached.

You are required to read **two** major works this summer and to write a response to each. For the book of your choice you will write a critical essay. You should select a novel and an essay prompt from the lists provided with this letter. The novel list contains a variety of works recommended by the College Board or that appear on various lists of recommended reading for college-bound students. Some books may contain language or situations that may make you feel uncomfortable. If so, select another title. Do not select a work you have already read for a previous class. This is your opportunity to expand your knowledge of literature.

When selecting an essay prompt, choose a topic from the list provided that suits the novel of your choice. Essays will be scored using a standardized College Board rubric. Please read and follow the guidelines provided with the essay prompt. **All work is due on the first day of class in August.**

Choose from the following novels:

*One Flew Over the Cuckoo's Nest*

*Pride and Prejudice*

*The Bluest Eye*

*The Picture of Dorian Gray*

*Brave New World*

In addition to the book you choose, you must also read *Crime and Punishment* by Fyodor Dostoevsky and *How to Read Literature Like a Professor* by Thomas C. Foster. This book will give you insight on how teachers and professors figure out all that meaning *stuff* about literature. It divides major concepts (symbol, archetype, allusion, pattern, etc.) up into small, easy-to-digest chapters and relates them to popular movies, TV, and literature (for example, there are references to mythology, *The Simpsons*, Cinderella, *The Great Gatsby*, *The Odyssey*, *Gilligan's Island*, *Ghostbusters*, the Bible, Mark Twain, and Shakespeare). Fun and easy to understand, Foster's book will help ease you into the wonderful world of literary analysis. This book should make for interesting reading and prove to be a valuable resource this year and for college.

Assignment:

Apply three concepts from Foster's book to your interpretation of Dostoevsky's novel. The title of your essay should indicate what three concepts you are discussing. It is okay if your title is a little long or awkward. The length of your paper should be four typed, double-spaced pages. Use 12 point Times New Roman font and follow MLA formatting and citation guidelines (refer to a handbook or go online). You can read *How to Read Literature Like a Professor* first and then apply what you learned to *Crime and Punishment* OR you can read the novel and then read *How to Read Literature Like a Professor* and think back and apply it to the novel. I think the first way will work best, but it is your choice. Please proofread all work before submitting it – very few things are as distracting as proofreading mistakes. Put your name and a title on each page. Be thoughtful and creative, and make sure to use ample evidence from the texts. **Do not plagiarize.**

These books are available at libraries, local bookstores and through amazon.com (used versions may be purchased at amazon.com's marketplace or bestprices.com). Students from previous classes agree that it is best to purchase books rather than borrow them. This is true for the other works we will be studying during the year, too.

Other tips from AP students for incoming AP students: Develop your knowledge of Greek mythology and the Bible. Much of Western literature contains biblical and mythological allusions. See additional attached list.

Also, it is wise to be familiar with the literary terms listed in this packet. You will be tested on both novels you read and on the terms the first couple days of class. Bring all paperwork and books from your summer reading.

If you have any questions about these assignments, please feel free to contact me by phone or e-mail (301.862.9198 or mweber2010@msn.com).

Enjoy your summer and happy reading!  
Till we have class,

(Mrs.) Maria B. Weber  
AP Literature instructor  
Great Mills High School

## English 12AP Essay Assignment

Select **one** of the following essay prompts and develop a thorough analysis using **one** of the novels that you have read for English 12AP. Use the guideline and scoring rubric to help you in your task.

1. In great literature, no scene of violence exists for its own sake. Choose a work of literary merit that confronts the reader or audience with a scene or scenes of violence. In a well-organized essay, explain how the scene or scenes contribute to the meaning of the complete work. Avoid plot summary.
2. Some works of literature use the element of time in a distinct way. The chronological sequence of events may be altered, or time may be accelerated or suspended. Choose a novel of recognized literary merit and show how the author's manipulation of time contributes to the effectiveness of the work as a whole. Do not merely summarize the plot.
3. Choose a distinguished novel in which some of the most significant events are mental or psychological; for example awakenings, discoveries, changes in consciousness. In an organized essay, describe how the author manages to give these internal events the sense of excitement, suspense, and climax usually associated with external action. Do not merely summarize the plot.
4. Choose a novel that depicts a conflict between a parent (or parental figure) and a son or a daughter. Write an essay in which you analyze the source of the conflict and explain how the conflict contributes to the meaning of the work. Avoid plot summary.
5. Writers often highlight the values of a culture or a society by using characters who are alienated from that culture or society because of gender, class, creed, or race. Choose a novel in which such a character plays a significant role and show how that character's alienation reveals the surrounding society's assumptions and moral values. Avoid plot summary.

## **Guidelines for AP Essay Writing**

In your essay...

- ...introduce the full name of the author and title of the work (always underline the title)
- ...use the author's last name for the remainder of the paper
- ...make an assertion or state a claim as a controlling idea for the paper (a thesis)
- ...use some of the language of the prompt in your opening paragraph (do not simply restate the prompt)
- ...use specific details and examples from the book in your supporting paragraphs
- ...create strong transitions between sentences and paragraphs
- ...do not include plot summary
- ...eliminate personal tone ("I think..." or "In my opinion," for example)
- ...form a conclusion to demonstrate that you have proven your thesis

A scoring rubric based on the College Board's AP Literature rubric is included in this packet.

## **12AP Suggested Summer Reading List**

*The Handmaid's Tale*, Atwood  
*The Great Gatsby*, Fitzgerald  
*A Separate Peace*, Knowles  
*Inherit the Wind*, Lawrence and Lee  
*Death of a Salesman*, Miller  
*Catcher in the Rye*, Salinger  
*Antigone*, Sophocles  
*Oedipus Rex*, Sophocles  
*The Adventures of Huckleberry Finn*, Twain  
*The Adventure of Tom Sawyer*, Twain  
*Crime and Punishment*, Dostoevsky  
*Like Water for Chocolate*, Esquivel  
*Madame Bovary*, Flaubert  
*The French Lieutenant's Woman*, Fowles  
*Snow Falling on Cedars*, Guterson  
*Stones from the River*, Hegi  
*A Prayer for Owen Meany*, Irving  
*One Flew Over the Cuckoo's Nest*, Kesey  
*The Poisonwood Bible*, Kingsolver  
*Angela's Ashes*, McCourt  
*Song of Solomon*, Morrison  
*In the Lake of the Woods*, O'Brien  
*The Shipping News*, Proulx  
*The Fountainhead*, Rand  
*On the Beach*, Shute

*One Day in the Life of Ivan Denisovich*, Solzhenitsyn  
*Sophie's Choice*, Styron  
*Yellow Raft in Blue Water*, Dorris  
*The Grapes of Wrath*, Steinbeck  
*One Hundred Years of Solitude*, Marquez  
*Lord Jim*, Conrad  
*The Remains of the Day*, Ishiguro  
*Wuthering Heights*, Bronte  
*Things Fall Apart*, Achebe  
*House of the Spirits*, Allende  
*Alias Grace*, Atwood  
*The Stranger*, Camus  
*Tess of the D'Urbervilles*, Hardy  
*Bleak House*, Dickens  
*Beloved*, Morrison  
*Bluest Eye*, Morrison  
*All the Pretty Horses*, McCarthy  
*The Jungle*, Sinclair  
*The Picture of Dorian Gray*, Wilde

## 12AP Literary Terms List

In order to be fluent in your discussion of literary pieces in class this year, as a well informed AP Literature student, you must be familiar with the following literary terms. There will be a quiz the first week back to school in the fall.

Apostrophe	didactic	denotation
Parody	paradox	allusion
Syntax	onomatopoeia	metonymy
Analogy	oxymoron	tone
Anaphora	personification	euphemism
Hyperbole	genre	aphorism
Invective	litotes	connotation
Symbol	colloquialism	

## **List of Biblical and Mythological Allusions**

**As a well read and informed 12AP student, you are to be aware of and familiar with the following stories. Two basic sources from which writers, especially poets, draw allusions and metaphors are the Bible and Mythology. Knowledge of these characters and stories aide in the enjoyment and understanding of great literature. Amazingly, you will also recognize conflicts, images, symbols and language borrowed from these sources in your reading of other pieces of literature and poetry.**

### **I. Biblical**

- The Garden of Eden (Genesis chapters 1-3)
- Cain and Abel (Genesis chapter 4)
- Noah and the Flood (Genesis chapter 6-9)
- The Birth of Christ (Luke 1-2)
- Pilate and Jesus (Matt. 27)
- The agony of Christ (Mark 14)
- Rescue of the child Moses and the Burning Bush (Exodus 1-3)
- The Passover and Passage Through the Red Sea (Exodus 12-14)
- The Book of Job
- The Book of Ruth
- Samson and Delilah (Judges 15-16)
- David and Goliath (1Samuel 17)
- Jonah and the Whale (Jonah 1 and 2)
- The Destruction of Sodom and Gomorrah (Genesis 18-19)
- Jezebel
- Elijah
- Daniel in the Lion's Den
- Joseph and the Coat of Many Colors
- Solomon
- Tower of Babel
- Jacob and Esau

### **Mythical**

- Prometheus and Epimetheus
- Pandora's Box
- Paris and the Golden Apple
- Odysseus and the Trojan Horse
- Tantalus and Ixion and Sisyphus and Cerberus
- Atlas and His Burden
- Midas and the Golden Touch
- The Twelve Labors of Hercules
- Echo and Narcissus
- Arachne and Athena

- Cupid and Psyche
- Demeter and Persephone
- Orpheus and Eurydice
- Pygmalion and Galatea
- Daedalus and Icarus
- Persephone Demeter
- Eurydice and Orpheus
- Agamemnon
- Achilles
- Hector
- Hercules
- Jason
- Perseus

### **English 12AP Essay Scoring Rubric**

- 9-8 These responses are well-written, clear, and accurate. They accomplish the task using specific and appropriate references to the text. The student writing may not be errorless, but will demonstrate a mature command of effective prose.
- 6-7 These essays are less full or convincing than those in the 9-8 range. They accomplish the task as above, but less well than the very best papers. These papers are written clearly and effectively, though they may be less mature than papers in the 9-8 range.
- 5 These essays are merely adequate. The discussion is simple or obvious and may be lacking in specificity or depth. These essays often summarize than analyze the text. The writing is, as a rule, less clear and organized than that of the upper-half essays, and the thinking is often simplistic.
- 4-3 These lower-half essays often fail to understand parts of the text and/or fail to answer part or parts of the question. The discussion may be perfunctory or unclear. The writing may demonstrate weak compositional skills. These essays often contain errors in reading and writing and are rarely supported by evidence from the text.
- 2-1 These essays are weaker than papers in the 4-3 range. They have serious errors in the reading and writing of the text and often omit a major portion of the question. Some papers are unacceptably short. The writing is poor and lacks clarity, organization, or supporting evidence.
- 0 No response or a response that makes no attempt to deal with the question.

## CONVERSION

9 = 100%

8 = 95%

7 = 90%

6 = 85%

5 = 75%

4 = 65%

3 = no score

2 = no score

1 = no score

0 = no score

Essays that receive no score must be rewritten on a strict deadline. Support and guidance are offered by instructors in the course (or AP Support class) for the improvement of writing. A late penalty may be considered.