



English 12

AP

Mrs. Kelly

Summer Reading

Dear Parent/ Guardian and Student:

Welcome to Advance Placement English Literature and Composition!

Within this class, you will explore, discover and interpret literature through critical perspectives. Within the scope of your perception, literary analysis will inspire self-expression through different styles of composition, focusing on the improvement of voice, organization, rhetorical device, syntax, and diction. In development of a strong understanding of literature as an art form, summer readings are an integral part in support of all the new and exciting concepts studied in the 2019 - 2020 school year. In other words---read, read, write, write, and write! And --of course, enjoy what you read!

The required summer readings include:

Beckett, Samuel - *Waiting for Godot*

Faulkner, William - *As I Lay Dying* (Bring this book for the first day of school.)

Hurston, Zora Neal - *Their Eyes are Watching God*

Shakespeare, William - *Macbeth*

Writing assignment:

- I. "And, after all, our surroundings influence our lives and characters as much as fate, destiny or any supernatural agency."

--Pauline Hopkins, *Contending Forces*

Using the quote above as inspiration, choose a novel or play in which cultural, physical, or geographical surroundings shape psychological, philosophical, or moral traits in a character. Then write a well-organized essay in which you analyze how surroundings affect this

character and illuminate the meaning of the work as a whole. (This prompt is taken from the AP Literature and Composition Test 2014 Free Response). (30 pts.)

*****Criteria for the essay is as follows:**

- A. Within a well-developed five-paragraph essay, discuss the relationship of characterization to a single theme as dictated by the 2014 prompt.
 - B. Be sure to use at least three quotes. Cite all quotes.
 - C. MLA Formatting is required (Please reference the following website for formatting assistance: <https://owl.english.purdue.edu>).
 - D. This essay should be printed for the first day of class.
- II. Choose a scene from one of the readings and create a paraphrase to reflect the mood and tone within your own voice to emphasize a theme. (10 pts.)

*******Criteria for the assignment is as follows:**

- A. Format using MLA style.
 - B. Please be sure to keep diction (Word Choice) appropriate for school.
 - C. Have fun and include at least FOUR LITERARY/RHETORICAL TECHNIQUES of your choice (ex: metaphor, simile, allusion, personification, hyperbole, anaphora, couplet, and etc.) LABEL the use of all literary devices and explain the effect the device has on the overall tone/mood to create and support the theme. This is a creative assignment.
 - D. This assignment is a paragraph or poem (only one page in length).
 - E. Be creative with words!
 - F. Use at least five contextual words from the original text within your recreation. Underline and bold the words you have chosen to use in your own work in your assignment.
- III. Create a close -reading journal for Beckett's *Waiting for Godot*. (20 pts.) A journal includes (Type MLA Format):

*****Criteria for the assignment is as follows:**

- a. Response to each chapter to reflect and explain the development of the overarching meaning of the work as a whole.
- b. Identify important quotes, including page numbers, and justify the relevance of the chosen quotes in relationship to the development of character through conflict to reflect the central message of the play.
- c. Identify literary/ rhetorical device and technique to discuss the overall effect on characterization, plot, conflict, and theme.
- d. Formatting may be as you choose in order to fully see the organization of the play. You may want to use a composition book or create a google document for this assignment. The work will be assessed as outlined by the attached rubric.

*****Make sure you complete the reading and composition assignments for the FIRST DAY of school, when it will be collected, and you will be TESTED. Start the year with an A!**

***The SECOND DAY of class will include a brief informal presentation of yourself and the books you read over the summer.

****K. A. Wilson- Kelly at kkelly@charterarts.org. Phone: (610) 868-2971 ext.2307

I am looking forward to the new and exciting school year.

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**The poet,
Through his command of
Words,
Is a mediator
Between the
world of Ideas
And the
world of Reality.**
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-James Joyce

**Journal Summer Reading Rubric: AP Literature and Composition 20
pts.**

Points	Criteria
20-18	<ul style="list-style-type: none">- The student is fully engaged in close reading the work as demonstrated through the journal writing/reflection, notes, interpretations, and identification of literary device.- The student exhibits a strong knowledge base of content and can present strong evidence/analysis to support his/her interpretation/position as inspired by the text.- The student demonstrates full/focused participation in responding to each chapter of the work to facilitate a greater understanding/interpretation of the text.- The student demonstrates consistent organization throughout the journal entries to impart the relevance of important quotes (including page numbers).- The student consistently shows an understanding of the organization of the text as relevant to purpose and theme through the description of character, plot, conflict, and point-of-view.

<p style="text-align: center;">17-16</p>	<ul style="list-style-type: none"> - The student is engaged in close reading the work as demonstrated through the journal writing/reflection, notes, interpretations, and identification of literary device. - The student exhibits a knowledge base of content and can present strong evidence/analysis to support his/her interpretation/position as inspired by the text. - The student demonstrates participation in responding to each chapter of the work to facilitate a greater understanding/interpretation of the text. - The student demonstrates organization throughout the journal entries to impart the
	<p style="text-align: center;">relevance of important quotes (including page numbers).</p> <ul style="list-style-type: none"> - The student shows an understanding of the organization of the text as relevant to purpose and theme through the description of character, plot, conflict, and point-of-view.
<p style="text-align: center;">15-14</p>	<ul style="list-style-type: none"> - The student is engaged in close reading the work as demonstrated through the journal writing/reflection, notes, interpretations, and identification of literary device. - The student exhibits some knowledge base of content and can present some evidence/analysis to support his/her interpretation/position as inspired by the text. - The student demonstrates participation in responding to most of the chapters of the work to facilitate a understanding/interpretation of the text. - The student demonstrates some organization throughout the journal entries to impart the relevance of a few important quotes (sometimes including page numbers or none at all). - The student shows a partial understanding of the organization of the text as relevant to purpose and theme through the description of character, plot, conflict, and point-of-view. -

13 and below	<ul style="list-style-type: none"> - The student is not consistently engaged in close reading the work as demonstrated through the journal writing/reflection, notes, interpretations, and identification of literary device. - The student exhibits an inconsistent or no knowledge base of content and does not present strong evidence/analysis to support his/her interpretation/position as inspired by the text. - The student demonstrates some or little participation in responding to each chapter of the work to facilitate a understanding/interpretation of the text. - The student demonstrates little or no organization throughout the journal entries to impart the relevance of important quotes (including page numbers). - The students shows little or no understanding of the organization of the text as relevant to purpose and theme through the description of character, plot, conflict, and point-of-view. -
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Total _____ /20 = _____

FIVE-PARAGRAPH ESSAY

30 pts.

_____ 1. Ideas and Content = 5 pts.

- **The essay employs the strong, persuasive and creative use of evidence, explanation, and analysis to support the writer’s interpretation/argument as dictated by the prompt.**
- **The essay engages the reader and presents valid and essential background information on the topic to clearly define the central idea of the essay.**
- **The presentation of knowledge must be connected to a strong thesis in relationship to purpose, topic, and audience as dictated by the prompt.**
- **The ideas must relate directly to the assignment or prompt.***
- **A strong connection of the main ideas in relationship to the thesis statement is well defined to create unity throughout the essay.**
- **The presentation of evidence with detailed analysis and explanation clearly supports the thesis to create a coherent and unified essay directly connected to topic and purpose as dictated by the prompt.**

_____ 2. Organization = 5 pts.

- The introductory paragraph is well defined and developed to identify the purpose, topic, and thesis.
- The body paragraphs are well developed in structure to aptly present evidence, analysis, and persuasive detail in support of the thesis.
- The conclusion creates a synthesis of ideas in relationship to the thesis as dictated by the prompt.
- Each sentence within a paragraph should work with appropriate function (topic sentences, supporting sentences, and concluding sentences) to create unity and organization to reflect the purpose and topic of the essay.

_____ 3. Sentence Fluency = 5 pts.

- Each sentence should use strong verbs and limited passive voice to enhance varied sentence structure and tone.
- The use of varied sentence structure is needed to create strong sentence fluency and connections of ideas to translate from one sentence to the next in support of unity and voice of the essay.
- Strong use of integrated quotes in connection with supporting ideas and analysis.

_____ 4. Word Choice = 5 pts.

- The word choice should reflect the purpose and topic of the prompt and/or assignment.
- Limited use of passive voice is required.
- No empty vocabulary (thing, it, so, that, and etc.)
- Clarity of meaning and interpretation is enhanced by topic appropriate vocabulary with the avoidance of redundancy to create unity.

_____ 5. Voice = 5 pts.

- The overall tone of the work, including the effect of word choice, sentence fluency, organization, and content, creates a strong relationship between the thesis in connection with unity.
- A clear focused persuasive discussion (dictated by purpose) of the prompt posed is exhibited through fluid connections of analysis, explanation, and example to create the central idea (concrete/abstract).
- The unity of the entire essay is revealed through the consistent and effective word choice, sentence fluency, organization and ideas/content to create tone and voice.

_____ 6. Conventions = 5 pts.

*Grammar

- *Spelling
- *MLA formatting

_____ ***TOTAL PTS = 30

COMMENTS:

AP Creative Assignment

Creative Reflection/Paraphrase: _____/10 pts.

- The topic of theme is clearly presented and creates the central idea and structure for unified paragraph/text creating a framework of the main idea and purpose.
- Supporting sentences provide examples, explanations, and analysis of theme through character, conflict, and theme.
- Concluding sentences/points provide closure to the topic and a connection to the topic/purpose addressing the theme.
- Word choice reflects a strong application of literary concepts and device. The words creatively reflect theme through a **variety of figurative language which is identified on the text. Explain how the use of figurative language enhances voice through tone and mood to convey theme.**
- Sentence structure is varied and without grammatical error.
- Proper conventions are appropriately used throughout the composition.
- Organization is unified and developed to clarify the purpose of the prompt.
- The paragraph/text uses a clear focus.
- The paragraph/text demonstrates a strong voice.

- The paragraph clearly develops the ideas presented to answer the prompt with unity, structure, and strong supporting evidence created through the representation of theme.
- The assignment is at least one page and employs MLA formatting.

Total _____/10pts. = _____%