



# English 12 AP Mrs. Kelly Summer Reading

Dear Parent/ Guardian and Student:

Welcome to Advanced 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 2020 -2021 school year. In other words--read, read, write, write, and write! And--of course, enjoy what you read!

Some pieces of literature, video, and/or topics of discussion throughout the duration of this course may be considered controversial. As an English department, we hope to engage and challenge our students by realistically examining differing ideas that, as Shakespeare suggests, "hold a mirror" up to our natures by reflecting others and ourselves. If at any time a student or parent feels uncomfortable with a topic, piece of literature and/or video, an alternate assignment will be provided. Parents and/or students must make contact so the teacher is aware of the situation. Please contact me with any questions or concerns:

[kkelly@charterarts.org](mailto:kkelly@charterarts.org)

**The required summer readings include:**

1. Beckett, Samuel - *Waiting for Godot*
2. Hurston, Zora Neal - *Their Eyes Were Watching God*
3. Shakespeare, William - *Macbeth*
4. *Book of Choice (choose from the books on this website)- [Book of choice and time period --Link](#)*

--If you should have questions about the book you choose, would like to choose a book not found on the list, or about anything that may seem unclear, please email me ([kkelly@charterarts.org](mailto:kkelly@charterarts.org)). During the summer, give me 48 hours to return your email. If you do not hear from me in 48 hours, please email again:)

## Writing Assignments:

- 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 (**use a text from the required reading list provided above or your chosen independent reading**) in which cultural, physical, or geographical surroundings shape psychological, philosophical, or moral traits in a character. Then write a five -paragraph 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. Remember to focus on the prompt provided above and create a strong thesis that clearly states your interpretation of the quote in relationship to the novel or play you have chosen from the required readings (**including only: Waiting for Godot, your book of choice, Their Eyes Were Watching God, or Macbeth**).
  - B. Be sure to use at least three quotes. Explain specifically how each quote supports the main idea of the paragraph in relationship to your thesis/central idea. Cite all quotes.
  - C. MLA Formatting is required (Please reference the following website for formatting assistance: <https://owl.english.purdue.edu>).
  - D. You **MUST** include a Works Cited page.
  - E. This essay should be printed for the first day of class and handed in on the same day.
- II. Choose a scene from one of the **required** readings and create a paraphrase/creative writing 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.**  
\*\*This is a creative assignment.
- D. This assignment is a paragraph or poem (**only one page in length**).
- E. Be creative with words! .
- F. This assignment needs to be printed for the first day of class and ready for collection.

III. Create a close -reading journal for Beckett's *Waiting for Godot*. (20 pts.) A journal includes (Type MLA Format or may be hand written--whatever is your preference):

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

- A. Respond to each scene.--summary, relevance of characters, symbolism
- B. Four Important quotes, including page numbers
- C. Literary/ rhetorical device and technique --How does dialogue work to create meaning?
- D. Answer the following questions:
  - 1. How does plot work to convey time?
  - 2. How do the characters create relationships that impart a philosophical social commentary on life and the individual?
- E. What is the cause and effect relationship of the overall conflict to the meaning of the play?

**\*\*\*Make sure you complete the reading and composition assignments for the FIRST DAY of class, 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.**

**\*\*\* Please email me if you have any questions: [kkelly@charterarts.org](mailto:kkelly@charterarts.org).**

**\*\*\*If emailing, please allow three to four days of a return response due to summer hours.**

**I am looking forward to the new and exciting school year! Enjoy your summer and enjoy the writing/reading process.**



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



**-James Joyce**

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

Points	Criteria
20-18	<ul style="list-style-type: none"> <li>- The student is fully engaged in close reading of the work as demonstrated through the journal writing/reflection, notes, interpretations, and identification of literary devices.</li> <li>- 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.</li> <li>- The student demonstrates full/focused participation in responding to each chapter of the work to facilitate a greater understanding/interpretation of the text.</li> <li>- The student demonstrates consistent organization throughout the journal entries to impart the relevance of important quotes (including page numbers).</li> <li>- 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.</li> </ul>
17-16	<ul style="list-style-type: none"> <li>- The student is engaged in close reading of the work as demonstrated through the journal writing/reflection, notes, interpretations, and identification of literary devices.</li> <li>- 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.</li> <li>- The student demonstrates participation in responding to each chapter of the work to facilitate a greater understanding/interpretation of the text.</li> <li>- The student demonstrates organization throughout the journal entries to impart the relevance of important quotes (including page numbers).</li> <li>- 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.</li> </ul>

<p style="text-align: center;">15-14</p>	<ul style="list-style-type: none"> <li>- The student is engaged in close reading of the work as demonstrated through the journal writing/reflection, notes, interpretations, and identification of literary devices.</li> <li>- 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.</li> <li>- The student demonstrates participation in responding to most of the chapters of the work to facilitate an understanding/interpretation of the text.</li> <li>- 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).</li>   <li>- 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.</li> <li>-</li> </ul>
<p style="text-align: center;">13 and below</p>	<ul style="list-style-type: none"> <li>- The student is not consistently engaged in close reading of the work as demonstrated through the journal writing/reflection, notes, interpretations, and identification of literary devices.</li> <li>- 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.</li> <li>- The student demonstrates some or little participation in responding to each chapter of the work to facilitate an understanding/interpretation of the text.</li> <li>- The student demonstrates little or no organization throughout the journal entries to impart the relevance of important quotes (including page numbers).</li> <li>- The students show 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.</li> <li>-</li> </ul>

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 the 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 devices. The words creatively reflect themes through a variety of figurative language which is ***identified*** in the text. Identify at least four literary devices in your writing.
- 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/creative writing uses a clear focus.
- The paragraph/text demonstrates a strong voice.
- The paragraph/creative writing clearly develops the ideas presented to answer the prompt with unity, structure, and strong supporting evidence created through the representation of the theme.
- The assignment is at least one page and employs MLA formatting.

Total \_\_\_\_\_/10pts. = \_\_\_\_\_%