

TRHS AP English Literature and Composition Summer Packet for the 2019-2020 School Year

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Dear AP English Student,

AP Literature and Composition is a humanities course in which we will be examining the literature, art, and philosophies of our world. In this course, we will be reading and examining literature from a range of time periods and a range of genres including novels, poetry, drama and short story. We will be going far beyond plot to examine the techniques writers use to effectively communicate their complex ideas including examining figurative language, point of view, style, structure of the text and major themes integrated within the text. You will also be asked to complete and revise informal responses, in-class writing in response to prompts and formal critical analysis/argumentative and evaluative essays. The primary goal of this course is to develop you into a reader and writer capable of experiencing, interpreting and evaluating great works of literature and of thinking critically about the historical, cultural, psychological and sociological impact of these works. The literature, writing, and projects used in this course are meant to be intellectually stimulating and are *very demanding*.

AP English presumes you have a strong foundation and interest in writing and reading as well as excellent time management skills. This is **not** a class for you to learn basic reading and writing skills. Remember, this is a college level course and **the expectation is that you will pass the AP exam at the end of the year and receive college credit for your effort**.

Beginning with the summer assignments, you will be responsible for completing work on time. **There are no exceptions to these deadlines**, so please do not wait until the last minute to begin your reading and writing. The summer work will give you a good idea of what to expect for the school year in terms of the type of assignments and pace of work.

ASSIGNMENTS

<i>Novel:</i> Read a choice novel (of the options below) -Keep a literary terms journal for your choice read -Write an essay on your choice read (respond to the assigned prompt)	<i>Poetry:</i> Read assigned poem(s) posted in Google Classroom -Respond to poems in online discussion -Respond to a classmate's posts
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DUE DATES

1. Poetry Initial Post in Google Classroom due **Thursday July 11**(10 points)
2. Poetry Reply to classmates due by **Sunday July 14** (10 points)
3. Essay on choice read due by **Saturday August 10** (50 points)
4. Literary Terms Journal due in class on **Thursday August 29** (20 points)

*****You will not receive credit for late work*****

I am truly looking forward to a great year with all of you! Please know that I am here to help you in any way I can, so please don't hesitate to contact me over the summer. Email is always the best way to stay in touch, and I will check it regularly. Have a wonderful summer!

Mr. Galvin

AP LITERATURE CHOICE NOVELS – SUMMER 2019

Most of these books can be checked-out of the school library. Please obtain your own copies of these books. You can also find these books new at a stores and online, at your local library, or buy them at a used book store--Amazon and thriftbooks.com have most copies for around \$4.00.

The expectation for AP Literature is not that you read a pile of texts but that you become an expert in the selection of texts you do read. It is for this reason that you are only required to read one novel for your summer work and write one essay. You should annotate and interact with your novel to a great extent... *become an expert on the text*.

You must read one of these texts, keep a literary terms journal, and write an essay. Your essay is due by midnight, Saturday, August 10, though you may turn it in any time before then. Please email your work to me at keith.galvin@timberlane.net. There is no exception to this deadline, so please plan your time accordingly.

CHOOSE ONE FROM THE FOLLOWING LIST:

*****You must choose a novel you have not read before*****

***The Adventures of Huckleberry Finn* by Mark Twain (1884)**

****IF YOU READ THIS IN AMERICAN LIT OR AMERICAN STUDIES, YOU CANNOT CHOOSE THIS BOOK****

A nineteenth-century boy from a Mississippi River town recounts his adventures as he travels down the river with a runaway slave, encountering a family involved in a feud, two scoundrels pretending to be royalty, and Tom Sawyer's aunt who mistakes him for Tom (GoodReads.com).

***The Catcher In The Rye* by J.D. Salinger (1951)**

****IF YOU READ THIS FRESHMEN YEAR, YOU CANNOT CHOOSE THIS BOOK****

The hero-narrator of *The Catcher in the Rye* is an ancient child of sixteen, a native New Yorker named Holden Caulfield. Through circumstances that tend to preclude adult, secondhand description, he leaves his prep school in Pennsylvania and goes underground in New York City for three days (GoodReads.com).

***All The Pretty Horses* by Cormac McCarthy (1992)**

All the Pretty Horses tells of young John Grady Cole, the last of a long line of Texas ranchers. Across the border Mexico beckons—beautiful and desolate, rugged and cruelly civilized. With two companions, he sets off on an idyllic, sometimes comic adventure, to a place where dreams are paid for in blood (GoodReads.com).

Essay Assignment for Summer Reading 2019-2020

Essays are due no later than midnight, Sat. AUG 10.
No late work accepted.

Submit your essays on the Google Classroom. There will be a blank google doc that you must type or paste your typed essay in.

DIRECTIONS: Once you have completed reading your novel you must respond to this prompt: **A bildungsroman, or coming-of-age novel, recounts the psychological or moral development of its protagonist from youth to maturity, when this character recognizes his or her place in the world. Select a pivotal moment or moments in the psychological or moral development of the protagonist of a bildungsroman (from whichever novel you chose). Then write a well-organized essay that analyzes how that pivotal moment or moments shape the meaning of the work as a whole.**

Your essay should be approximately 3-4 pages in MLA format (Times New Roman, size 12 font, double spaced, proper heading, proper citations). Direct quotes are not necessary (though they are encouraged), but specific examples and details from the book are required. Think carefully about the organization of your writing.

You must have an introduction with a thesis statement, at least 3 body paragraphs--each with a topic sentence that relates to your thesis, 3 or more supporting details and explanations in each paragraph, and an obvious transition to the next paragraph. A conclusion should NOT summarize what you have written, but will conclude with a connection to your thesis.

Essays will be assessed using the attached AP free response scoring guide.

IMPORTANT: The prompt asks you to...

- Show HOW what you're discussing relates to the work's overall significance. In other words, how does what you are writing about relate to the overall theme, message, purpose, or point of the book?
- These are formal essays--DO NOT USE FIRST OR SECOND PERSON PERSONAL PRONOUNS.
- **Avoid plot summary**

***Use your own ideas--do not look up analysis or answers to this prompt. Do not discuss your ideas with other students. This is meant to be completed independently and demonstrate your ability to analyze and write about a text. Plagiarism of any kind will result in a zero for the assignment.

Pivotal Moment(s)—SCORING GUIDELINES

The score reflects the quality of the essay as a whole — its content, style, and mechanics. Students are rewarded for what they do well. The score for an exceptionally well-written essay may be raised by a point above the otherwise appropriate score. In no case may a poorly written essay be scored higher than a 3.

50–47 These essays offer a well-focused and persuasive analysis of a pivotal moment or moments in the psychological or moral development of the protagonist in a bildungsroman and how that moment or moments shape the meaning of the work as a whole. Using apt and specific textual support, these essays analyze how the pivotal moment(s) shapes the entire work. Although these essays may not be error-free, they make a strong case for their interpretation and discuss the literary work with significant insight and understanding. Essays scored a 50 reveal more sophisticated analysis and more effective control of language than do essays scored 47.

44–41 These essays offer a reasonable analysis of a single of a pivotal moment or moments in the psychological or moral development of the protagonist in a bildungsroman and how that moment or moments shape the meaning of the work as a whole. These essays analyze how the pivotal moment(s) shapes the entire work. While these essays show insight and understanding, their analysis is less thorough, less perceptive, and/or less specific in supporting detail than that of the 50–47 essays. Essays scored a 44 present better developed analysis and more consistent command of the elements of effective composition than do essays scored a 41.

39.5 These essays respond to the assigned task with a plausible reading, but they tend to be superficial or thinly developed in analysis. They often rely upon plot summary that contains some analysis, implicit or explicit. Although these essays display an attempt to analyze a single pivotal moment or moments in the psychological or moral development of the protagonist in a bildungsroman and how the moment(s) shapes the work as a whole, they may demonstrate a rather simplistic understanding and support from the text may be too general. While these essays demonstrate adequate control of language, they may be marred by surface errors. These essays are not as well conceived, organized, or developed as 44–41 essays.

37–35 These lower-half essays fail to offer an adequate analysis of a pivotal moment or moments in the psychological or moral development of the protagonist of a bildungsroman and how that pivotal moment(s) shapes the work as a whole. The analysis may be partial, unsupported, or irrelevant, and the essays may reflect an incomplete or oversimplified understanding of the pivotal moment(s). They may not develop an analysis of the significance of the pivotal moment(s) for the work as a whole, or they may rely on plot summary alone. These essays may be characterized by an unfocused or repetitive presentation of ideas, an absence of textual support, or an accumulation of errors; they may lack control over the elements of college-level composition. Essays scored a 35 may contain significant misreading, demonstrate inept writing, or do both.

32–25 Although these essays make some attempt to respond to the prompt, they compound the weaknesses of the papers in the 37–35 score range. Often, they are unacceptably brief or incoherent in presenting their ideas. They may be poorly written on several counts and contain distracting errors in grammar and mechanics. Remarks may be presented with little clarity, organization, or supporting evidence. Essays scored a 25 contain little coherent discussion of the text.

0 No essay submitted. Essay submitted after the due date of August 11.

**AP LITERATURE POETRY DISCUSSION BOARD – SUMMER 2019
INITIAL POST DUE NO LATER THAN THURSDAY, JULY 11, 2019
REPLY TO A CLASSMATE DUE SUNDAY, JULY 14, 2019**

A poem and prompt will be posted on the Summer Work Google Classroom page by Monday, June 17. You must read and analyze the poem before posting a response in an online discussion via Google Classroom by Thursday July 11. Your response should be 150-350 words.

After posting your response, you will be expected to reply to another student’s post. This is meant to simulate a class discussion. The replies are due on Sunday July 8. Your comments must be meaningful and further the discussion—they should be more than a simple agreement or disagreement. Please refer to the discussion rubric below.

Above Standard 5-10 points	Below Standard 0-5
<p>Initial Posting This excellent posting reflects that the student read and understood the assigned material, referring specifically to assigned reading or related research.</p> <p>The posting has a clear purpose: to inform, persuade, or raise an interesting question. It may also provoke conversation or offer an opposing view of the devil's advocate.</p> <p>When appropriate, the posting refers to outside sources in supporting its arguments.</p> <p>The post meets the word requirement of 150 to 350 words and there are no are no proofing or spelling errors.</p>	<p>Initial Posting This posting does not reflect that the student did or understood the reading. This posting could have been made without the student doing any reading or research at all.</p> <p>The posting has no apparent purpose other than meeting the assignment requirement. It does not move the conversation forward or offer a reasoned opposing opinion.</p> <p>The posting fails to make appropriate reference to outside materials in supporting any arguments.</p> <p>There are one or more proofing errors.</p>

Replies

Replies are substantive and reflect that the student read and thought about the assigned reading and additional sources posted by the person they are replying to.

The reply moves the conversation forward or makes a reply to a question asked in response to their own posting.

Replies

Replies lack substance and do not reflect any reading or thought about the reading or additional sources.

The reply does not move the conversation forward or answer a question presented.

Summer Work scoring breakdown: You will receive three separate grades for your summer work which, combined, will be worth 10% of your quarter one grade.

Essay	50 points
Literary Terms Journal	20 points
Poetry Post (10) and Reply (10)	20 points

DUE DATE REMINDER

1. Poetry Initial Post in Google Classroom due July 11
2. Poetry Reply to classmates due by July 14
3. Essay on choice read due by August 10
4. Literary Terms Journal due in class on August 30

*****You will not receive credit for late work*****

Literary Terms Journal--DUE IN CLASS AUG 29 (FIRST DAY OF SCHOOL)

Directions: As you read your novel you will note examples of important literary devices used by the author in the text. First, find the definition and fill them in the table below. Then, find an example from the text. You can find definitions on the internet (search for a literary term dictionary), or in a Literary Dictionary. You may type or handwrite these journals.

This is an example taken from John Steinbeck’s novel *Of Mice and Men*.

Term/Definition	Example from text with an MLA citation.	Brief explanation as to how the example creates meaning in the text
Simile: Figurative Language--a comparison using like or as.	Lennie “drank with long gulps, snorting into the water like a horse” (Steinbeck 3).	In this scene, Lennie behaves more like an animal. By using a simile to compare Lennie to a horse, Steinbeck conveys that Lennie is large and powerful like a horse. This emphasizes that while Lennie is a man, his qualities are predominantly animalistic in terms of behavior and intelligence.

Term/Definition	Example from text with an MLA citation.	Brief explanation as to how the example creates meaning in the text
Conflict:		
Allusion:		
Simile:		
Metaphor:		

Personification:		
Imagery:		
Mood:		
Point of view:		
Setting:		
Symbol:		
Theme:		

Tone:		
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