

Summer Reading Assignment
AP Literature & Composition
Summer 2017
Mrs. White and Mr. Browne

Prospective AP Lit students and their parents:

We are so enthusiastic about AP Lit & Comp for the 2017-2018 school year. In order for you to be as prepared as possible for the reading expectations for the upcoming academic year, we implore you to pore over the summer reading texts with the utmost focus and attention to detail. The books we have chosen are not by accident; in fact, students who initially complained about summer reading invariably thanked us later in the year for the jump start, and many have commented they wished they had spent more time completing the reading and assignment. We want you to enjoy your summer, too – but this is, after all, a college-level literature course!

You will need to check the RBHS summer reading website (Google search it) for a Screencast video breakdown for more information about these summer reading expectations. ☺

For your summer reading, please procure a copy (digital or physical) of Thomas C. Foster's *How to Read Literature Like a Professor*, as well as Barbara Kingsolver's *Poisonwood Bible*. Do not be daunted by the length of these books or any other novels we will read; they are all worth it, we assure you.

You do not have a specific assignment in regards to these books, per se. We DO, however, encourage you to HEAVILY ANNOTATE the texts and/or take detailed notes. If you have questions about what that might look like, feel free to email us at jwhite@lexington1.net or rbrowne@lexington1.net for more details.

You will also need to **analyze a poem of your choice** to the best of your ability. We ask that the poem have at least 14 lines so that you have enough content to show us your analytical skills. **Mark up the poem with different colors** (and correlating key for our convenience) to show us your insight regarding **poetry terms/devices, structural observations, and/or thematic messages**.

You will also need to write 1-2 paragraphs where you discuss *HOW* the devices, etc. you marked help to illustrate important ideas in the poem. We will use this as a diagnostic to determine where we need to start with poetry analysis, so please do your best and be prepared to submit this assignment on the first day of class. Please see the rubric attached for more details on how this assignment will be assessed as a formative.

The other texts we are (tentatively – pending some tweaking of the course this summer) teaching next year are as follows, in case you want to start grabbing copies:

- *Merchant of Venice* by W. Shakespeare
- *A Prayer For Owen Meany* by J. Irving
- *Invisible Man* by R. Ellison*
- *Jane Eyre* by C. Brontë
- *Brave New World* by A. Huxley
- *Hamlet* by W. Shakespeare**
- *Their Eyes Were Watching God* by Z. N. Hurston**

~We strongly recommend Amazon and 2nd & Charles as great avenues for procuring copies of books!~

*There are at least two classic texts with this title – make sure you select the correct author

**These texts will only be covered if time allows

Name _____

Total Score: _____/50 points

Completeness _____/25

_____/ poem is attached and annotated/color-marked (10 points)

_____/ poem's title & author are included with body of poem (1 point)

_____/ poem/marks are legible & complete (not an excerpt from a larger work) (1 point)

_____/ poem is appropriate for AP content & at least 14 lines (4 points)

_____/ color-marking is insightful and at least mostly accurate (4 points)

_____/ 1-2 complete paragraphs further explain analysis of poem (5 points)

Understanding : 25 points

CATEGORY	5	4	3	2	1	0
Understanding	All marking and annotations show considerable original analysis; focus on lines within each poem; contain significant analysis of main points; are of appropriate depth and breadth; and follow prescribed format.	Majority of responses show some original analysis; focus on lines within each poem; contain substantial analysis of details about main points ; are of appropriate depth and breadth; and follow prescribed format..	Most responses show some original analysis; some focus on lines within each poem; contain support for / details about main points; are of appropriate depth and breadth; and follow prescribed format.	Some responses show an attempt at original analysis; refer to lines in the poems; attempt support for / details about main points; depth and/or breadth are absent; and follow prescribed format.	Few responses show an attempt at original analysis; refer to some lines in the poems; attempt support for / details about main points; lacking depth and/or breadth; and follow prescribed format.	Not submitted

5 = 25 pts.

4 = 22 pts.

3 = 20 pts.

2 = 18.5 pts.

1 = 17 pts.

Completeness score _____ + Understanding score _____ = _____/50

Comments: