Welcome to AP Literature and Composition!

Over the coming school year, we will examine a variety of great literary works which will challenge the intellect and nourish the soul. The AP Literature Exam asks students to have a wide breadth of knowledge in all types of literature. In order to prepare yourselves, students will need to take the time to engage in the content. You will only gain what you are willing to invest in your study.

Holy Spirit Prep provides students with the opportunity of receiving a magnanimous education. It asks you to stretch forth your soul to great things, to do and study those things that deserve honor. This form of study should call forth the hope of something arduous. To achieve greatness, one must be willing to face a challenge and to challenge themselves.

Students are expected to work on assignments independently. The school's honor code asks students to maintain their integrity. Plagiarism and misrepresenting one's assignments places a student in violation of their pledge. Students should not use Sparknotes, Shmoop, or any other study aid material to guide you in your analysis. Independent study, outside the influences of summaries and synopsis, allow students to develop unique and original ideas that deepen their understanding of the works.

Please read this whole packet carefully and thoroughly before you begin your assignments to ensure you understand course expectations. All summer reading and assignments must be completed to remain in the AP Literature class prior to the start of the school year. You will not be able to complete these assignments a week before school starts, so be sure to give yourself plenty of time to complete the assignments by staying organized and pacing yourself throughout the summer. The summer is long, but you may find it is not long enough, so please remember to plan ahead. **All AP summer work is due on the first day of class – 8/21/2019.**

AP Literature and Composition is a challenging and rewarding course, and I look forward to working with you this coming year. If you have any questions about the assignments, please do not hesitate to contact me. Happy Reading!

Mr. Labbe
dlabbe@holyspiritprep.org

Assignments:
You do not need to read a YOU-Choose text as you are already responsible for four assignments.

Assignment 1: *Literature: Reading Fiction, Poetry and Drama* by Robert DiYanni **6ᵗʰ edition** (McGraw Hill, ISBN# 0-07-242617-9)

It is recommended that you complete this assignment first as the content presented in this assignment will help you in the subsequent assignments.
Students are to read Ch. 1-4 in the Literature: Reading Fiction, Poetry and Drama textbook. Note the various ways of analysis.

After completing the reading, choose one of the short stories found in the first four chapters and provide a short 1 page analysis using "Questions for Writing About Fiction", which starts on page 125 to guide the topic of your analysis. You may choose one question to direct your analysis or a selection of questions that align with a particular topic. This analyses should reflect your own, original thought. Do not simply repeat information that has already been presented in the textbook. No outside sources should be consulted.

Assignment 2: *AP Exam Novel Prep.*

A number of the novels that appear on the major works list for the AP Literature exam are required reading from one of your previous English classes at HSP. Reread one of these texts, (You could choose the novel that has had the greatest impact on your literary appreciation or one that you initially found most challenging to read and would like to read again.) A link with the full list of AP books is provided on the resources page. I will provide you with an organizer to formulate your thoughts and ideas. Bring the completed sheets to the first day of class.

Assignment 3: *Crime and Punishment* by Fyodor Dostoevsky (Vintage Classics, ISBN# 978-0679734505)

Crime and Punishment is a significant work of world literature. Russian novels are not known for their brevity but are known for their quality. Give yourself time to read this important novel. As you read *Crime and Punishment*, thoroughly annotate the text. Students will be given a grade for their annotations (quality and quantity). Your annotations should reflect an engagement with the text. What are the key developments in the plot? How do characters develop over the course of the story? What prevalent themes are presented? Please see the link for annotation guidelines and the annotation rubric on the resources page below. This will be the first major work we cover at the start of the school year.

Assignment 4: *Poetry*

Read poetry! Use the textbook or other poetry resources and spend some time reflecting on different poems. Read poetry daily. Set a reminder on your phone to read a poem. It may only take a minute out of your day, but through this routine of regular exposure to poetry you will develop your understanding. Search out legitimate poetry. I recommend visiting the Poetry Foundation or Poets.org websites to see their poem of the day. I will provide links to these programs on the resources page. A large section of the exam requires an understanding and appreciation of poetry. Taking the first step of reading poetry will provide you with a necessary base. If you come across a particularly interesting poem, please email me a copy. (dlabbe@holyspiritprep.org.)

Additional Resources

APLiteratureTerms: This site contains a comprehensive list of terms. Knowing these terms well will enrich your reading experience and will enhance your written analysis both in class and on the exam.

APLiteratureBookList: This site contains a list of the major works referenced on past AP exams and indicates the year(s) each work appeared. I encourage you to read as much from this list as your schedule allows as one key to success is exposure to a wide range of literature.

Annotating Help: There are numerous ways to annotate, but the general goal is to record your thoughts while reading. Focus more on noting techniques, word choice, structure, and anything that seems to further the development of plot and theme. Essentially, you are trying to identify and understand how the author uses language and techniques to communicate his or her ideas. If you become overwhelmed by the annotations, try reading through a section and returning to the text to annotate. Remember, annotating is *meant* to slow your pace as you are not simply reading for plot. Be patient, allow yourself plenty of time, and email me with questions or concerns!

AnnotationGuidewithSample
AnnotationGuide

Poem of the Day - Both of these websites offer a poem of the day and provide valuable resources that will assist you in becoming more familiar with poetry.

Poetry Foundation's Program
Poets.org's Program

<u>Novel Data Sheet</u> (Complete this organizer, using a major work already covered at HSP)

Why did you choose this novel? Give an explanation of why you selected this work.

Significant Quotes from work (Choose 5 quotes from the work and explain their importance)

<u>Citation</u> *page #*	<u>Short Quotation</u> *(a direct quote)*	<u>Interpretation</u> *briefly explain the quote (context, meaning, etc.)*	<u>Application</u> *how this quote connects to the thematic concept*

Significant Characters (Select five significant characters)			
Name	Role in Story (Literal)	Significance (Analysis)	Adjective/ Characteristics

Setting: Where does the story take place? What significance does the setting play in the story?

Themes: Identify two major themes that present a universal message. How do they highlight meaning for the work as a whole?

Theme 1:

Theme 2:

Annotation Rubric

CATEGORY	25-23%	20-18%	15-13%	10-8%
Identifies important details and facts	**Student identifies all the main points of the plot. Student could easily identify events of the story. Student has explained the importance of the detail.**	**The student lists all the main points, but may only be stating the obvious.**	**The student lists most of the main points. S/he does not highlight any unimportant points.**	**The student cannot identify important information with accuracy.**
Inquiry Questioning	**Student has added inquiry statements and questions that address actions and events in the story and highlight important points of discussion.**	**Student has added inquiry questions. Some of the questions may develop into valuable discussion points.**	**Student has added inquiry questions, but the answers may be easily found through some research.**	**Student has some questions. Many of the answers are obvious based on the context. Student has only marked: "?", "Why", "What", "How"…**
Identifies literary elements	**Student has addressed major themes in the story and identified literary elements significant to the understanding of work as a whole. Literary elements include such devices as themes, characteristics, tone, imagery, but also add specific devices such as metaphors, allusions, use of diction, style, irony, symbolism juxtaposition…**	**Student has highlighted some of the themes and identified literary elements. Literary elements are obvious, but still important to understanding the work. Literary elements include such devices as themes, characteristics, tone, imagery.**	**Student may have pointed out some of the literary elements, but the devices do not seek to add analysis of the work.**	**Student has missed pointing out significant details that would lead to analysis.**
Pages annotated	**At least 100% of the pages annotated, with more than one annotation on the page.**	**At least 80% of the pages annotated, with one annotation on a page.**	**At least 50% of the pages annotated, with one annotation on every page.**	**At least 25% pages annotated, with an annotations distributed throughout the work. Student may only have underlining.**