

1984, George Orwell

- A Lesson Before Dying, Ernest J. Gaines
- Americanah, Chimamanda Ngozi Adichie
- Beloved, Toni Morrison
- Brave New World, Aldous Huxley
- Confederacy of Dunces
- Grendel, John Gardner
- In the Time of Butterflies, Julia Alvarez
- Jane Eyre, Charlotte Bronte
- Oedipus Rex, Sophocles
- Parable of the Sower, Octavia Butler
- Salvage the Bones, Jesmyn Ward
- The Adventures of Huckleberry Finn, Mark Twain
- The Color Purple, Alice Walker
- The Great Gatsby, F. Scott Fitzgerald
- The Joy Luck Club, Amy Tan
- The Kite Runner, Khaled Hosseini
- The Namesake, Jhumpa Lahiri
- The Bean Trees, Barbara Kingsolver

**Introduction:** Welcome to AP Literature and Composition! The first key to a successful year is to ensure you all keep practicing your critical reading skills over the summer. It is vital that you complete all parts of this summer assignment as the first few weeks of class (and therefore a large chunk of your first term grade) will be dealing with the work you did this summer and the notes you take over them. You've all earned a well-deserved break, and I sincerely hope you enjoy your summer. Just do yourself a favor and don't put this all off until August.

## Why are we doing this assignment?

- This work provides a sampling of tasks we'll be completing throughout the year.
- It will provide you with enough depth and complexity to get you thinking about key themes and the elements used to express them.
- It will begin/add to your literary storehouse of knowledge which you'll need to pull from when you take the AP exam next spring.

## What is the assignment?

1. Research literary terms and add to literary terms glossary
2. Choose a novel from the list provided to read, use for your literary terms glossary examples, and write your essay.
3. Write a literary analysis essay using the prompts provided

## What will I need?

### Provided Materials:

- A copy of your chosen novel
- Glossary of literary terms
- Printed copy of the assignment
- Lined paper to write your essay on (you may choose to type it as well)

### In addition, you will need:

- A notebook for your literary terms glossary
- A resource for defining literary terms (this could be the internet or a terms glossary)

## When is it due?

Summer reading will be your first summative grade in the course. Your participation in AP Literature and Composition is contingent on completing the assignment. If you do not have the summer assignment completed when we return to school, you will be moved to English IV.

**\* Please see the note on plagiarism and academic integrity at the end of this document!**

**TASK 1: Read the novel of your choosing from the list provided. You will use your novel for the examples in your literary terms glossary as well as for the essay you will write**

**Choose from the following:**

- *1984*, George Orwell
- *A Lesson Before Dying*, Ernest J. Gaines\*
- *Alas Babylon*, Pat Frank
- *All the Kings Men*, Robert Penn Warren
- *Americanah*, Chimamanda Ngozi Adichie
- *Beloved*, Toni Morrison
- *Brave New World*, Aldous Huxley
- *Extremely Loud and Incredibly Close*, Jonathan Safran Foer
- *Grendel*, John Gardner
- *How the Garcia Girls Lost Their Accents*, Julia Alvarez
- *In the Time of Butterflies*, Julia Alvarez
- *Jane Eyre*, Charlotte Bronte
- *Lord of the Flies*, William Golding
- *Never Let Me Go*, Kazuo Ishiguro\*
- *Oedipus Rex*, Sophocles
- *Parable of the Sower*, Octavia Butler
- *Salvage the Bones*, Jesmyn Ward
- *Slaughter House Five*, Kurt Vonnegut\*
- *Tender is the Night*, F. Scott Fitzgerald
- *The Adventures of Huckleberry Finn*, Mark Twain
- *The Color Purple*, Alice Walker
- *The Curious Incident of the Dog in the Night-time*, Mark Haddon\*
- *The Joy Luck Club*, Amy Tan
- *The Bean Trees*, Barbara Kingsolver
- *Waiting for Godot*, Samuel Beckett\*
- *Wuthering Heights*, Emily Bronte

Use your novel to:

- Provide examples in your literary terms glossary
- Write a literary analysis essay

**TASK 2: Choose ONE prompt from the list below and write a well-developed literary analysis essay on your summer reading novel:**

**OPTION 1:**

2013. 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 single pivotal moment in the psychological or moral development of the protagonist of a bildungsroman. Then write a well-organized essay that analyzes how that single moment shapes the meaning of the work as a whole.

**OPTION 2:**

2011. In a novel by William Styron, a father tells his son that life “is a search for justice.” Choose a character from a novel or play who responds in some significant way to justice or injustice. Then write a well-developed essay in which you analyze the character’s understanding of justice, the degree to which the character’s search for justice is successful, and the significance of this search for the work as a whole.

**OPTION 3:**

2007, Form B. Works of literature often depict acts of betrayal. Friends and even family may betray a protagonist; main characters may likewise be guilty of treachery or may betray their own values. Select a novel or play that includes such acts of betrayal. Then, in a well-written essay, analyze the nature of the betrayal and show how it contributes to the meaning of the work as a whole.

**Essay Guidelines:**

- Essay should be 5 paragraphs with a clear intro, 3 body paragraphs, and a conclusion
- You may type or write your essay
- See rubric for scoring guidelines

**AP English: Literature and Composition Rubric:**

*Based off of the 2008 AP Scoring Guide*

- 9–8** These essays offer a well-focused and persuasive analysis of the topic. Using apt and specific textual support, these essays fully explore the topic and demonstrate what it contributes to the meaning of the work as a whole. Although not without flaws, these essays make a strong case for their interpretation and discuss the literary work with significant insight and understanding. Generally, essays scored a 9 reveal more sophisticated analysis and more effective control of language than do those scored an 8.
- 7–6** These essays offer a reasonable analysis of the topic. They explore the topic and demonstrate what it contributes to the meaning of the work as a whole. These essays show insight and understanding, but the analysis is less thorough, less perceptive, and/or less specific in supporting detail than that of those in the 9–8 range. Generally, essays scored a 7 present better-developed analysis and more consistent command of the elements of effective composition than do those scored a 6.
- 5** These essays respond to the assigned task with a plausible reading, but they tend to be superficial or underdeveloped in analysis. They often rely on plot summary that contains some analysis, implicit or explicit. Although the essays attempt to discuss the topic and how it contributes to the work as a whole, they may demonstrate a rather simplistic understanding of the work. Typically, these responses reveal unsophisticated thinking and/or immature writing. They demonstrate adequate control of language, but they may lack effective organization and may be marred by surface errors.
- 4–3** These lower-half essays offer a less than thorough understanding of the task or a less than adequate treatment of it. They reflect an incomplete or oversimplified understanding of the work. They may not address or develop a response to how that relationship contributes to the work as a whole, or they may rely on plot summary alone. Their assertions may be unsupported or even irrelevant. Often wordy, elliptical, or repetitious, these essays may lack control over the elements of college-level composition. Essays scored a 3 may contain significant misreading and demonstrate inept writing.
- 2–1** Although these essays make some attempt to respond to the prompt, they compound the weaknesses of those in the 4–3 range. Often, they are unacceptably brief or are incoherent in presenting their ideas. They may be poorly written on several counts and contain distracting errors in grammar and mechanics. The ideas are presented with little clarity, organization, or supporting evidence. Particularly inept, vacuous, and/or incoherent essays must be scored a 1.
- 0** These essays do no more than make a reference to the task.  
— These essays either are left blank or are completely off topic.

**TASK 3 Literary Terms Glossary**

Every discipline employs a special vocabulary; literature is no exception. Literature is based in part on the assumption that writing is a **purposeful activity** and that excellent writing resulting in works of literary merit is not merely a happy accident.

During the year you will familiarize yourself with some of the terminology that is used by authors to create meaning in their work, and you will analyze specific instances when an author has employed a literary device. You will be creating a glossary of literary devices, complete with your specific analysis of the effect of the device on the text as a whole.

You must complete entries for these five principle devices:

- **Metaphor**
- **Simile**
- **Irony**
- **Allusion**
- **Personification**

You will select devices from your glossary chart for your remaining entries

Over the course of the year you will complete a number of literary device entries. Any time you encounter a device from your chart, whether it is in your outside reading or it is in a text we are studying as a class, you can use that device for a glossary entry. You will eventually accumulate a total of 200 points worth of terms each semester for full credit (each entry is worth 5 points)

**Guidelines**

- On the first day of school, you will submit entries for the 50 terms marked on your “Nuts and Bolts” terms list
- You must use texts of literary merit only. You may use texts you read in previous years
- Plagiarized entries will result in a zero (0) for the entire semester literary device assignment.

**COMPONENTS OF A GLOSSARY ENTRY**

- I. **FUNCTION.** The FUNCTION discussion is the most important part of your literary device. Every literary device function discussion needs to include the Three C’s:
  - a. **CONTEXT:** This sets up the text portion you are about to discuss. In other words, you need to BRIEFLY introduce the general circumstances in your example.
  - b. **CONCEPT:** Name the device in the present tense and use active voice (i.e. “This **symbolizes** the...”) when referring to the literary device.
  - c. **CONNECTION:** Discuss in clear and specific terms exactly how the literary device contributes to the passage/poem/novel as a whole. In other words, how does the literary device reinforce and contribute to what is occurring in the larger context?

**Make sure to be specific about the terms function in the work as a whole. If you are certain to include the three C’s, then you will be successful.**

## AP LIT NUTS & BOLTS PART 1 – PRINCIPLE LITERARY TERMS

### LITERARY TERMS LIST

Over the summer: create entries in your literary glossary for 50 terms below (you must do an entry for all the terms in bold). You may use novels, plays, or poems you read your junior year; however, the majority of your examples need to come from the novel you chose.

1. **Allusion**
2. Antithesis
3. Apostrophe
4. **Archetype**
5. Aside
6. Catharsis
7. **Characterization**
  - **Round**
  - **Flat**
  - **Static**
  - **Dynamic**
  - **Indirect characterization**
  - **Direct characterization**
  - **Internal conflict**
  - **External conflict**
  - **Foil**
  - **Protagonist**
  - **Antagonist**
8. **Connotation**
9. **Denotation**
10. **Diction**
11. Epiphany
12. Farce
13. **Figurative language**
14. Allegory
15. Ambiguity
16. Analogy
17. Conceit
18. **Metaphor**
19. **Foreshadowing**
20. Euphemism
21. **Hyperbole**
22. **Imagery**
23. **Mood**
24. Onomatopoeia
25. Oxymoron
26. Paradox
27. **Personification**
28. Pun
29. **Simile**
30. **Symbolism**
31. **Genre**
32. Dramatic Irony
33. Verbal Irony
34. Situational Irony
35. **Motif**
36. Parallelism
37. **Plot**
  - Foil
  - **Exposition**
  - **Rising action**
  - **Climax**
  - **Falling action**
  - **Resolution**
  - **Flashback**
38. **Point of View**
  - First person
  - Second person
  - Third person
    - Omniscient
    - Limited
39. Repetition
40. Sarcasm
41. **Setting (time, place, social setting)**
42. Soliloquy
43. Sound
  - Assonance
  - Alliteration
  - Anaphora
  - Consonance
44. **Syntax**
45. **Theme**
46. **Tone**
47. Tragic flaw





