

Warren Hills Regional High School

AP Literature Summer Assignment

2016-2017

There will be three parts to this summer assignment. All assignments will be due the first day of school. Please feel free to email assignments to Ms. Wilson wilsont@warrenhills.org or Mr. Oakley oakleya@warrenhills.org, if you complete them early.

Part I: What is literature?

The question above is one that we will be discussing in class throughout the year. The textbook we will be using defines literature as:

... a work that rewards the time, concentration, and creativity put into reading, rereading, exploring analyzing, discussing, and interpreting. Literary texts are ones we're likely to remember – ones that may, in fact, influence who we are, how we experience our world, and what truths guide our lives (Jago 1).

This is how the above textbook source would be listed on a Works Cited page in Modern Language Association (MLA) style:

Jago, Carol, et. al., eds. *Literature and Composition: Reading, Writing, Thinking*. Boston: Bedford/St. Martin's, 2001. Print.

Choose **one** of the books from the list below (some of which are available for summer loan from Warren Hills). In a well-developed essay prove whether or not the book meets the criteria listed in the definition above for literature. The essay should use specific quotes and evidence from the text to support the argument. The paper should be approximately 4 to 5 pages in length; you must use MLA formatting. The assignment will be graded on the 9 point AP rubric on the reverse side of this sheet.

Book list

- *All the Light We Cannot See* – Anthony Doerr
- *The Kite Runner* – Khaled Hosseini
- *The Namesake* – Jhumpa Lahiri
- *The Poisonwood Bible* – Barbara Kingsolver
- *The Road* – Cormac McCarthy
- *When the Emperor was Divine* – Julie Otsuka

A 9-Point rubric for writing about literature

An 8-9 essay responds to the prompt clearly, directly, and fully. This paper approaches the text analytically, supports a coherent thesis with evidence from the text, and explains how the evidence illustrates and reinforces its thesis. The essay employs subtlety in its use of the text and the writer's style is fluent and flexible. It is also free of mechanical and grammatical errors.

A 6-7 essay responds to the assignment clearly and directly but with less development than an 8-9 paper. It demonstrates a good understanding of the text and supports its thesis with appropriate textual evidence. While its approach is analytical, the analysis is less precise than in the 8-9 essay, and its use of the text is competent but not subtle. The writing in this paper is forceful and clear with few if any grammatical and mechanical errors.

A 5 essay addresses the assigned topic intelligently but does not answer it fully and specifically. It is characterized by a good but general grasp of the text using the text to frame an apt response to the prompt. It may employ textual evidence sparingly or offer evidence without attaching it to the thesis. The essay is clear and organized but may be somewhat mechanical. The paper may also be marred by grammatical and mechanical errors.

A 3-4 essay fails in some important way to fulfill the demands of the prompt. It may not address part of the assignment, fail to provide minimal textual support for its thesis, or base its analysis on a misreading of some part of the text. This essay may present one or more incisive insights among others of less value. The writing may be similarly uneven in development with lapses in organization, clarity, grammar, and mechanics.

A 1-2 essay commonly combines two or more serious failures. It may not address the actual assignment; it may indicate a serious misreading of the text; it may not offer textual evidence or may use it in a way that suggests a failure to understand the text; it may be unclear, badly written, or unacceptably brief. The style of this paper is usually marked by egregious errors. Occasionally a paper in this range is smoothly written but devoid of content.

Grade conversion

8 - 9 = 90 - 100 points

6 - 7 = 80 - 89 points

4 - 5 = 70 - 79 points

1 - 3 = 0 - 69 points

Part II: The College Essay

The second part of the summer reading assignment is delineated below.

We will begin the year by working on perfecting your college admissions essay; in preparation for this unit, complete the following:

1. **Annotated List** - Research at least five colleges you may be interested in attending. Your annotated list will consist of an explanation that includes all of the following elements: location of school, population; majors/programs offered; and (most important of all) your reason for considering these schools.
2. **Rough Draft of College Essay** - Choose an essay topic required by a college to which you believe you will be applying. Complete a draft of the essay and bring it in the first day of class. If you cannot find an essay question suitable, write an essay about an experience you have had in which you learned something. The word limit for a college essay is usually between 250 and 500 words; use this limit as a guide.

Rubric

- ___ Does the essay have a hook? (10 points)
- ___ Does the essay clearly address the question? (10 Points)
- ___ Does the essay have a clear voice? (10 points)
- ___ Does the author show rather than tell? (15 points)
- ___ Does the essay hold the reader's attention? (15 points)
- ___ Is the essay well-organized? (15 points)
- ___ Is the vocabulary appropriate? (10 points)
- ___ Is the grammar and spelling correct? (15 points)

Part III: *Mrs. Dalloway* by Virginia Woolf

Please read *Mrs. Dalloway* by Virginia Woolf prior to the opening of school. You will be assessed on the novel sometime during the first week of school. There are copies of this novel you may sign out; however, it is encouraged that you buy your own copy so you can notate it. For the in-class assessment you will be permitted to utilize your notated copy of the book, as well as any self-created handwritten notes taken while reading it.