

AP English Literature Summer Assignment 2018-2019

There will be three parts to this summer assignment. Please look closely at the deadlines, because they differ: one assignment (the “What Is Literature?” essay) is due Tuesday, July 31, 2018, while the other two assignments are due on the first day of class for the 2018-2019 school year.

PART ONE: What Is Literature?

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

... a work that rewards the time, concentration, and creativity put into reading, rereading, exploring, analyzing, discussing, and interpreting it. 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 (“Thinking about Literature” 1).

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

“Thinking about Literature.” *Literature and Composition: Reading, Writing Thinking*. Jago, Carol, et al., editors. Bedford/St. Martin’s, 2011, pp. 1-17.

Choose **one** of the books from the list below. 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 four to five 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.

These books have been selected because they have appeared prominently as options on the AP Literature test recently.

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

This assignment is due Tuesday, July 31. It should be submitted as a google doc (with editing privileges granted) to Ms. Wilson, wilsont@warrenhills.org. You may also submit it electronically as a .docx or .rtf, if you do not wish to use google docs. A final option is to drop off a hard copy of the essay at Warren Hills Regional High School during the school’s summer hours. There are copies of each title available in Ms. Wilson’s WHRHS Room 419 for loan over the summer.

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

6 - 7 = 80 - 89

4 - 5 = 70 - 79

1 - 3 = 0 - 69

PART TWO: College Essay

We will begin the school year by working on perfecting your college admissions essay; in preparation for this unit, complete the following in time for the first day of class:

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 that is 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 THREE: Read Virginia Woolf's *Mrs. Dalloway*

Please read *Mrs. Dalloway* by Virginia Woolf prior to the opening of school. You will be assessed on the novel sometime during the first full week of school. You may sign out a copy of the novel in Ms. Wilson WHRHS Room 419 prior to the end of the 2017-18 school year; it is encouraged that you buy your own copy, however, so that you can annotate it. For the in-class assessment you will be permitted to utilize your annotated copy of the book, as well as any self-created, handwritten notes taken while reading it.