

AP English Literature and Composition / AP English 12 Summer Reading Assignment 2017-2018

Welcome to AP English Literature and Composition. The summer reading assignment serves several purposes. One such purpose is to allow you to make a deliberate and thoughtful first impression. This assignment is also critical for adding to your arsenal of works to draw upon for successful participation in the essay questions on the AP exam. Reading with rigor this summer will help you sharpen and accentuate the critical skills you have developed thus far. Seize this opportunity. This assignment will set the tone for your success in AP Literature and Composition.

Part I: Write Your Reader Profile

Due: July 17, 2017

Before you begin any of the reading for this summer, craft a well-written profile of yourself as a reader. Please follow the attached assignment directions and rubric to ensure your success on this assignment. E-mail your profile to s1davis@randolph.k12.nc.us as an attachment.

Part II: Read *How to Read Literature Like a Professor* by Thomas C. Foster

Due: First Day of School

As you read *How to Read Literature Like a Professor*, make a list of 3 to 5 of the most important points made by Foster in each chapter. Label each section with its chapter name, and try to capture the bottom line--what is the lesson Foster wants readers to take from this chapter? You will turn this outline in on the first day of school as proof of effort, but you will also use it to support further in-depth reading and writing in class. Make sure it is useful for both purposes. You can find this book at most major bookstores and online for purchase and at local libraries for check out. If possible, I prefer that you purchase the book as we will be using it throughout the year. Do not read chapters 16-17. These chapters will be covered in class under the guidance of the teacher. Access this text by purchasing a copy of the book, accessing the book online at <http://www.evergladeshs.org/ourpages/auto/2015/5/28/58122395/How%20to%20Read%20Literature%20Like%20a%20Professor.pdf>, or reading/printing the text from the link on our school website.

Part III: Read a work of literature of significant quality and complexity

Due: First Day of School

Read the following assigned texts. As you read, **mark the books up**. Explore, question, connect, trace patterns and capture your reactions. You may do this in the works themselves if purchased, or on sticky notes attached to the pages if the books are borrowed. For this assignment, **do not use an electronic version of your books**. You will need to turn in your annotated version, so if you are working from a borrowed book, **make sure you will have it the first week of school with any notes properly placed**. Be sure to complete the assigned tasks for each book.

Assigned Novels and their assignments:

Frankenstein by Mary Shelley:

- Read and annotate the novel.
- Compose a critique based on the specifications below.
 - Tell me about your experience reading the book. What are your chief reactions? Share those, and be sure to support them up with details from the book. **Avoid plot summary**.
 - What themes and big ideas are covered in the book? What messages or morals does the author convey?
 - What forms of literary techniques are used to impact the reading? (symbolism, figurative language, etc.)
 - Outline one current topic that could be effectively discussed in relation to this book.
- Complete the *Frankenstein* creative project.

Great Expectations by Charles Dickens:

- Read introductory article: "How and Why to Read Dickens"
 - Be sure to do this BEFORE you read as it will help make reading this novel easier.

- Complete the section notes and essay assignments. The specifications for these assignments are found at the end of this packet.

An alternate reading selection is available if needed. Please contact Mrs. Sarah Davis (s1davis@randolph.k12.nc.us) for this selection.

When School Begins

Be prepared to apply several of Foster's lessons to the content and style of the literary work you chose to read this summer. You will be tasked with an in-class writing assignment the first week of school to demonstrate your depth of understanding of both Foster's writing and the novel or play you chose to read. **Do not delay. Start your summer reading early and take time to enjoy the reading. More than one part of this summer reading assignment will need to take place at once. Do not wait to finish Part 1 to start Part 2, etc.** Contact me as soon as possible with any problems, questions, or concerns: s1davis@randolph.k12.nc.us

Reader's Profile

What is a Reader's Profile?

A Reader's Profile is a reflection of who you are as a reader. Throughout time, reading has had a large impact on you either negatively or positively and will continue to do so in the future. By creating your reader's profile, you will be able to analyze how reading has impacted you and why you react to reading the way that you do to reading thus ensuring that you have success as a reader in your future endeavors.

How do I create a Reader's Profile?

This profile needs to be taken very seriously as you will continue to reflect and reconsider who you are as a reader throughout the remainder of the year. It is important to be honest, thoughtful, and detailed in your description of yourself as a reader. To create your Reader's Profile, select questions to answer from the following list. You do not have to answer a specific number of these questions, but be sure to pick the ones that inspire you most. Be thorough in your responses. Your profile needs to be in paragraph form and should be **at least** two pages in length.

1. What are your strengths and weaknesses as a reader?
2. What do you believe impacted your reading most growing up?
3. What do you read more of: fiction or nonfiction? Why? What draws you into the type of reading you like to do?
4. What genres of stories and books did you read this summer (adventure, romance, mystery, etc.)?
5. How do you determine which book to read? Have you ever quit reading a book? If so, why? If you haven't ever put a book down you didn't enjoy, why didn't you?
6. List the different types of reading you do outside of school. Which ones do you enjoy the most and which do you enjoy the least?
7. What do you like reading more: the texts the teacher chooses for you in class or the books you pick on your own? Why?
8. Think about your favorite books. What makes them your favorites? What types of emotions do you experience when reading them? How did your feelings/responses to those books affect the reading process?
9. Describe a book that taught you more about yourself or taught you more about community, society, or the world. Did this book make you question your beliefs, how you act, or how you treat people? Why?
10. What makes a book "good" in your opinion? What makes a book "bad"? Why?

It is mandatory that you respond to these prompts within your Reader's Profile:

1. How have you grown as a reader throughout your life? How has your reading changed and developed?
2. Set one reading goal for yourself. Be sure it is a goal you can accomplish by the end of the semester. In that case, saying you want to read 100 books wouldn't really be reasonable. Saying you will read a novel from a different author with each book you read, is achievable.

Reader's Profile Rubric

	A	B	C	D
<p>Reflection: Assignment considers the act of reading and personal reading identity.</p>	Assignment analyzes the reading experiences, process, and beliefs to identify areas of growth and learning in skills and enhancing personal reading identity.	Assignment analyzes reading experiences and personal reading identity	Assignment considers the act of reading on an average level. Assignment does not consider personal reading identity.	Assignment does not consider the act of reading. Simply states reading that has occurred.
<p>Goal-Setting: Assignment consider future reading exploration.</p>	Assignment sets a future reading goal that includes areas of learning and explanation of why the goal is important.	Assignment sets a future reading goal that includes areas of learning.	Assignment implies a future reading goal.	A goal is not present.
<p>Audience: Assignment considers organization, sentence structure and convention uses.</p>	Assignment leads audience down a path of reflective consideration without confusion. Writer provides detail enhances the reader's understanding of the reflection	Assignment is not confusing to the reader; however, does include some spelling and grammatical errors. Writer provides detail. Connections to reflection are not always present.	Assignment contains simply, choppy sentences. Numerous spelling and grammatical errors exist making it confusing at times. Details do not clearly connect to reflection.	Assignment is extremely confusing to the reader due to the excessive amount of errors. Details are not present or lack connection to reflection.
<p>Compliance: Assignment meets all of the assignment requirements outlined in the directions.</p>	Assignment follows directions and is titled Senior Reader's Profile. Profile follows MLA format: Times New Roman, 12 pt. font, headers, etc.	Assignment follows directions but is missing the correct title or has some MLA formatting issues.	Assignment attempts to follow directions but is not completed correctly and has numerous MLA formatting issues.	Assignment does not meet any of the requirements outlined in the directions. MLA formatting is absent.

Comments to the Writer:

Frankenstein Creative Project

AP Literature and Composition

Choose one of the following options for your creative project. This is an individual assignment (no groups).

Collage/Mixed Media Poster

- Use a standard size poster board or something similar.
- Make a collage inspired by the themes, characters, and ideas in *Frankenstein*.
- Your poster must include the following:
 - Images-Select a minimum of 10 images. You may print pictures that you found on the internet (paintings, photos, book cover art, etc.), clip pictures out of magazines, draw your own images, use photographs (found or original), or any combination of these.
 - Text- Select two quotes from the book that you think are significant AND one outside quote that is related to *Frankenstein*. Write them out on the poster (sharpie, paint, cut out letters, etc.)
 - Texture- Select 3 items of texture or small objects that can be glued to your poster. Basic examples:
 - A scrap of fabric (for the creature's clothing)
 - Piece of straw (to represent his hut)
 - A twig or match (for the first encounter with fire)
 - A pencil, crumpled paper, or envelope (for the letters in the book)
 - Use your imagination and go beyond these!
 - Note: Do not leave ANY blank, empty space on your poster. Fill it up!

Frankenstein Mix Tape

- Choose 10-12 songs that are related to the themes, characters, or ideas in *Frankenstein*.
 - Songs may be of any genre and style.
 - NO explicit lyrics.
- Burn the songs onto a CD.
- The CD should be in a hard plastic case, with a cover.
 - Cover should include: Title of the mix tape, your name, and decorative cover
- Create liner notes, which must include the following:
 - Title and artist of each song, listed in order.
 - Write a brief explanation of why you chose each song (at least a paragraph).
 - Option 1: Type liner notes on a separate sheet of paper, which you will turn in with the CD.
 - Option 2: Type or hand write the liner notes to fit in the CD case behind the cover.

Ekphrastic Poem

- Select art (a painting, photograph, drawing, etc.) that evokes the themes, characters, or ideas in *Frankenstein*.
 - This can be original or something you find.
- Write a poem inspired by that image.
 - May be typed or neatly and artistically handwritten.
 - Minimum of 25 lines.
- Turn in a copy of the image along with the poem in a professional manner (poster, notebook, etc.).
 - Source your image. Include the title of the image and the name of the artist.

Plan Z

- Come up with your own creative project. It MUST be approved by Mrs. Davis.

Collage Rubric

CATEGORY	4	3	2	1
Creativity	All of the graphics or objects used in the collage reflect a degree of student creativity in their display.	Most of the graphics or objects used in the collage reflect student creativity in their display.	Only a few graphics or objects reflect student creativity, but the ideas were typical rather than creative.	None of the graphics or objects reflects student creativity.
Design	Graphics are cut to an appropriate size, shape and are arranged neatly. Care has been taken to balance the pictures across the area. Items are glued neatly and securely.	1-2 graphics are lacking in design or placement. There may be a few smudges or glue marks.	3-4 graphics are lacking in design or placement. Too much background is showing. There are noticeable smudges or glue marks.	Graphics are not an appropriate size shape. Glue marks evident. Most of the background is showing. It appears little attention was given to designing the collage.
Number of Items	The collage includes 15 or more items, each different.	The collage includes 10-14 different items.	The collage includes 9 different items.	The collage contains fewer than 9 different items.
Time and Effort	Much time and effort went into the planning and design of the collage. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not always used wisely, but student did do some additional work at home.	Class time was not used wisely and the student put in no additional effort.
Titles and Text	Titles and text were written clearly and were easy to read from a distance.	Titles and text were written clearly and were easy to read close-up.	Titles and text were mostly clear and somewhat easy to read close-up.	Titles and/or text are hard to read, even when the reader is close.
Attention to Theme	The student gives a reasonable explanation of how every item in the collage is related to the assigned theme. For most items, the relationship is clear without explanation.	The student gives a reasonable explanation of how most items in the collage are related to the assigned theme. For many of the items, the relationship is clear without explanation.	The student gives a fairly reasonable explanation of how most items in the collage are related to the assigned theme.	The student's explanations are weak and illustrate difficulty understanding how to relate items to the assigned theme.

Grading:	24 = 100 %	A	18 = 75 %	C
	23 = 96 %	A	17 = 71 %	C-
	22 = 92 %	A-	16 = 67 %	D+
	21 = 88 %	B+	15 = 63 %	D
	20 = 83 %	B	14 or less	F
	19 = 79 %	C+		

Overall Grade: _____

Mixtape Rubric: Use the project rubric below to score yourself and work to exceed the standard.

CRITERIA	4 EXCEEDS THE STANDARD	3 MEETS THE STANDARD	2 APPROACHES THE STANDARD	1 NEEDS SUPPORT
Explanation	<ul style="list-style-type: none"> - Thoroughly explain how each song connects to the novel 	<ul style="list-style-type: none"> - Explain how the song connects to the novel 	<ul style="list-style-type: none"> - Explain how the song connects to the novel, but key details are missing or unclear. 	<p>You do not:</p> <ul style="list-style-type: none"> - explain how the song connects to the novel
Liner Notes	<ul style="list-style-type: none"> - Title reflects mixtape theme. Liner Notes: - Explain inspiration for why you put each song on your mixtape. - Explain how each song connects to the novel - Explain what the song means and provide at least two examples to support your idea about the song. 	<ul style="list-style-type: none"> - Title reflects mixtape theme. Liner Notes: - Explain inspiration for why you put each song on your mixtape. - Explain how each song connects to the novel - Explain what the song means and provide at least one example to support your ideas about the song. - 	<ul style="list-style-type: none"> - Title somewhat reflects mixtape theme. Liner Notes: - Explain inspiration for why you put each song on your mixtape. - Explain how each song connects to the novel - Explain what the song means and provide at least one example to support your ideas about the song. 	<ul style="list-style-type: none"> - Title does not reflect mixtape theme. Liner Notes: <i>Does not</i> - Explain inspiration for why songs are on mixtape. - Explain how each song connects the novel - Explain what the song means. - Provide example to support ideas about the song.
Art/Design of Mixtape Cover	<ul style="list-style-type: none"> - Mixtape title is prominently featured on the front and back of the mixtape cover sleeve - Design reflects the theme of the mixtape, tone and mood of songs on the mixtape - Back of the mixtape provides a track listing of songs - Colors, typography, images used reflect the mood of the mixtape - All writing is clear and not obscured by images, colors or messy writing - Student name is clearly written on the front cover 	<ul style="list-style-type: none"> - Mixtape title is featured on the front and back of the mixtape cover sleeve - Design reflects theme of the mixtape - Back of the mixtape provides a track listing of songs - Colors, typography, images used reflect the theme of the mixtape - Anything meant to be read can be clearly read and is not obscured by images, colors or writing - Student name is clearly written on the front of cover 	<ul style="list-style-type: none"> - Mixtape title is featured on the front and back of the mixtape cover sleeve - Design reflects theme of the mixtape - Back of the mixtape provides a track listing of songs - Colors, typography, images used reflect the theme of the mixtape - Anything meant to be read can be clearly read and is not obscured by images, colors or writing - Student name is clearly written on the front of cover 	<ul style="list-style-type: none"> - Mixtape title is not featured on the front and back of the mixtape cover sleeve - Design does not reflect mixtape theme - Back of the mixtape provides a track listing, but not all songs - Colors, typography, images used don't reflect mixtape theme - Some writing is obscured by colors, images, or poor craftsmanship - Student name is unclear or absent from front cover
Mechanics (Spelling, Grammar, Punctuation)	There are no spelling, grammar or punctuation errors.	There are three to four errors in spelling, grammar or punctuation.	There are five to eight errors in spelling, grammar or punctuation.	There are nine or more errors in spelling, grammar or punctuation.

Ekphrastic Poem Rubric

Name: _____

Date: _____

Period: _____

CATEGORY	Excellent - 4	Good - 3	Satisfactory -2	Needs Improvement - 1
THE WRITING PROCESS / EFFORT	Student devoted a lot of time and effort to the writing process and worked hard to make the poem a good read. The poem has no errors.	Student devoted adequate time and effort to the writing process and worked to get the job done. The poem may have one or two errors.	Student devoted some time and effort to the writing process but was not very thorough. Does enough to get by. There are several errors.	Student devoted little time and effort to the writing process. It appears that the student does not care about the assignment. The poem has many errors.
TITLE	The poem has a title that clearly relates to the poem and adds interest to the theme or message of the poem	The poem has a title that relates to the poem	The poem has a title	The poem has no title
NEATNESS	The final draft of the poem is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.	The final draft of the poem is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.	The final draft of the poem is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry.	The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.
STYLE	The poem is written with a great sense of style. The poem has been well thought out and makes sense to the reader.	The poem is written with a defined with style. Thoughts are clear to read and understandable.	The poem is written somewhat with style. Thoughts are clear to a degree.	The poem lacks style and the thoughts did not come out clearly on paper.
VOCABULARY	The poem is filled with descriptive vocabulary that appeals to the reader.	The poem includes many descriptive elements and is appealing.	The poem includes some descriptive words and phrases.	The poem lacks description and does not allow the reader to visualize the poem.

TOTAL SCORE: _____

Great Expectations by Charles Dickens

ASSIGNMENT 1: SECTION NOTES

BOOK/SECTION 1: CHAPTERS 1-19

BOOK/SECTION2: CHAPTERS 20-39

BOOK/SECTION3: CHAPTERS 40-end

For each of the above sections, take notes on each of the following elements below. It is difficult to gauge how long these entries/notes should be. You may write in narrative, use bullet points, or a combination thereof. The goal is to provide sufficient evidence that you have read and understood the significance of these elements. Type your notes when you have finished.

- **Setting(s):** Where is Dickens taking us and why? (Comment on how setting helps to develop a theme or discuss the effect setting has on the development of Pip's character.)
- **New characters introduced in the section:** Only discuss new characters and what Dickens tells us about them either directly or indirectly.
- **Themes:** Explain the main theme in this section. This might be a new theme or one that has been carried over from previous section. Give 2-3 examples of how this theme is developed in this section.
- **3 Questions (or more) you have about the section:** These questions must be open ended (not answered with a 'yes' or 'no'. Consider questions that ask "How" or "Why". Make sure you provide answers.
- **Charting Pip's development:** How old is Pip at the beginning and end of the section, as far as you can tell? (Some of the details are a bit sketchy.) How have his attitudes and values changed, if at all? Which characters have influenced this growth? What are his preoccupations?
- **Find three quotations which you particularly liked or which you found significant.** Choose them from the beginning, middle, and end of each section. (Include page and line numbers.) Briefly explain why you chose these quotes and what each quote means.

A special note about the third section: Dickens wrote two endings to the novel. In your third section-entry, you should also take note of the two endings, and your thoughts about how they shift the tone or emphasis of the novel.

ASSIGNMENT # 2: ESSAY

Choose **one** of the following essay topics and write a 4-5 page essay in MLA format. Essays will be scored using the AP free response rubric. Use the outline below to structure your writing:

- Introduction Paragraph
- Attention Grabber
- Strong Thesis Statement (last sentence of your introduction/what you will be proving in your paper)
- Body Paragraphs
- Topic Sentences for each paragraph
- Concluding Sentences for each paragraph
- At least 2 quotes/evidence for your argument in each body paragraph
- 2-3 sentence explanation for each piece of evidence in your body paragraphs tying back to your thesis you are trying to prove
- Concluding Paragraph w/concluding thought for your reader to chew on
- Works Cited Page if you used outside evidence (historical sources or other)

Topics

1. Thesis Statement / Essay Topic #1: Pip's Personal Improvement Project in *Great Expectations* by Charles Dickens

One of the "great expectations" insinuated by the novel's title is that of Pip's "advancement in life" (See Selected Quotes, below). As "Great Expectations" opens, Pip is hardly aware of his social and educational condition, but as he becomes exposed to Estella, his consciousness becomes more astute and he desires self-improvement. He moves to London due to the generosity of a benefactor and attempts to become a learned man of class. Yet, at the end of "Great Expectations", he reports to Estella that he is working hard and making a living, despite the fact that he has not quite fulfilled his great expectations. Given these facts, write a persuasive essay in which you state what Dickens might have wanted to convey about the nature of great expectations. Include textual evidence to support your argument. These ideas for this essay starter can also be applied to a more general character analysis of Pip.

2. Thesis Statement / Essay Topic #2: The Role of Joe in "Great Expectations"

Joe, Pip's brother-in-law, is the steadiest and most loyal friend to Pip, yet the two men are quite different. Where Pip is ambitious and eager to move ahead at almost any cost, Joe is content to stay in his place. As a result, he is one of the most authentic and likeable characters in *Great Expectations*. Write an essay in which you explain Joe's role in the novel's development. Consider why Joe is a necessary contrast to Pip. You may also want to consider what Pip's request for forgiveness and Joe's response say about the nature of great expectations and self-improvement.

3. Thesis Statement / Essay Topic #3: Images of Imprisonment in *Great Expectations*

Clearly, one of the most obvious images of imprisonment in *Great Expectations* is represented by the character of Magwitch, the escaped convict who becomes Pip's generous benefactor. There are many other subtle references to imprisonment though, among them the handcuffs made in Joe's forge. Write an essay in which you identify the many images of imprisonment in this novel, and explain the symbolic significance of these images relative to the theme.

4. Thesis Statement / Essay Topic #4: Revenge as a Motivating Factor for Positive and Negative Behaviors in "Great Expectations"

Revenge is a motivating factor for both positive and negative behaviors in *Great Expectations*. Choose one or more instances in which a character is acting in a way that is vengeful and analyze the significance of the characters' behavior in the overall scope of the plot. Characters that might make particularly good analyses include Magwitch, Miss Havisham, and Orlick.

5. Thesis Statement/Essay Topic #5: The Role of Place in *Great Expectations*

There is not one single setting that defines *Great Expectations*; rather, the novel unfolds in the city and in the country. Regardless, though, the sense of place is clearly important, as Dickens devotes his authorial attention to developing astute details that evoke particular feelings, both among the characters and within the reader. Choose two or more of these settings and write an essay in which you compare and contrast their respective functions relative to the novel's theme.