

Dear AP Student:

Welcome to the **Advanced Placement Literature and Composition course**. The Advanced Placement curriculum reflects college-level analysis, reading, writing, and critical thinking. Students enrolled in an AP course are expected to keep up with the academic rigor involved by spending time over the summer to continue sharpening their skills and expanding their knowledge base.

By taking this advanced course, you have agreed to engage in summer work. Summer work will be due the first week of school. The English Department recommends that you do so at a pace that allows you to enjoy and process the materials. Taking time to conduct the summer work will facilitate your understanding and better prepare you for the content covered in August. Students must complete all 3 parts of the assignment outlined below.

- 1) **AP LIT Terms Flashcards:** Review the 25 terms and create physical flashcards, using notecards for each term, summarizing/rephrasing the definitions in your own words and mentioning examples of the terms. **Flash card terms:**
 1. Direct characterization
 2. Indirect characterization
 3. Character motivation
 4. Theme
 5. Setting
 6. Point-of-view
 7. Internal conflict vs. External conflict
 8. Dynamic character vs. Static character
 9. Foil
 10. Foreshadowing
 11. Irony (include definitions for dramatic irony, situational irony, and verbal irony as well on the same card)
 12. Hyperbole
 13. Imagery
 14. Metaphor
 15. Simile
 16. Personification
 17. Alliteration
 18. Enjambment
 19. Stanza
 20. Sonnet
 21. Symbolism
 22. Juxtaposition
 23. Genre
 24. Monologue
 25. Soliloquy

2) **Reading Literature:** Students will choose **ONE** text from the list below to read over the summer. Students will then create a double entry journal of a minimum of 30 quotes with an explanation of each. They should address the meaning of the quote and why it is significant to the text or to themselves as the reader. See example below.

- *Fahrenheit 451* by Ray Bradbury
- *The Alchemist* by Paulo Coelho
- *Of Mice and Men* by John Steinbeck
- *Pride and Prejudice* by Jane Austen
- *1984* by George Orwell

Double Entry Journal Text:

Quote and page #	Analysis/reaction/response/question/connection/vocab:
<p>-”insert quote from text here” (page number)</p>	<p>This quote reminds me of....(another text/tv/real-world example) because...</p> <p>This vocab word means.... A sentence using it is...</p> <p>This quote stood out to me because...</p> <p>This quote makes me wonder....</p> <p>This quote reveals.....about the character/theme</p> <p>This example of figurative language means..</p>

3) **Literary Analysis Essay:** A **dynamic character** is a character that undergoes significant change in personality, character or outlook throughout the course of the story. Using the novel you read for part 2, write an essay that analyzes one of the characters in the text and how they transform throughout the story. How does the character change / grow? What new understanding/realizations do they come to? What prompts this change / growth? What is the author revealing about the real-world/human nature through this character’s experiences and development?

Essay should include a header with your name, class name, assignment title, & date. Must be in Times New Roman Font, size 12, Double spaced, minimum 2 pages in length (intro, minimum of 3 body paragraphs, and conclusion). See format and rubric guidelines below.

Header Format:

First Name Last Name
 AP Literature and Composition
 Summer Work: Literary Analysis Essay
 Date

Introduction should include background information about the text that would be essential for your reader to know/understand before reading the rest of your essay. Should end with the thesis statement (main claim) of your essay that answers the prompt question(s).

Thesis format example: Through Ichiro's transformation from a turbulent young man who feels at odds with society to one who makes peace with reality, John Okada- the author of *No-No Boy*- illustrates how conflict doesn't always have a clear answer or solution.

Body paragraphs should be formatted in Claim-Evidence-Commentary (CEC) format.

CEC Format:

Claim: clearly outlines the main idea of your body paragraph

Evidence: describe a specific scene from the text that supports your body paragraph topic.

Ex. This can be seen...An example of this is....

Commentary: Explanation of **what** your evidence reveals and **HOW** your evidence supports your claim (at least 2 sentences)

This evidence shows/illustrates/proves.....because/so... Furthermore/ As a result/ Therefore/etc.

Conclusion should rephrase your thesis statement, summarize your key points, and end with End with a profound statement that draws the connection between your essay to the reader's life/real-world, leaving a significant point of thought/reflection, real-world application.

Body Paragraph/Evidence & Commentary	
0 points	1 point
<ul style="list-style-type: none"> Your essay repeated the thesis, gave irrelevant info, or stayed too general. Use specific details from the work — don't just summarize. 	<ul style="list-style-type: none"> Your evidence was general or plot-based. You mentioned themes/ideas but didn't connect them to textual details. Bring in specific scenes or events. Tie them directly to your claim.
2 points	3 points
<ul style="list-style-type: none"> You used some specific evidence but explanations were uneven. Reasoning was sometimes simplistic, repetitive, or unclear. You made one strong point but didn't build a full line of reasoning. Balance multiple examples across the work. Explain <i>how</i> each proves your argument. 	<ul style="list-style-type: none"> You gave specific evidence to support all your claims. You explained how evidence supported your reasoning, but not always in depth. Some commentary gaps made the argument less clear. Keep pushing past summary — always show <i>so what</i> after a detail.
4 points	<ul style="list-style-type: none"> You consistently supported your claims with strong, specific evidence. You clearly explained how multiple examples from the text related to your thesis. Your essay showed a logical line of reasoning throughout.