

AP ENGLISH LITERATURE & COMPOSITION

Welcome to **AP English Literature and Composition**. The summer reading assignment serves several purposes, not the least of which 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 keep sharp the critical skills you have developed thus far. Seize this opportunity. A significant portion of your first quarter grade depends upon it.

PART I: AP ENGLISH LIT STUDENT SURVEY

Before you begin any of the reading for this summer, complete the survey attached. Handwritten responses are fine, although typed is preferred if your handwriting is harder to read.

PART II: READ A WORK OF LITERATURE OF SIGNIFICANT QUALITY AND COMPLEXITY

Choose a piece of literature from the list below to experience as a reader. As you read, *mark the book up*. Explore, question, connect, trace patterns, and capture your reactions. You may do this in the work itself, or on sticky notes attached to the pages. For this assignment, do not use an electronic version of your book. 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. The Annotation Rubric will give you an idea of what I am looking for.

This list consists of titles that frequently have been referenced on the AP Literature and Composition exam in last 15 years. Select a book that you have *not* read previously.

Sparknotes, Gradesaver, Shmoop, etc. are not substitutes for reading. Please do not use them.

<i>Crime and Punishment</i> by Fyodor Dostoevsky	<i>Great Expectations</i> by Charles Dickens
<i>Heart of Darkness</i> by Joseph Conrad	<i>Invisible Man</i> by Ralph Ellison
<i>Moby Dick</i> by Herman Melville	<i>Beloved</i> by Toni Morrison
<i>All the King's Men</i> by Robert Penn Warren	<i>Billy Budd</i> by Herman Melville
<i>Catch-22</i> by Joseph Heller	<i>Jane Eyre</i> by Charlotte Bronte
<i>King Lear</i> by Shakespeare	<i>Song of Solomon</i> by Toni Morrison
<i>Their Eyes Were Watching God</i> by Zora Neale Hurston	<i>Wuthering Heights</i> by Emily Brönte
<i>The Adventures of Huckleberry Finn</i> by Mark Twain	<i>The Awakening</i> by Kate Chopin
<i>As I Lay Dying</i> by William Faulkner	<i>Bless Me, Ultima</i> by Rudolfo Anaya
<i>Glass Menagerie</i> by Tennessee Williams	<i>The Mayor of Casterbridge</i> by Thomas Hardy
<i>Obasan</i> by Joy Kogawa	<i>Rosencrantz and Guildenstern Are Dead</i> by Tom Stoppard
<i>All the Pretty Horses</i> by Cormac McCarthy	<i>Antigone</i> by Sophocles
<i>Death of a Salesman</i> by Arthur Miller	<i>Ethan Frome</i> by Edith Wharton
<i>A Farewell to Arms</i> by Ernest Hemingway	<i>Hedda Gabler</i> by Henrick Ibsen
<i>Lord of the Flies</i> by William Golding	<i>The Poisonwood Bible</i> by Barbara Kingsolver

After reading, please write a 1 – 2 page response to this question: which aspect of the book did you appreciate most and why: character, setting, conflict, or imagery? **Show me what you can do.**

PART III: REVIEW OF POETRY TERMS

Review the list of poetry terms carefully. We will hold a quick Q&A about them during the first week of school, followed a few days later by a quiz.

ANNOTATION RUBRIC

50	The text is extensively highlighted or underlined with many margin notes in addition to the shorthand notations. The annotations demonstrate that the student has carefully read and considered the text's meaning. The margin notes serve as an abbreviated outline of what the text says and the reader thinks about.
40	The text is extensively highlighted or underlined with fewer margin notes compared to the most carefully considered readings. In addition, the shorthand notations are present. The annotations demonstrate that the student has carefully read and considered the text's meaning.
30	The text is less extensively highlighted or underlined with some margin notes and shorthand markings. The annotations demonstrate a less thorough reading than the top two ratings.
20	The text is highlighted or underlined and the student uses shorthand markings. There are virtually no margin notes; consequently, it is impossible to determine how thorough the reading of the text has been.
10	Only shorthand margin notes are used or part of the text is unmarked or there are so few notations overall that there is little evidence that the text has been read completely.
0	The text is unmarked.
	TOTAL

NOTES: