

## AP Literature Summer Reading Assignment--2021

### Part I

A. Read *How to Read Literature Like a Professor* ([electronic text](#)) by Thomas C. Foster (2014). As you read, consider the point (claim) of each chapter and how it is applicable to texts you have studied. There will be an in-class activity the first week of school that will require your knowledge and understanding of the book, and it will be helpful as a resource next year. You may purchase the text or access a free, [PDF of the text](#).

B. Choose a book from the following list.\* This list consists of titles that have been frequently referenced on the AP Literature and Composition exam in the last 15 years. Select a book that you have not read previously. (The more books you read, the better positioned you will be to succeed on the AP exam.) As you read, consider how the concepts analyzed in Foster's *How to Read Literature Like a Professor* are applicable to the text you selected. Taking notes as you read is suggested but optional; they will not be checked or collected upon your return to school, but you will be required to write an in-class essay in which you apply a chapter of your choice from Foster to the text you chose to read from the list below. In accordance with the expectations of the AP Literature and Composition Exam, you will *not* be allowed to use your notes or your books when you write this essay. This essay will take place during the first few weeks of school and will be assessed based on the AP Scoring Rubric for Question 3 (Literary Argument), which reproduced on page 4 of this assignment. **You may purchase the second text, access a free PDF of the text online, or inquire for a copy with your English teacher, with the school librarian, or with the librarian at the public library. The chart on page 3 of this assignment provides information about the online availability of some of these texts.**

<i>The Adventures of Augie March</i> (Bellow)	<i>Invisible Man</i> (Ellison)
<i>Huckleberry Finn</i> (Twain)	<i>Jane Eyre</i> (Bronte)
<i>All the Pretty Horses</i> (McCarthy)	<i>Jasmine</i> (Mukherjee)
<i>Atonement</i> (McEwan)	<i>The Joys of Motherhood</i> (Emecheta)
<i>Beloved</i> (Morrison)	<i>The Namesake</i> (Lahiri)
<i>Breath, Eyes, Memory</i> (Danticat)	<i>Oryx and Crake</i> (Atwood)
<i>Brown Girl, Brownstones</i> (Marshall)	<i>A Portrait of the Artist as a Young Man</i> (Joyce)
<i>Brave New World</i> (Huxley)	<i>Pride and Prejudice</i> (Austen)
<i>Catch-22</i> (Heller)	<i>Purple Hibiscus</i> (Adichie)
<i>Cat's Eye</i> (Atwood)	<i>Siddhartha</i> (Hesse)
<i>The Cider House Rules</i> (Irving)	<i>The Sorrows of Young Werther</i> (Wolfgang von Goethe)
<i>The Color Purple</i> (Walker)	<i>The Sound and the Fury</i> (Faulkner)
<i>David Copperfield</i> (Dickens)	<i>The Story of Edgar Sawtelle</i> (Wroblewski)
<i>The God of Small Things</i> (Roy)	<i>Their Eyes Were Watching God</i> (Hurston)
<i>The Grapes of Wrath</i> (Steinbeck)	<i>A Thousand Splendid Suns</i> (Hosseini)
<i>Great Expectations</i> (Dickens)	<i>The Woman Warrior</i> (Kingston)
<i>Heart of Darkness</i> (Conrad)	

\* Or a another work of literary merit (prior approval from teacher is required)

Should you need book approval or other assistance, you can email one of the AP Literature English teachers: SHS: Ms. Kerry Lynch (lynchk@stratk12.org) and BHS: Mrs. Grace Braniff (braniffg@stratk12.org) or Ms. Alison Miller (millera@stratk12.org).

### Part II

Review the following list of literary devices and techniques. Make a list of the terms you are **not** familiar with; for those words, identify the definitions and examples. There will be an in-class activity sometime during the first few weeks of school that will require your knowledge and application of these devices.

diction	abstract (diction)	extended metaphor
denotation	concrete (diction)	overstatement / hyperbole
connotation	figure of speech	understatement
formal / informal diction	simile	paradox
slang	metaphor	irony
colloquial (diction)	personification	verbal irony
	analogy	imagery

syntax	lyric	protagonist
simple and direct sentences	ode	antagonist
cumulative and periodic sentences	villanelle	bildungsroman
tone	enjambment	epiphany
mood	alliteration	round character
free verse	assonance	flat character
rhyme	onomatopoeia	stock characters
end rhyme	archaic	direct characterization indirect
internal rhyme	oxymoron	characterization point of view
eye rhyme	parallel structure conflict	unreliable narrator stream of
near rhyme	exposition	consciousness dialogue
quatrain	rising action	soliloquy
couplets	climax	monologue
rhythm	falling action	dramatic irony
blank verse	denouement	allusion
Italian sonnet	in medias res	juxtaposition
Petrarchan sonnet Shakespearean	flashback	antithesis
sonnet elegy	foreshadowing	

The following chart indicates the online availability of some of the titles suggested above and was compiled by the SHS and BHS librarians, Sara Hsiang and Kathleen Hubler, in May 2020.

Titles published pre-1926 are copyright free, so you can find it on any device such as iPhone Books app for free.

<i>Title (Author)</i>	Pre-1926 (copyright free)	Public library (use Libby app for easiest access!)	Other online access
<i>The Adventures of Augie March</i> (Bellow)		no	Not on ResearchItCT
<i>Adventures of Huckleberry Finn</i> (Twain)	yes	Audio and e-book	On ResearchItCT (audio & ebook)
<i>All the Pretty Horses</i> (McCarthy)		e-book	On ResearchItCT (ebook)
<i>Atonement</i> (McEwan)		e-book	Not on ResearchItCT
<i>Beloved</i> (Morrison)		e-book	On ResearchItCT (audio & ebook)
<i>Breath, Eyes, Memory</i> (Danticat)		e-book	Not on ResearchItCT
<i>Brown Girl, Brownstones</i> (Marshall)		e-book	Not on ResearchItCT
<i>Brave New World</i> (Huxley)		Audio and e-book	On ResearchItCT (audiobook)

<i>Catch-22</i> (Heller)		e-book	Not on ResearchItCT
<i>Cat's Eye</i> (Atwood)		e-book	Not on ResearchItCT
<i>The Cider House Rules</i> (Irving)		e-book	Not on ResearchItCT
<i>The Color Purple</i> (Walker)		e-book	On ResearchItCT (ebook)
<i>David Copperfield</i> (Dickens)	yes	Audio and e-book	On ResearchItCT (audio & ebook)
<i>The God of Small Things</i> (Roy)		e-book	Not on ResearchItCT
<i>The Grapes of Wrath</i> (Steinbeck)		Audio and e-book	On ResearchItCT (audio & ebook)
<i>Great Expectations</i> (Dickens)	yes	Audio and e-book	On ResearchItCT (audio & ebook)
<i>Heart of Darkness</i> (Conrad)	yes	Audio book	On ResearchItCT (audio & ebook)

*AP English Literature and Composition Scoring Rubrics (Effective Fall 2019)*

**Scoring Rubric for Question 3: Literary Argument (6 points)**

Reporting Category	Scoring Criteria	
<p><b>Row A Thesis (0-1 points)</b></p> <p><b>7.B</b></p>	<p><b>0 points</b></p> <p>For any of the following:</p> <ul style="list-style-type: none"> <li>· There is no defensible thesis.</li> <li>· The intended thesis only restates the prompt.</li> <li>· The intended thesis provides a summary of the issue with no apparent or coherent claim.</li> <li>· There is a thesis, but it does not respond to the prompt.</li> </ul>	<p><b>1 point</b></p> <p>Responds to the prompt w presents a defensible inte selected work.</p>

<p><b>Row B</b> <b>Evidence</b> <b>AND</b> <b>Commentary</b> <b>(0-4 points)</b></p> <p><b>7.A</b> <b>7.C</b> <b>7.D</b> <b>7.E</b></p>	<p><b>0 points</b></p> <p>Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p><b>1 point</b></p> <p><b>EVIDENCE:</b> Provides evidence that is mostly general.</p> <p><b>AND</b></p> <p><b>COMMENTARY:</b> Summarizes the evidence but does not explain how the evidence supports the argument.</p>	<p><b>2 points</b></p> <p><b>EVIDENCE:</b> Provides some specific relevant evidence.</p> <p><b>AND</b></p> <p><b>COMMENTARY:</b> Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty.</p>	<p><b>3 points</b></p> <p><b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning.</p> <p><b>AND</b></p> <p><b>COMMENTARY:</b> Explains how some of the evidence supports a line of reasoning.</p>
<p><b>Row C</b> <b>Sophistication</b> <b>(0-1 points)</b></p> <p><b>7.C</b> <b>7.D</b> <b>7.E</b></p>	<p><b>0 points</b></p> <p>Does not meet the criteria for one point.</p>	<p><b>1 point</b></p> <p>Demonstrates sophistication of thought and/or develops a complex literary argument.</p> <p><b>Responses that earn this point may demonstrate a sophistication of thought or develop a complex any of the following:</b></p> <ol style="list-style-type: none"> <li>1. Identifying and exploring complexities or tensions within the selected work.</li> <li>2. Illuminating the student's interpretation by situating it within a broader context.</li> <li>3. Accounting for alternative interpretations of the text.</li> <li>4. Employing a style that is consistently vivid and persuasive.</li> </ol> <p><i>This point should be awarded only if the sophistication of thought or complex understanding is part of not merely a phrase or reference.</i></p>		

September 2019