

Sunnyslope High School
Advanced Placement (AP) Literature and Composition
Summer Assignment 2016

Dear AP Literature and Composition Students,

Congratulations on your decision to enroll in AP Literature and Composition! I am thrilled to be embarking on this new adventure with you – college-level literature and writing is both thought-provoking and exciting. I hope you too are looking forward to the challenges, rigor, and rewards that this Advanced Placement course provides.

*Please read closely all details regarding the required summer assignment. **Complete the final page of this document to acknowledge your decision to take this AP course and fulfill the summer work requirement. Do not hesitate to visit me to discuss the class, its expectations, or details on the summer assignment itself. Once you, with your parent’s knowledge, have made the commitment to the class, return the form to Mrs. Novak in Room 1124 on or before **Tuesday, May 24th**.***

*Complete the following assignments this summer in order to be fully prepared for the start of your year of AP Literature and Composition. All parts of the assignment are **due on Tuesday, August 9th**. If you have any questions regarding the assignment, please contact me. I will be available intermittently throughout the summer via email, and I will respond as soon as I can. I look forward to getting to know you and exploring literature with you.*

*Sincerely,
Mrs. Novak
sheila.novak@guhsdaz.org*

Part 1: Reading of Complex Text – Annotating and Finding Excerpts for Analysis

- **Objective:** Closely read *Invisible Man* by Ralph Ellison, annotate and check for comprehension, and identify intriguing and artful passages; this will prepare you for dialectical journaling at the beginning of the semester.
- **Buy The Book** – the “real” book for “pencil on paper” annotating. Electronic readers and phones will not work for this type of reading. You will be turning in your novels for **evaluation of your annotation work**. Note: Try to purchase an edition with the **ISBN 978-0-679-73276-1**. It has a very helpful introduction and plenty of room in the margins for annotation.
- **First Read Annotation** –
 1. Mark what strikes you most forcefully. In the margin, write your first impressions and hunches, as well as anything you find surprising or confusing. You may highlight if you like, but the **margin notes are required**. Make marks and comments in the margin to **show your thinking** – anything goes at this point. The more you work on the text, chances are, the more you are thinking about and learning from the text.
 2. For comprehension purposes, and to prepare for a multiple choice comprehension test, at the **end of each chapter**, provide quick **summary notes in bullet form**.
 3. With an awareness that we will start the year writing dialectical journals, find and mark **pieces of text that you deem worthy of further study. Find at least 30**: mark each page with a **dog-ear or post-it note**, and mark the area of interest (sentence, phrase, or paragraph) **with a bracket**. Hopefully, these will appear throughout the novel.

Part 2: AP Literary Terms Flashcards

- **Objective:** Review and research common AP literature terms in order to identify devices in *Invisible Man* and for correct use throughout the course.
- You will need 3x5 flashcards for this assignment (which is a collection of terms that should be particularly useful as you read *Invisible Man* and other extended texts throughout the year.) We will follow up with additional terms as the year progresses.
- These may be hand written **neatly in ink** (we will be using them all year, so they have to last) or you may **type/cut/glue** if you prefer.
- **Format** each flashcard as follows:
 - blank side: the number and the term
 - lined side:
 - the number and term
 - a literary definition from a reputable source – print or web
 - one example from existing texts (*Invisible Man* or other literary texts)
 - informal citation of source(s)
 - **Please see the model below.**
 - Here are the 62 terms:

1. ALLITERATION
2. ALLUSION
3. ANTAGONIST
4. ANTITHESIS
5. ANTIHERO
6. ANTHROPOMORPHISM
7. ATMOSPHERE
8. BILDUNGSROMAN
9. CHARACTERIZATION
10. STATIC CHARACTER
11. DYNAMIC CHARACTER
12. ROUND CHARACTER
13. FLAT CHARACTER
14. COLLOQUIALISM
15. COMEDY
16. CONCRETE DETAIL
17. EXTERNAL CONFLICT
18. INTERNAL CONFLICT
19. DIALECT
20. DIALOGUE
21. DICTION
22. EPIGRAPH
23. EPISTOLARY
24. FIGURATIVE LANGUAGE
25. FLASHBACK
26. FOIL
27. FORESHADOWING
28. TRAGIC FLAW / HAMARTIA
29. HERO
30. IMAGERY
31. IRONY
32. VERBAL IRONY
33. SITUATIONAL IRONY
34. DRAMATIC IRONY
35. JUXTAPOSITION
36. METAPHOR
37. MOOD
38. MOTIF
39. MOTIVATION
40. PARADOX
41. PERSONIFICATION
42. PLOT
43. EXPOSITION
44. RISING ACTION
45. CLIMAX
46. RESOLUTION
47. POINT OF VIEW
48. FIRST PERSON POV
49. THIRD PERSON POV
50. OMNISCIENT POV
51. OBJECTIVE POV
52. PROTAGONIST
53. ROMANCE
54. SATIRE
55. SIMILE
56. STREAM OF CONSCIOUSNESS
57. SUSPENSE
58. SYMBOL
59. THEME
60. TONE
61. TRAGEDY
62. VERNACULAR

AP Literary Terms Flashcards - Model

Blank Side:

Lined Side:

#40

Paradox

#40 Paradox – a statement whose two parts seem contradictory yet make sense with more thought

Example: *New Testament: Christ said, “They have ears but hear not.”*

Source(s): cuny.edu (City University of New York)

Part 3: Personal Essay

- **Objective:** Practice your skills and talents related to writing – creativity, clarity, vivid description, organization, honesty, insight, command of language and composition, etc. – to reveal yourself and your opinions about your life and the world you live in. (I want to get to know you and your writing. This essay also might form the basis of, or significantly contribute to, your future college and scholarship application essays.)
- Answer **one** of the following questions in essay form. Please include the prompt at the top of the page. Practice what you know works well in writing.
- These must be word-processed, double-spaced, using size 12 font, Times New Roman, with one-inch margins.
- Be as expressive as you can be; this is personal writing – an opportunity for self-reflection, memories, and epiphanies.
- Practice using a variety of sentence structures as well as precise and effective diction.

4 Prompt Choices:

1. Describe a significant childhood memory and discuss its impact on you. Reflect on what you learned from this experience and what you realize now because of it.
2. Discuss one of your favorite quotes from a significant contributor to history or literature. Relate the quote to who you are, your experiences, and your world.
3. Describe and discuss an obstacle you have encountered and have worked (or are still working) to overcome.
4. Discuss how a significant extra-curricular interest such as music, art, athletics, or community service has influenced your life.

- **Using Turnitin:** For this part of the summer assignment, you will submit your essay to the site in order to obtain feedback from the GradeMark tab. You will use that feedback to improve your essay before final submission through Turnitin and on paper.

Instructions:

1. Make sure you have access to your Turnitin account that you set up for your **GUHSD gmail address**.
2. To join our AP Literature 16-17 Class, enter the following Class ID number: **12716224**
3. Use the enrollment password for the class: **lovinlit**
4. Submit your “**close to final draft**” any time **on or before** the first **due date: July 24, 11:59 p.m.**
5. **Email Mrs. Novak** – sheila.novak@guhdsd.org – indicating that you have submitted the draft and would like feedback.

6. Once you have received that feedback from GradeMark, you will revise, revise some more, complete final editing, and submit your final draft to the “Revision Assignment” on Turnitin on or before the **final due date: August 8, 11:59 p.m.**
7. **Print a final copy of this essay to bring to class on August 9th.**

I look forward to getting to know you, through your writing and communications this summer, and working with you next school year – your senior year! Please, budget your time! Failure to complete any part of the summer assignment will negatively impact your grade and, most importantly, your ability to participate and learn with us as we begin the course. I hope you will have an intellectually satisfying and safe summer!

