

AP English Literature & Composition Summer Homework

Due August 26, 2019

In order to prepare you for AP Lit, a course with rigorous demands in reading and writing, you will complete a three-part assignment over the summer. You do not need to complete these components in any particular order.

Part One: Novel and Discussion Guide

Read a novel or play of your choice published between 1600 and 1875. Many of these are available online for free at Project Gutenberg, in our school's library/book depository, or at Ashland Branch Library. You may choose any work, but here are some recommendations for texts that may be of use to you on the AP exam in May:

- *Othello* by William Shakespeare
- *A Midsummer Night's Dream* by William Shakespeare
- *Wuthering Heights* by Emily Brontë
- *Don Quixote* by Miguel de Cervantes
- *Emma* by Jane Austen
- *Jane Eyre* by Charlotte Brontë
- *Oliver Twist* by Charles Dickens
- *Crime and Punishment* by Fyodor Dostoevsky
- *Great Expectations* by Charles Dickens
- *Frankenstein, or The Modern Prometheus* by Mary Shelley
- *Les Misérables* by Victor Hugo
- *The Scarlet Letter* by Nathaniel Hawthorne

When you have finished the novel, you will write a 1-2 page discussion guide to demonstrate your analytical understanding. A discussion guide is a document that a student, teacher, member of a book group, or other reader would use to help lead a conversation about a novel; it assumes that the person using the document is familiar with the novel, but needs help unpacking it on a more sophisticated level.

Your discussion guide will include:

- Title and author of your novel
- Summary (500-1000 words) of major plot events
- List of primary characters with at least one example of each *direct* and *indirect* characterization per character
 - Direct characterization refers to a narrator's explicit explanation of what a character is like, e.g., "Marisol was tall and shy."
 - Indirect characterization refers to actions, thoughts, or dialogue that reveals or implies what a character is like, e.g., "Jackson laid their head on the desk and grunted."

- 10 vocabulary words from the novel with plain-language definitions
- 5 'golden lines' followed by at least one sentence of analysis
 - A golden line is a phrase, sentence, or passage that is dense, striking, confusing, beautiful, or otherwise worthy of discussion.
- 5 discussion questions
 - Discussion questions are conceptual or debatable questions -- i.e., questions that have no singular correct answer, but a variety of feasible answers that could be supported with evidence from the book.
- Statement of at least 3 themes
 - A theme is an implicit, abstract idea communicated by a literary work.
- At least 1 related text
 - You may choose any story, book, poem, movie, TV episode, song, etc., that you could put in conversation with your novel.

You may not use outside resources, with the exception of a digital or print dictionary to help you with vocabulary definitions.

Your discussion guide is due in hard copy on the first day of class. You can review model discussion guides by former students [here](#) to get a better idea of my expectations, but be advised that these models are less robust than the discussion guide you will submit. (In other words, they demonstrate some of the expectations, but they do not follow the same guidelines as you will.)

Part Two: Literary Terms

To increase your vocabulary for analyzing literature, review the devices on [this website](#) and in [this document](#).

Then, identify 30 terms from either or both resource that you think may be valuable tools for your toolkit, so to speak: this includes terms you don't already know, terms that you've heard a lot but don't totally understand, or terms that you have found very useful in past experiences.

Copy each of these terms onto the blank side of standard 3x5" notecard. (Unless you have a documented accommodation otherwise, you must do this by hand.) On the lined side, copy the definition, modifying it if you find it necessary. Below the definition, in your own words, write a sentence explaining why it may be useful for you to be able to identify this term in classroom discussions or essays. Here's an example:

(Front)

(Back)

<i>motif</i>	<p><i>object, phrase, image, or idea that repeats itself throughout a literary work</i></p> <p><i>I should be able to recognize motifs when I analyze literature because repeated ideas or images often help convey important themes.</i></p>
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Some of the terms in these resources may be fairly useless for our purposes. Use your best judgment to select ones that you anticipate may be valuable. Do not simply choose the first 30; though you will not be graded on which terms you select, you will benefit in the long run from spending some time discerning which will be of value to you.

Part Three: Gallop Essay

Read, annotate, and be prepared to discuss Jane Gallop's essay, "The Ethics of Reading: Close Encounters," available [here](#).