

## AP Literature and Composition

### 2020-2021 Summer Project

---

#### **Part I: *Literary Terminology***

**Directions:** A common understanding of basic literary terminology is necessary for discussion and analysis in this class. Review the list of Literary Terms and study the words that you are not familiar with using in writing and analysis. You are expected to use this language when completing your assignment this summer and you will be assessed on this list at the beginning of the school year. **This list can be found in the Schoology folder titled “Summer Resources.”**

#### ***Heart of Darkness - Joseph Conrad***

**This is the mandatory summer reading text.** You will need to complete a double-entry journal, an analysis chart using the Foster text, and a perfect passages evaluation for this work. **This text can be found in the Schoology folder titled “Summer Resources.”**

#### **Part II: *Double Entry Journal***

**Directions:** Create a two-columned table. The left side is a numbered column with a quote from the text including the page number. **The quotes should be chosen because you believe that they represent a key point about a theme, conflict or a character in the novel.**

The right side should contain your analysis. Articulate the following:

- \* Any observations regarding character/character development, conflict, theme, rhetorical devices/word choice, setting, allusions, and form/structure
- \* Any ways in which the quote supports or challenges notions of class, value, gender, or social mores
- \* Any unfamiliar language
- \* Any analysis regarding tone, and what it indicates about the author’s attitude toward the subject or the character
- \* Any interpretation or analysis of significant imagery, symbolism, or metaphors

The entries should **span the entire book** (there needs to be clear evidence that you've read the whole novel). **Do not simply restate the meaning of the quote in your own words**—this is your opportunity to interact with the language and the ideas of the author at a critical level.

### *Criteria*

The double-entry journal will be graded holistically. **You should have approximately 25 quotes.** Consider the following elements when creating your notes:

\**Variety*: There are a wide variety of the kinds of notes and questions, ranging from specific literary device analysis to broad themes. Also include personal reactions and thoughts.

\* *Quality*: The quantity and quality of questions and notes demonstrate a strenuous effort to contemplate, and to respond to the complete text. It should be informative and helpful to you, not burdensome and not the bane of your summer.

\* *Language*: Questions and notes demonstrate an in depth understanding of, and curiosity about the language used in the text. You should note words and definitions for unfamiliar words. Use a dictionary.

\* *Searching for Patterns and Themes*: Questions and notes demonstrate an excellent awareness of patterns and themes developing in the text.

**Examples:****Klastava *Invisible Man* Quotes Journal 1**

## Quotes

1. "I am an invisible man" (Ellison 1).

## Explanation

The first sentence of the novel is a declaration; simple and direct. The narrator's point is stated with conviction suggesting experience has led him to make this determination. The use of first-person point of view suggests a biased perspective in the narration. Perception vs. reality is introduced as a theme supported by the narrator's reflection of self-value and identity in connection to his metaphoric invisibility.

**Hamas *Invisible Man* Quotes Journal 1**

## Quotes

1. "I am a man of substance, of flesh and bone, fiber and liquids – and I might even be said to possess a mind. I am invisible, understand, simply because people refuse to see me" (Ellison 1).

## Explanation

The dash after "liquids" – the hesitation or self-reflection of the narrator—arouses curiosity. Just how does the narrator view or value himself? The uncertainty of the word "might" engenders multiple tonal suggestions such as deprecation, humility, or doubt, perhaps all. That he views himself as invisible can suggest low self-worth; that he questions if he has a mind could reinforce his low opinion of his intellect. Or it *could* mean he is losing his mind, his sanity, and becoming unstable. The word "simply" suggests both a calm acceptance and a clear acknowledgment of blame. It also introduces metaphoric possibilities to the concept of invisibility. All people feel invisible when others "refuse" to see who they really are. And such frustration can lead to confusion, madness, and even violence.

**Double Entry Journal Rubric:**

	<b>4 Exceeds Expectations 90-100</b>	<b>3 Meets Expectations 80-89</b>	<b>2 Partially Meets Expectations 70-79</b>	<b>1 Does Not Meet Expectations 0-69</b>
<b>Quality of Responses</b>	All entries demonstrate deep insight into the novel and do an exceptional job of explaining the student's thoughts through the skillful selection of textual evidence and thoughtful analysis.	All entries demonstrate sufficient insight into the novel and adequately explain the student's thoughts through the selection of textual evidence and analysis.	Some entries demonstrate a lack of insight into the novel and do not adequately explain the student's thoughts.	No evidence of insights beyond simply identifying or restating the speaker and/or circumstances of the passages or quotes.
<b>Conventions</b>	Evident control of grammar, spelling, and sentence formation.  All entries are grammatically correct.	Sufficient control of grammar, spelling, and sentence formation.  Few grammatical errors are present in entries and do not interfere with reading.	Limited control of grammar, spelling, and sentence formation.  Confused and inconsistent arrangement of sentences and fragments interferes with reading.	Minimal control of grammar, spelling, and sentence formation. Entries are difficult to read.
<b>Format</b>	All passages/ quotes are copied carefully, are placed in quotation marks, and are followed by the page numbers in parentheses.	Most passages/ quotes are copied carefully (some may contain minor errors), are placed in quotation marks, and are followed by the page numbers in parentheses.	Many passages/ quotes are copied sloppily (several may contain errors), are missing quotation marks, and/or may be missing page numbers in parentheses.	All passages/ quotes are copied sloppily (most contain obvious errors), and are missing quotation marks and page numbers in parentheses.

### **PART III: *How to Read Literature Like a Professor Analysis Chart***

**Directions:** As an introduction to your study of advanced placement literature, we will be reading *How to Read Literature Like a Professor* by Thomas C. Foster. This book will enhance your understanding of the summer reading text and help guide your analysis of texts over the course of the year. Although you are only reading five (5) chapters for this assignment, additional chapters will be assigned as we move through the course. **HTRLLP can be found in the Schoology folder titled “Summer Resources.”** You are responsible for studying the following chapters:

- \* *Every trip is a Quest*
- \* *More Than Rain or Snow*
- \* *More Than It’s Gonna Hurt You*
- \* *Geography Matters*
- \* *Rarely Just Illness*
- \* *Don’t Read With Your Eyes*

For your summer assignment, use the five assigned chapters from *How to Read Literature Like a Professor* and create an analysis chart for *Heart of Darkness*. The first column in the chart contains a chapter title from Foster’s text. In column two, provide a brief summary of this chapter including key points to aid in analysis on the chapter topic. In column three, discuss a selection from Conrad’s *Heart of Darkness* that exemplifies Foster’s ideas from the chapter.

<b>Chapter Title</b>	<b>Chapter Summary</b>	<b>Evidence/Analysis <i>Heart of Darkness</i></b>
* <i>Every trip is a Quest</i>		
* <i>More Than Rain or Snow</i>		
* <i>More Than It’s Gonna Hurt You</i>		
* <i>Geography Matters</i>		
* <i>Rarely Just Illness</i>		
* <i>Don’t Read With Your Eyes</i>		

## Part VI: *Perfect Passages Analysis Essay*

**Directions:** This is the final piece of your summer reading assignment and the culmination of your preparation from the other assignments. After completing *Heart of Darkness*, choose one of the following questions to complete. Next, consider which three passages throughout the whole text best support one of the following questions. Choose one passage from the beginning, one from the middle, and one from the final section of the text for support.

### **Topics:**

- **Theme:** In literary works, cruelty often functions as a crucial motivation or a major social or political factor. Using the work in question, which acts of cruelty are important to the theme? Write a well-developed essay analyzing how cruelty functions in the work as a whole and what the cruelty reveals about the perpetrator and/or victim.
- **Setting:** In many works of literature, a physical journey – the literal movement from one place to another – plays a central role. Using the work in question, explain how a physical journey is an important element and discuss how the journey adds to the meaning of the work as a whole.
- **Character:** Novels and plays often depict characters caught between colliding cultures – national, regional, ethnic, religious, institutional. Such collisions can call a character’s sense of identity into question. Using the work in question, discuss how a character responds to such a cultural collision. Then write a well-organized essay in which you describe the character’s response and explain its relevance to the work as a whole.
- **Symbol:** A symbol is an object, action, or event that represents something or that creates a range of associations beyond itself. In literary works a symbol can express an idea, clarify meaning, or enlarge literal meaning. Using the work in question, focus on one symbol, write an essay analyzing how that symbol functions in the work and what it reveals about the characters or themes of the work as a whole.
- **Conflict:** One of the strongest human drives seems to be a desire for power. Write an essay in which you discuss how a character in the novel struggles to free himself from the power of others or seeks to gain power over others. Be sure to demonstrate in your essay how the author uses this power struggle to enhance the meaning of the work.

### **Criteria:**

- Passages/quotes must be from throughout the entire novel.
- Passages/quotes must be at least two (2) sentences long.
- All passages must be in quotation marks – and be sure to copy the passage exactly as it appears in your novel.
- All passages must include the page number from which they are taken. Cite page numbers as (235), or (16), or (105).
- Completed in MLA format

**Perfect Passages Rubric:**

Perfect Passages Rubric					
Category	Scoring Criteria, Decision Rules & Scoring Notes				
<b>Thesis (0-1 Points)</b>	<b>0 Points</b>			<b>1 Point</b>	
	<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 thesis.</li> <li>There is a thesis, but it does not respond to the prompt.</li> <li>Make a generalized comment about the selected work that doesn't respond to the prompt.</li> </ul>			<ul style="list-style-type: none"> <li>Responds to the prompt with a thesis that presents a defensible interpretation of the selected work.</li> <li>Provide a defensible interpretation in response to the prompt.</li> </ul>	
<b>Evidence AND Commentary (0-4 Points)</b>	<b>0 Points</b>	<b>1 Point</b>	<b>2 Points</b>	<b>3 Points</b>	<b>4 Points</b>
	<ul style="list-style-type: none"> <li>Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</li> <li>Are incoherent or do not address the prompt.</li> <li>May be just opinion with no textual references or references that are irrelevant.</li> </ul>	<ul style="list-style-type: none"> <li>Provides evidence that is mostly general.</li> <li>Summarizes the evidence but does not explain how the evidence supports the argument.</li> <li>Tend to focus on overarching narrative developments or description of a selected work rather than specific details.</li> </ul>	<ul style="list-style-type: none"> <li>Provides some specific relevant evidence.</li> <li>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</li> <li>Consist of a mix of specific evidence and broad generalities.</li> <li>May contain some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument.</li> <li>Do not explain the connections or progression between the student's claims, so a line of reasoning is not clearly established.</li> </ul>	<ul style="list-style-type: none"> <li>Provides specific evidence to support all claims in a line of reasoning.</li> <li>Explains how some of the evidence supports a line of reasoning.</li> <li>Uniformly offer evidence to support claims.</li> <li>Focus on the importance of specific details from the selected work to build an interpretation.</li> <li>Organize an argument as a line of reasoning composed of multiple supporting claims.</li> <li>Commentary may fail to integrate some evidence or fail to support a key claim.</li> </ul>	<ul style="list-style-type: none"> <li>Provides specific evidence to support all claims in a line of reasoning.</li> <li>Consistently explains how the evidence supports a line of reasoning.</li> <li>Uniformly offer evidence to support claims.</li> <li>Focus on the importance of specific details from the selected works to build an interpretation.</li> <li>Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained.</li> </ul>
<b>Sophistication (0-1 Points)</b>	<b>0 Points</b>			<b>1 Point</b>	
	<ul style="list-style-type: none"> <li>Attempt to contextualize their interpretation, but such attempts consist predominantly of sweeping generalizations.</li> <li>Only hint at or suggest other possible interpretations.</li> <li>Oversimplify complexities of the topic and/or the selected work.</li> <li>Use complicated or complex sentences or language that are ineffective because they do not enhance the argument.</li> </ul>			<ul style="list-style-type: none"> <li>Demonstrates sophistication of thought and/or develops a complex literary argument.</li> <li>Identifying and exploring complexities or tensions within the selected work.</li> <li>Illuminating the student's interpretation by situating it within a broader context.</li> <li>Accounting for alternative interpretations of the selected work.</li> <li>Employing a style that is consistently vivid and persuasive throughout the student's response.</li> </ul>	
<b>Name:</b>	<b>Score: 0 1 2 3 4 5 6</b>				

## ***DUE DATES AND SUBMISSION DIRECTIONS***

All summer reading assignments should be submitted via Schoology through TurnItIn NO LATER than:

### **AUGUST 28th, 2020**

- The quotes journal assignment is titled **Heart of Darkness Quotes Journal**
- The perfect passages assignment is titled **Heart of Darkness Perfect Passages**
- The analysis chart assignment is titled **Heart of Darkness Foster Analysis Chart**
- Plagiarism, such as copying another student's journal or Sparks Notes, etc. will result in a failing grade and disciplinary action as outlined in the student handbook.
- Any student who does not complete the summer assignments or who violates the academic integrity of the assignment will be **AUTOMATICALLY REMOVED** and placed in **ENGLISH 4 ACADEMIC**

### ***FINAL THOUGHTS***

- You will be required to read **three** additional independent read texts of literary merit before the AP Lit exam in May. Each text will be **due at the end of each marking period** (MPs 1-4). For each text you will complete a Perfect Passages Literary Analysis essay. These are **mandatory** for each independent text and due on time. You have an entire marking period to complete the reading and the assignment. Plan your time wisely.
- Purchasing the novels for this class is not mandatory, but **STRONGLY ENCOURAGED**. Many of the texts can be found for sale at the local library or can be purchased used online. This will allow you to create textual annotations directly in the margins. Post-it notes and highlighters will be available in the classroom.