

AP English Literature 2023-2024

Summer Assignment

Teacher: Ms. Sophia Case

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Due Date: Meet the Teacher Night (please see notes below regarding additional requirement of on-line submission via Turnitin.com as well as the in-person submission of the Barron's Diagnostic on Day 1 of class.)

Welcome to AP Literature otherwise known as the “AP Lit Gym”! In the gym, we “spot” each other during moments of heavy lifting, we encourage one another as we build muscles we didn’t know we had, and at times we will feel an exhaustion we’ve never felt before as we’re waiting for those intellectual endorphins to kick in (and they will, I promise!). The goal is so that on exam day and/or your first day in college, you will feel strong, confident, and prepared.

AP English Literature expands and develops skills in critical reading, intellectual discourse, and analytical writing. The course stresses a critical awareness of genre, theme, and style through the analysis of world literature, spanning authors across literary time periods and with diverse voices. The goals of the course are not only to prepare students for the AP Exam, but also to equip students to be better readers, writers, and thinkers as they prepare to engage in challenging discourse at the university level (and with the world).

This summer assignment is designed to get you engaged with a classic work of literature *that has been proven to be essential reading for success on the AP Exam*, give you early exposure into the workings and skill requirements necessary to be successful in the class and on the AP Exam, as well as to equip you with practical and theoretical knowledge you will need to excel in this course as a whole.

All summer work will be graded as part of Quarter 1.

Reading:

***Pride and Prejudice* by Jane Austen**

ISBN-13: 978-0141439518

ISBN-10: 9780141439518

***How to Read Literature Like a Professor* by Thomas C. Foster**

ISBN-10: 9780062301673

ISBN-13: 978-0062301673

BARRON’S: AP English Literature and Composition Premium 2022-2023 Edition

We will frequently use this “workbook” for classwork and homework activities.

ISBN-13: 978-1506263847

ISBN-10: 1506263844

Turn-in Procedures:

Submit the Pride & Prejudice and How to Read Literature Like a Professor assignments to turnitin.com by **11:59 PM** on **Meet the Teacher Night**.

Turnitin Info: TBD (to be communicated via email prior to Meet the Teacher Night)

In-class submission:

- *On the first day of class*, you will arrive with your copy of Pride and Prejudice prepared to have your fair teacher rifle through your book to examine your annotations. It would be ill-advised to use the copy of another student with annotations that are not your own (see Academic Integrity policy below)
- *On the first day of class*, you will arrive with your copy of Barron's AP Literature and Composition 2022-2023 Edition with Diagnostic Test #1 completed (**all parts**).
 - For each section of the Diagnostic there is a time limit. Set a timer for that section. When the timer goes off, make note of how far you got on that section, ***and then complete the section***. During the year it will be important to grow in your ability to master the time frames given for each section, but for now the Diagnostic gives you an understanding of how quickly one has to work on the exam and how wide-ranging the skill set is you need to master.
 - ***You will have a self-assessment/reflective assignment on the first day of class regarding this Diagnostic.***
 - You will **not** be given a grade based on how many you got correct or incorrect on this Diagnostic. The purpose of a Diagnostic is to assess your "gaps" and to grow in familiarity with the AP Exam as well as the overall skills necessary to "lift" while in the AP Lit Gym.
 - You are expected to follow all instructions for each section, grade your own Diagnostic according to the instructions, as well as to read the answer explanations. Failure to do the above will result in challenges on the self-assessment/reflective writing assignment on the first day of class and will lower your grade for this portion of the Summer Assignment.

A Note about Academic Integrity:

This is taken seriously in this class. I cannot remember the name of the street my favorite taco stand is on, but I *can and will* instantly recognize writing that I have read before by other students no matter if they are in another period or if several years have passed and an assignment was "passed down" to you by a former student.

You will quickly learn how wholly available I make myself to help you when the "lifting" gets hard (including AP-only Office Hours), how I will support you when you feel overwhelmed by the work in this class in conjunction with other AP classes, and how deeply I care about my students. However, when academic integrity is in question, you limit my opportunities to be in your corner.

I beseech you to remain a student of integrity *even if it means accepting a lower grade or zero because you did not get your work done on time*. Integrity must rise in your heart as meaning more than a grade. All issues of academic integrity will be reported to Administration, honors society advisors (if you are a member), and a non-negotiable zero will be given on the assignment. On the first day of class you will sign a document reflecting you have read this policy and agree to it.

Tasks

☐ **Review List of Terms**

- ☐ Attached is a list of literary terms and rhetorical devices that you have most likely become familiar with in your previous English classes. However, I still want you to study these terms and identify them as you read Pride and Prejudice. *Let these terms guide your annotations*. It is essential that you master these terms so that you can identify them in literature and use them in written and oral discussions. **We will be adding to this list throughout the school year. The glossary at the end of the Barron's AP Workbook is a great way for you to familiarize yourself with the breadth of devices addressed on the Exam and throughout the course.**

☐ **Actively Read Both Books**

- ☐ Write in your book, highlight, or underline key passages. For Pride and Prejudice, pay attention to the author's language and style, significant themes, characterization, and plot development. Consistently ask yourself, *now that I've identified this device, **what function does it have** in creating an understanding of the author's overall meaning of the work?* For *How to Read Literature Like a Professor*, be sure to read closely and annotate techniques and strategies that will not only assist you in our class and on the exam, but as you prepare to matriculate to a top level university.

How to Read Literature Like a Professor Assignment

- ☐ Foster's book is an introductory guide exploring close-reading and analytical skills needed to read well. This text will be foundational as we begin to dive deeper into the literary world.
- ☐ It is highly recommended you read this PRIOR to reading Pride and Prejudice.
- ☐ Your assignment is to read this treatise thoroughly and compose a list of a minimum of 3 items per chapter delineating what techniques and strategies have been gifted to you in the course of the chapter. Label each chapter, then as you list each item learned/gleaned, follow it with 3-5 sentences written with specificity and thoroughness reflecting what texts and personal experiences the author used in order to provide you with the particular skill/technique you have identified.
- ☐ Bullet points and "outline" format are acceptable, but sentences that are written at the surface level are not. There are twenty-seven chapters; you will have 3 items per chapter, each item followed by 3-5 sentences. You are getting your quiver full of arrows to ready yourself for battle; this text is enormously helpful in preparing you to understand how you will be expected to think and write in our class. Be concise yet thorough. There should be no doubt you have read the chapters.

Pride and Prejudice Assignment

Literature Analysis Tasks Form: There are several things listed on the assignment to complete before, while, and after reading.

- ☐ Each section is to be approached analytically, not literally. For example, the section on setting requires that you identify not only the physical location of the plot(s), but also the atmosphere and significance of that location (as in, how is it functioning in the text to build larger themes or the author's purpose?)
- ☐ I recommend taking notes as you read so you can use the notes in your book to fill in the chart. Notes can be done in a Google Doc or on paper. Notes do not have to be submitted. They are part of building the independent reading skills to be successful on an assignment in this class and at the university level.
- ☐ You can type directly onto the chart. Please change the font color to **BLUE**
- ☐ All responses should be in complete sentences using thoughtful, sophisticated language. Do not submit work that contains the red and blue squiggly lines

indicating you have failed to correct a grammar or spelling error (the only exception to this is when you are directly quoting a text where the author has broken these rules.) **Submitting even classwork assignments lacking in this attention to detail and scholarship will result in a lower grade.**

- ❑ Since Pride and Prejudice is a comedy of manners, Jane Austin uses wit and irony throughout the novel to expose the life, ideals, philosophy and manners of upper class society. As you read, identify Austen's use of these techniques. Record and analyze examples on the chart. *Early in the school year you will hear my theory as to why it is essential to read this novel in preparation for the AP Exam: this is essential summer work.*

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Literary Terms

Elements of a story:

Plot – what happens in a story. Usually, plot is based on conflict.

- ❑ **Exposition** – Introduces the plot, setting, and characters.
- ❑ **Rising Action** – the events leading to the climax of dramatic or narrative plot.
- ❑ **Climax** – the turning point in the plot, the moment of most tension, the highpoint of action.
- ❑ **Falling action** – follows the climax and leads to the resolution.
- ❑ **Resolution / Denouement** (day-new-mon) – the final resolution or clarification of a dramatic or narrative plot.

Theme – a central topic to a text. It is a unifying idea; a subject of discourse and discussion. There is/are multiple themes present in a text. EVERY aspect of a masterwork of literature from the diction to the symbols to the setting and right down to the punctuation “funnels up” to a theme.

Characterization – the art of creating a character's personality for a story.

- ❑ **Direct characterization** – how the character is described by the author or characters.
- ❑ **Indirect characterization** – what can be inferred about the character through dialogue actions, and interactions with other characters.
- ❑ **Antagonist** – the protagonist's adversary. The person/ force the hero of the story struggles or competes against.
- ❑ **Protagonist** – the main character in a drama or literary work.
- ❑ **Foil** – a character that by contrast underscores or enhances the distinctive characteristics of another.
- ❑ **Flat characters** – a literary character whose personality can be defined by a single defining personality trait (they are one dimensional). Flat characters are usually minor characters but often assist in moving the plot forward or provide comic relief. They are frequently seen as “predictable”.
- ❑ **Round characters** – A character who bears a complex personality and is multidimensional; they are interesting and relatable to the reader. They have goals, fears, and flaws. They are far less “predictable” than a flat character.
- ❑ **Dynamic characters** - (please note that not all round characters are dynamic characters while frequently dynamic characters are in fact round) A dynamic character changes significantly in the course of the text, usually as the result of an epiphany or transformative event(s).
- ❑ **Static character** - A static character's key defining feature is that they will not undergo a transformation or change. They are the same at the end of the narrative as they are at the beginning. However, they will often have more than one defining characteristic and are therefore not “flat”.

Setting – the where and when the story takes place. In addition to the physical location, setting often includes the atmosphere and historical context of the story.

Narrator – someone who tells the story.

- ❑ **First person**- the narrator is a character in the story.
- ❑ **Third person objective** – the narrator does not tell what anyone is thinking; the “fly on the wall.”
- ❑ **Third person limited** – the narrator is able to tell the thoughts of one character.
- ❑ **Third person omniscient** – the narrator is able to tell the thoughts of any character.

Tone – Reflects how the author feels about the subject matter or the feeling the author wants to instill in the reader. This is not the same thing as mood.

Style – The combination of distinctive features of literary or artistic expression, execution, or performance characterizing a particular person, group, school, or era.

Motif – a dominant theme or central idea that is woven throughout the book via imagery, metaphors, and symbols that bear unification (i.e., fire and ice/light vs. dark)

Diction – word choice or the use of words in speech or writing.

Epiphany – sudden enlightenment or realization, a profound new outlook or understanding about the world usually attained while doing everyday mundane activities.

Flashback – when a character remembers a past event that is relevant to the current action of the story.

Poetic justice – the rewarding of virtue and the punishment of vice in the resolution of a plot. The character, as they would say, gets what he/she deserves.

Literary and Rhetorical Devices:

- ❑ **Foreshadowing** – clues in the text about incidents that will occur later in the plot; foreshadowing creates anticipation in the novel.
- ❑ **Figurative language** – speech or writing that departs from literal meaning in order to achieve a special effect or meaning. Speech or writing employing figures of speech.
- ❑ **Imagery** -the use of vivid or figurative language to represent objects, actions, or ideas.
- ❑ **Personification** – A figure of speech in which inanimate objects or abstractions are endowed with human qualities or are represented as possessing human form.
- ❑ **Irony**- When one thing should occur, is apparent, or in logical sequence, but the opposite actually occurs. Example: A man in the ocean might say, “Water, water everywhere and not a drop to drink.”
 - ❑ **Dramatic Irony** - When the audience or reader knows something that the characters do not know.
 - ❑ **Verbal Irony** – When one thing is said, but something else, usually the opposite, is meant.
 - ❑ **Cosmic Irony** – When a higher power toys with human expectations.
- ❑ **Connotation** – an idea or meaning suggested by or associated with a word or thing.
(i.e., what a reader often thinks of or associates with a word. Connotation has nothing to do with the literal meaning/denotation of a word. Connotation is often subjective.)
- ❑ **Simile** – A figure of speech in which two essentially unlike things are compared, often in a phrase introduced by *like* or *as* (ex: she *is like* a mouse)
- ❑ **Metaphor** – a figure of speech in which a word or phrase that ordinarily designates one thing is used to designate another, thus making an implicit comparison; this comparison does not use *like* or *as* (ex: she *is* a mouse)
- ❑ **Symbolism** – Something that represents something else by association, resemblance, or convention, especially a material object used to represent something invisible.
- ❑ **Alliteration** – the recurrence of initial consonant sounds.
- ❑ **Assonance** – the repetition of vowel sounds.
- ❑ **Consonance** – the recurrence of a consonant sound used anywhere within the word, not just at the beginning.
- ❑ **Repetition** – the repetition of words or phrases to emphasize an idea or to create rhythm or rhyme.
- ❑ **Hyperbole** – deliberately exaggerates conditions for emphasis or effect.
- ❑ **Allusion** – is a short, informal reference to a famous person or event. Allusions are frequently biblical, historical, and mythological.
- ❑ **Allegory** – the representation of abstract ideas or principles by characters, figures, or events in narrative, dramatic, or pictorial forms.
- ❑ **In medias res** – a story that begins in the middle of things.
- ❑ **Syntax** - the arrangement of words and phrases

❑ **Satire** – a literary work in which human vice or folly is attacked through irony, derision, or wit; the goal is to change the behavior/issue.

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Student Name: _____

How to Read Literature Like a Professor
Quiver-full of Arrows Assignment

Using bullet points and/or an outline format, what 3 skills/strategies/techniques were learned from EACH chapter? Most chapters will have more than 3, so it is up to you to discern the 3 most useful and important for your study of literature this year.

It is expected (and understood) there will be differences in this section from student to student.

After your list of skills/strategies/techniques, include 3-5 well written, thorough, yet concise sentences assessing/explaining how the author “delivered” these 3 arrows to your quiver in the course of the chapter.

For example, what personal anecdotes, examples, and/or texts did he use?

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Student Name: _____

Pride and Prejudice
Literature Analysis Tasks

Author: _____ Date of First Publication: _____

Pre-Reading Activity #1: Research and provide significant details on the author (bullet point).

Source(s) Used (minimum of 3 QUALITY sources. If you do not know how to discern if a source is one of quality, please ask! No credit will be given for this section if sources like SparkNotes and Wikipedia are used):

Pre-Reading Activity #2: Research and provide information about the period that the book was written. Include the literary period, historical period, and notes on philosophical/political views of the time. Well labeled and well organized bullet points are acceptable, but you must have a minimum of 4 points for each “topic”.

Source(s) Used (minimum of 3 QUALITY sources. If you do not know how to discern if a source is one of quality, please ask! No credit will be given for this section if sources like SparkNotes and Wikipedia are used):

<p>Identify key characteristics of a <i>novel/comedy of manners</i> <u>and</u> how the novel exemplifies these characteristics.</p>	<p>Post Reading Activity: Reflect and consider how the time period and the author's life influenced <i>the work as a whole</i>.</p>
<p>Cite and quote four significant passages that represent the <i>development</i> of the main character, Elizabeth Bennet. Include examples of direct and indirect characterization. (provide parenthetical citations)</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	<p>Explain the significance of each passage <u>and/or</u> how it relates to the development of the character. (Minimum 3-5 sentences per passage)</p>

Provide plot points (use bullets or graphic organizer) and label exposition, rising action, climax, falling action, resolution:

List Key Characters:	Relationship to other Characters:	3 Adjectives to describe character:	<ol style="list-style-type: none">1) Identify if round, flat, foil, static or dynamic (or combination thereof)2) Paraphrase a moment in the text that validates your interpretation of the character type3) Assess the character's purpose/function in story<ol style="list-style-type: none">a) How is Austen using this character to communicate a larger message? (Be sure to include what you think IS a larger meaning brought forth by this character. Yes, there will be multiple larger meanings for this section).
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Describe the 3 key setting(s) in the novel *and explain their significance* by discussing how the different settings of the novel play a significant role in the development of the novel. (Hint: Focus on symbolism.)