



Welcome to Advanced Placement English Literature and Composition class! This is a weighted class and viewed by the College Board as a college level course. The AP exam, which is taken on the first week of May, will determine the amount of college credit you earn. (Please *do not take this course unless you are planning on taking the exam* = \$90)

Since you have signed up, I know that you are willing to devote quality time and effort to reading, analysis, and writing. I will do everything that I can to help you prepare for the AP exam and for your college career. To be successful in my goal, I expect you to do your part; all of your assignments must be completed when requested. The Summer Reading Assignment serves as the induction to the school year. Some of the reading may be interesting; some of it may be tedious. But, no matter, do the best that you can! Remember to think as detective Sherlock Holmes would as you try to analyze your readings.

You may find all of the novels listed at any bookstore (Books & Co., Borders, Barnes and Noble), a used bookstore (Half-Price Books near the Dayton Mall), or a public library (Mary L. Cook, Centerville, Lebanon). You might also ask your parents, relatives, and neighbors if any of the titles are sitting on their bookshelves. I also may still have a few copies in my room; you are welcome to stop by and check it out before summer break.

The readings, analyses, and writing responses are due on or before Monday, August 17th, 2009. You will need to email (see below), snail mail, or hand-deliver your work to: Waynesville High School, ATTN: Mrs. C. Tieman, 735 Dayton Road, Waynesville, OH 45068. Please do not make the mistake of procrastinating and rushing to finish your work. DO NOT rely on Cliffs Notes or movies to give you the REAL details that only reading can provide. The purpose of an A.P. course is to teach you to read and analyze works of literature, not to read merely the explanations and analyses of others. Also know in advance that failure to complete and turn in the summer assignments will indicate that you have dropped the course. Remember, too, that *any plagiarism will result in an automatic "0" on the paper as well as probable removal from the AP program*. Please be sure to responsibly cite any direct quotes or paraphrasing.

If you have questions over the summer about the assignments, call or e-mail me. I will be delighted to help you! (937) 848-3296 (home) OR [ctieman@wayne-local.com](mailto:ctieman@wayne-local.com)

While reading your books this summer, it is a wise and scholarly habit to annotate the texts as you go. You can do this by highlighting the passages and writing notes in the margin, if the book is yours. If the book has been borrowed, simply write down the documentation (direct quotations, page numbers, etc.) in your notebook, or use Post-It Notes. Annotating literature as you read forces you to pay close attention to detail and will greatly aid your analysis and writing in response to the text.

Finally, I have attached a copy of the nine-point rubric that the Advanced Placement Institute recommends and I will use variations of this one to grade your papers during the year. All writing assignments in this class will be graded on this scale, so refer to this standard evaluation as needed. (Papers are worth 50 pts. each.)

I am excited and eager to be working with you in this challenging class. My expectations of you and of the work we will be engaged in are HIGH - but I know you can do it, and the rewards will be worth it! Enjoy the summer reading...I'll see you in late August.

Mrs. C. Tieman



## AP ENGLISH - Summer Reading Assignments

1) Read the fictional narrative **The Kite Runner** by Khaled Hosseini.

Write a 3-4 page paper in which you discuss the writer's use of each of these devices (listed below) in his work. Give examples and explain how each impacts the plot. Use direct quotations and internal citation as needed; consult your *Writers Inc* text for the MLA style. *Avoid plot summary.*

- Device #1: symbol
- Device #2: narrative style or point of view
- Device #3: irony (dramatic, situational, or verbal)

2) Reader's choice. Choose one of the titles to read: the historical fiction novel **The Things They Carried** by Tim O'Brien OR the classic play **Death of a Salesman** by Arthur Miller.

Research the setting of the title you are reading...what is the significant role that setting plays in the work? Give a brief summary of the historical period in which the work is set. Would the writing "work" if set in the 21st century? Why or why not? Defend your stance by using examples from the work (either in the "original" status OR "move forward" to the present day) in this 3-4 page paper.

### MLA Paper Standards:

- Double-space typed (including heading on page 1)
  - Standard font size (12) and font style (Times New Roman, Georgia, **Arial**)
  - Heading: Name, course title, paper assignment, date due (upper left side of the page); all subsequent pages will show your last name and page number in the upper right corner
  - Citation: Use proper MLA format (refer to *Writers Inc* text OR use a reputable online MLA source such as Purdue's Online Writing Lab, <http://owl.english.purdue.edu> )
- ); Refer to the ***Writing About Literature*** text for writing models, as well!

Your final preparation will be to review/study the literary terms and devices we will be using in the upcoming year. Many of these you may already know or use; others will be less familiar. Make flash cards with the terms, definitions, and examples to help you learn these for the quiz on the first day of school.

Literary terms & devices

Allegory  
Alliteration/assonance/consonance  
Allusion  
Analogy  
Anapestic  
Anaphora  
Anecdote  
Antagonist/protagonist  
Antithesis  
Apostrophe  
Archetype  
Aside  
Ballad  
Blank Verse  
Cacophony/euphony  
Caesura  
Conceit (metaphysical)  
Connotation/denotation  
Couplet  
Diction  
Dramatic monologue  
Elegy  
Enjambment  
Epic  
Exposition  
Farce  
Foil  
Foreshadowing  
Flashback  
Free verse  
Genre  
Hyperbole  
Iambic  
Imagery  
In medias res  
Inversion  
Irony (dramatic, situational, verbal)  
Jargon  
Juxtaposition  
Limited POV  
Litote  
Lyric/lyrical poetry  
Meter (major types — iambic pentameter, anapestic, trochaic, dactylic...)  
Metonymy  
Monologue/soliloquy  
Mood  
Motif  
Narrator/speaker  
Ode  
Onomatopoeia  
Overstatement  
Oxymoron  
Parable  
Paradox  
Parallelism (or parallel structure)  
Parody  
Pastoral  
Personification  
Point of view (limited, omniscient...)

Quatrain  
Refrain  
Rhetorical question  
Rhyme  
Rhythm  
Satire  
Scansion  
Sonnet (types — Shakespearean, Petrarchan)  
Speaker  
Stanza  
Stereotype  
Stock character  
Structure  
Style  
Symbolism  
Synecdoche  
Syntax  
Theme  
Tone  
Tragic flaw  
Understatement  
Villanelle  
Voice

Student \_\_\_\_\_  
AP English

Top Scores 9-8 50-45	These are well-written papers which respond fully to the question asked. The best papers show a full understanding of the issues and support their points with appropriate textual evidence and examples. Writers of these essays demonstrate stylistic maturity by an effective command of sentence structure, diction, and organization. The writing need not be without flaws, but it should reveal the writer's ability to choose from and control a wide range of elements of effective writing.
Upper Scores 7-6 44-40	These essays also respond correctly to the questions asked but do so less fully or less effectively than the essays in the top range. Their discussion may be less thorough and less specific. These essays are well-written in an appropriate style but reveal less maturity than the top papers. They do make use of textual evidence to support their points. Some lapses in diction or syntax may appear, but the writing demonstrates sufficient control over the elements of composition to present the writer's ideas clearly.
Middle Score 5 39-35	These essays respond to the question, but the comments may be simplistic or imprecise; they may be overly generalized, vague, or inadequately supported. These essays are adequately written, but may demonstrate inconsistent control over the elements of composition. Organization is attempted, but it may not be fully realized or particularly effective.
Lower Scores 4-3 34-30	These essays attempt to deal with the question, but do so either inaccurately or without support or specific evidence. They may show some misunderstanding or omit pertinent analysis. The writing can convey the writer's ideas, but it reveals weak control over diction, syntax, organization. These essays may contain excessive and distracting spelling and grammatical errors. Statements are seldom supported with specific or persuasive evidence, or inappropriately lengthy quotations may replace discussion and analysis.
Lowest Scores 2-1 29-25	These essays fail to respond adequately to the question. They may reveal misunderstanding or may distort the interpretation. They compound the problems of the Lower Score papers. Generally these essays are unacceptably brief or poorly written. Although some attempts to answer the question may be indicated, the writer's view has little clarity and only slight, if any, evidence in its support.

COMMENTS/QUESTIONS: