WHAT IS AP LITERATURE AND COMPOSITION?
Reading in an AP course is both wide and deep. This reading necessarily builds upon the reading done in previous English courses so that by the time students complete their AP course, they will have read works from several genres and periods — from the 16th to the 21st century. More importantly, they will have gotten to know a few works in-depth. In the course, they read deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work’s literary artistry, students reflect on the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied. A high score on the AP Literature and Composition test indicates that a student has college-level knowledge of interpretive strategies and the Western literary canon. Accordingly, the AP Lit and Comp course will be rigorous and demanding, and the instructor’s expectations will be very high. Students who exert their utmost effort will be rewarded with high school credit, college credit, and, ideally, a profound appreciation and understanding of society as revealed through its most revered texts.

To prepare, students entering AP Lit and Comp in the fall will be expected to complete the Summer Assignment. This assignment will be due to the instructor on the first day of class. The instructor will grade the Summer Assignment before the first progress report is released. The student who completes the assignment will have demonstrated the work ethic necessary to complete this course, and the student who completes the assignment successfully and joyfully will have indicated a developing mastery of the skills and the motivation necessary to truly succeed in this course and, likely, on the AP test.

You may buy the summer reading books cheaply online, find copies at our local bookstores, or check out your chosen works from the public library. We will be holding a summer reading book fair sometime in May during lunch.

Any questions see Mrs. Ditrich in Room 126 or Mr. Hilinski in Room 120. You can also contact us via email. mrsditrich@gmail.com or mrhilinski@gmail.com.
WHAT BOOKS DO I NEED TO READ OVER THE SUMMER?
To prepare for this course, you are expected to read two thematically connected works for your summer reading and research paper. The following list contains titles, grouped by theme. Since this assignment is intended to expand your reading experience, you may not select any work that you have previously read. You may not choose works from different groupings. For example, you might choose group 4 and read Anna Karenina & The Awakening or Madame Bovary & Ethan Frome or Anna Karenina & Ethan Frome, etc.

1. The Reluctant Fundamentalist (Hamid)/ Portrait of the Artist as a Young Man (James Joyce)
2. The Purple Hibiscus (Adichie)/ Things Fall Apart (Achebe)/ The Poisonwood Bible (Kingsolver)
3. Cry, the Beloved Country (Paton)/ Things Fall Apart (Achebe)/ Go Tell It On the Mountain (Baldwin)
4. Anna Karenina (Tolstoy)/ The Awakening (Chopin)/ Madame Bovary (Flaubert)/ Ethan Frome (Wharton)
5. The Color Purple (Walker)/ The Bluest Eye (Morrison)/ I Know Why the Caged Bird Sings (Angelou)
6. Beloved (Morrison)/ Sanctuary (Faulkner)
7. Native Son (Wright)/ Black Boy (Wright)/ A Lesson Before Dying (Gaines)/ Invisible Man (Ellison)
8. The Bell Jar (Plath)/ Member of the Wedding (McCullers)
9. Great Expectations (Dickens)/ All the Pretty Horses (McCarthy)/ The Chosen (Potok)
10. Crime and Punishment (Dostoyevsky)/ Dr. Faustus (Marlowe)/ The Trial (Kafka)
11. For Whom the Bell Tolls (Hemingway)/ Catch-22 (Heller)
12. Obasan (Kogawa)/ Snow Falling on Cedars (Guterson)
13. Bless Me, Ultima (Anaya)/ One-Hundred Years of Solitude (Garcia Marquez)/ Kafka on the Shore (Murakami)
14. Ceremony (Silko)/ House Made of Dawn (Momaday)
15. Wuthering Heights (E. Bronte)/ Jane Eyre (C. Bronte)
16. Long Day's Journey Into Night (O'Neill)/ Oedipus Rex (Sophocles)
17. A Day in the Life of Ivan Denisovich (Solzhenitsyn)/ Brothers Karamazov (Dostoyevsky)
18. Who’s Afraid of Virginia Woolf (Albee)/ A Streetcar Named Desire (Williams)
19. Crime and Punishment (Dostoyevsky)/ The Stranger (Camus)
20. Middlemarch (Eliot)/ Hard Times (Dickens)
21. The Poisonwood Bible (Kingsolver)/ One Hundred Years of Solitude (Garcia Marquez)
22. Do Androids Dream of Electric Sheep (Dick)/ Never Let Me Go (Ishiguro)
23. Catch 22 (Heller)/ One Flew Over the Cuckoo’s Nest (Kesey)
24. David Copperfield (Dickens)/ Les Miserables (Hugo)
25. Joe Turner’s Come and Gone (Wilson)/ Blood on the Forge (Attaway)
26. The Left Hand of Darkness (Le Guin)/ Brave New World (Huxley)
27. Beowulf (Seamus Heaney translation)/ Going After Cacciato (Tim O’Brien)
WHAT IS THE SUMMER ASSIGNMENT?
Over the summer you will be expected to:
1. Choose 2 works from one of the 27 numbered groups. You must choose the works from the same numbered group. You cannot mix & mingle groups.
2. Read and annotate the works.
3. After you have read both works, select one of the following schools of literary criticism: Marxist, Feminist/Gender, or Psychological. Make sure you are familiar enough with this type of criticism before you start your research. Literary criticism is defined as – “the evaluative or interpretive work written by professional interpreters of texts. It is ‘criticism’ not because it is negative or corrective, but rather because those who write criticism ask hard, analytical, crucial, or ‘critical’ questions about the works they read.” (Norton’s Anthology) Literary criticism is NOT found on Amazon.com, Barnes and Noble.com, Wikipedia, or Spark Notes, etc.
https://owl.english.purdue.edu/owl/resource/722/01/
4. Research and locate three scholarly articles supporting that type of criticism for each work [you need a total of six scholarly articles.] Use ONLY the Collegiate Academy library databases (included in packet) OR any university library.
5. You will need to read and annotate each of these articles. You may print and physically annotate the articles or you may create a free diigo account and annotate through the website. (www.diigo.com). [Diigo is the easier option.]

WHAT WILL I NEED THE FIRST DAY OF CLASS?
1. Your novels read and annotated
2. Your annotated articles (6 minimum)
3. Working Bibliography ready to be turned in to turnitin.com. [See pages 127-154 in your Hacker guide or refer to owl@purdue.com.]
   ✔ You MUST have electronic copies of the assignments (either in your email or on a flash drive) in class with you on day one in order to submit them to turnitin.com.

HOW WILL I BE GRADED?
Your articles and novels will be collected on the first day of class and will be assessed for the effectiveness and depth of your annotations. [Students choosing to use diigo.com should be certain to annotate using the note-taking and highlighting features available. You will need to electronically share your annotations with me the first day of class.]

✔ Annotations grading
   ✔ The text is extensively annotated or underlined with many margin notes.
   ✔ The annotations demonstrate that the student has carefully read and considered the text’s meaning.
   ✔ The margin notes serve as an abbreviated outline of what the text says and what the reader thinks about it.
   ✔ The text may not have commentary on every page, but the text as a whole should reflect extensive, personal engagement with the material.

✔ Working Thesis & Working Bibliography Grading
   ✔ Minimum 6 critical source entries
   ✔ Entries for each novel
   ✔ Follows all requirements of MLA format for source entries, including margins, alphabetical order, hanging indent paragraph-style entries.
   ✔ Shows careful attention to the rules for punctuation and capitalization
   ✔ Includes a solid academic working thesis-underlined
WHAT AND HOW DO I ANNOTATE?

• Place the note close to the passage that you feel is important. Then give the note a heading; this
heading should be some major element or situation. If you find yourself repeating these headings
as you annotate, that’s a good thing: those repeated ideas could end up being the focus of your
research paper.

• Your annotations should consist of connections to the theme, historical relevance, and elements of
the literary criticism you chose. Annotations are much more than a summary. Make sure you read
for critical literary theories as well. Look for any of the above that would be pertinent to a
particular critical theory and label it. For example, if a character is described as a “working girl”,
I’d annotate that phrase for both feminist and Marxist criticism.

• Note the subject of the claim in the margins of your articles. Note where you see the author
claiming something or believing something, by circling the statement and writing in the margins
“Author’s Claim.” Notate the author's beliefs about what he has written and her stance.

• Note the supporting evidence by numbering it and/or using alphabetical letters. Outline the
supporting evidence that clearly identifies a pro stance; do the same with an opposing stance. Note
how and where the author positions the supporting evidence.

• Note keywords in the text by using a highlighter. Determine how the author defines certain
keywords. Note the context in which the author places these keywords. Highlight the keywords
and their definitions.

• Notate how the author compares and contrasts examples, people and contexts.

• Notate repetitions in words and ideas. Note how the author makes a point of repeating statements
and phrases.

• NOTICE when you don’t understand something and make note of it. You can put a question mark
in the margin, or write “what the heck?” or “huh?” or whatever else occurs to you. Better, write
down the question you have. If you find the answer later, write that down too. They indicate that
your brain is working. Get used to this feeling.

• Trust in your own ability to discern and understand what is going on in the text. Only then should
you clutter your thoughts with another writer’s interpretation or ideas. You will have far more
original ideas than any of the “study guides,” and since you will be writing a detailed analytical
essay when you return to school in the fall, it is in your best interest to actually read the novels.

Your notes on your novels are essential for your success in this course; you will be using them in your
research paper. The notes should be your own observations, not taken from outside sources. You can find
a variety of note taking tools at www.englishcompanion.com.
WHAT IS THE AP RESEARCH PAPER ALL ABOUT?
The AP research paper is a comparative literary analysis based on the two books each student chose for summer reading. The paper will be 7-10 pages in length and written in MLA format; a minimum of six sources (including the texts) will be used. Other than the novels, the sources must be from peer-reviewed sources of literary criticism.
The Structure:
- MLA (Modern Language Association) format
- 7-10 pages of text in addition to a Works Cited page (at least eight total pages)
- At least seven sources of which two are your novels and the rest scholarly articles from each novel
- One source per novel will consist of relevant historical and cultural information for each work
- 7 quotes minimum no more than 10 quotes maximum
- Parenthetical citations throughout
- All items cited in the paper must be on the Works Cited page
- Thesis support is logical and appropriate
- A proper introduction and a conclusion that answers, the “So what?” question
- Use literary present tense

The Content:
- Strong connections (at least two) between your works should be the primary focus, allowing you to take a clear, defensible position.
- World connections should appear near the end, as a logical part of the development of your argument
- Research should support, refute, or qualify your point
- Fully explicate each quote and paraphrase you use
Please consult the owl@purdue or your Hacker Guide for guidelines, examples, and advice.

HOW DO I WRITE A STRONG THESIS?
Specific topic + Attitude/Angle/Argument = Thesis
What you plan to argue + How you plan to argue it = Thesis

Attributes of a good thesis:
- It should be contestable, proposing an arguable point with which people could reasonably disagree. A strong thesis is provocative; it takes a stand and justifies the discussion you will present.
- It tackles a subject that could be adequately covered in the format of the project assigned.
- It is specific and focused. A strong thesis proves a point without discussing “everything about …” Instead of music, think "American jazz in the 1930s" and your argument about it.
- It clearly asserts your own conclusion based on evidence. Note: Be flexible. The evidence may lead you to a conclusion you didn't think you'd reach. It is perfectly okay to change your thesis!
- It provides the reader with a map to guide him/her through your work.
- It anticipates and refutes the counter-arguments
- It avoids vague language (like "it seems").
- It avoids the first person. ("I believe," "In my opinion")
- It should pass the So what? or Who cares? test (Would your most honest friend ask why he should care or respond with "but everyone knows that"?) For instance, "people should avoid driving under the influence of alcohol," would be unlikely to evoke any opposition.
WHERE DO I LOOK FOR SCHOLARLY ARTICLES?

School Library Resources http://eriesd.schoolwires.net/npca
- Click on the library tab across the top and then the library tabs on the left to access a variety of resources

Destiny – School Card Catalog & Destiny Quest http://eriesd.follettdestiny.com
- Accessible from any computer with internet access at home or in school
- Check for your subject area using different keywords
- Log in to save search results (Use school computer access user id and password*)
- Click on Destiny Quest to see even more links
- Borrow books from any library in the district (Use Form)

- Accessible using the school library research resources tab on the library page
- User id is _northwest___ and the password is _wasr_____

- Accessible from school library page or Destiny NPCA website
- Passcode is _erie_log_ rom any computer
- Be sure to click on Literature Resource Center before entering search information

Erie County Public Library http://www.erielibrary.org
- Our county library is accessible from any computer using links or
- Use your library card to search, renew, reserve and hold books
- Type in your library card number and password (your home phone number when you signed up for the card)
- Access the Power Library from their home page

Power Library http://www.erielibrary.org
- Power Library is accessible from any school computer without a library card number
- Power Library is accessible from any computer outside of school by going to www.erielibrary.org and clicking on Power Library and entering your library card barcode number
- My library barcode number ________________________________

AccessPA
- Borrow a book from any library in the state
- From any of the research resource page, click on AccessPA and click Search the Database, click the state outline, click all libraries, and begin your search
- Once you find a title that you would like, check to make sure if it is in a city school or our public library. If it is, it cannot be borrowed on AccessPA
- If it is in a city school, use the form to borrow a book in the school district and give it to your library aide
- If it is in the public library, make arrangements to get the book on your own
- If you find a book you would like to borrow, print out the information page(s), write your name and class teacher’s name/period and give it to your library aide