

*AP Literature and Composition (12<sup>th</sup> Grade)*

*CVCS 2022-2023*

*Mrs. Ross*

Advanced Placement courses offered at CVCS serve to challenge students to work at high levels of reading, writing, discourse and thought on course content. This course will be equivalent in demand to freshman college level courses and will require the student to make his/her AP classes a priority.

The student is required to:

- Take the AP exam in May: payment due in October.
- Purchase the required materials; *Hamlet* is needed for beginning of school (see page 2)
- Complete the attached assignment
- Be consistent in completing all homework and class assignments
- Be prompt and attend regularly
- Participate frequently and appropriately in class.
- Be academically honest, including avoiding plagiarism.
- Not use any type of reading aid (i.e. Sparks-notes) while preparing for homework, essays, or in lieu of reading the actual book.

I have read and support the policies for AP Literature and Composition course. Contract will be handed in on the first day of class.

Student Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

I have read and support the policies for my student's AP Literature course.

Parent Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

## AP Literature and Composition – Summer Work

Welcome to AP Literature and Composition!

This course will focus on learning to analyze how authors use language to accomplish their goals. While analyzing excellent writing, you will become a better writer. Our readings will be mostly fiction, both prose and poetry.

Reading: I **strongly** recommend that you complete these assignments over the summer (*The Count of Monte Cristo* is a long book), but the actual due date is in mid-September. Please email any questions to Mrs. Ross at [jross@cvcs.org](mailto:jross@cvcs.org).

### 1. Glossary

- a. Make a glossary defining and giving examples for each of the following literary terms. I will not be collecting this glossary, but the more familiar you are with these terms, the better you will do in the class and on the AP test. You will also use these words for the Literary Terms section of this assignment
- b. Terms to define: allusion, imagery, irony, symbol, hyperbole, simile, metaphor, tone, mood, narrative techniques, setting, point of view, digression, antithesis, parallel structure, and allegory.

### 2. Reading:

1. You must read *The Count of Monte Cristo* by Alexandre Dumas (unabridged version is highly recommended but abridged will be acceptable).

**Abridged edition: The Bantam Classic is the recommended version (ISBN: 0553213504).  
Translated by Lowell Bair.**

Do NOT choose the Signet Classic (it is much too abridged)

While the book can be found for free at your library, I recommend the aforementioned abridged (or unabridged) version in which you can either highlight or make notes.

- a. Complete the attached assignment.
- b. There will also be an in-class essay in September

**You must also have the correct copy of *Hamlet* when the class begins. *Hamlet* by William Shakespeare (Folger Library Shakespeare)  
(ISBN: 978-0743477123)**

**\*\*\*If purchasing through Amazon, scroll down to the ISBN section to make sure that you have the correct edition. Even if you type in the ISBN, Amazon tends to put the version they want you to purchase first. The Mass Market Paperback (blue cover, will be acceptable)\*\*\***

## AP Literature and Composition – Summer Work

### Literary Terms Assignment

You need to choose **2** of the glossary words from page 2 of this packet. For each word chosen, you will provide an example from the novel. You will write **2** brief paragraphs of about 5-8 sentences (one paragraph for each term).

\*\*\*You will need to submit your paragraphs to turnitin.com, so please write on one electronic document. \*\*\*

#### EXPLANATION:

In these paragraphs, you will be required to discuss the **FUNCTION** of the literary device in the novel.

You will do these 3 things for **EACH** paragraph (2 total paragraphs for the assignment)

1. **Context:** This sets up the text portion you are about to discuss. In other words, you need to **BRIEFLY** introduce the general circumstances in your example. This does not mean you need to summarize the entire plot of a novel. For example, if you use an example from *The Great Gatsby*, you would not need to explain that Gatsby had asked Nick to invite Daisy over for tea, etc. You would merely need to say, “After the tea party with Daisy, Gatsby takes them to his house and in that interaction...”
2. **Concept:** What is the specific device that you are addressing? Use it in the present tense and use active voice (i.e. “This **symbolizes** the... or the **imagery** supports that...”) when referring to the literary device. Make certain you discuss it directly and are specific rather than general.
3. **Connection:** Discuss in clear and specific terms exactly how the literary device contributes to the passage/novel as a whole. In other words, how does the literary device reinforce and contribute to what is occurring in the larger context? Make sure you address the artistic effect when appropriate. When discussing the connection, make sure that you address how this language device operates within the passage. For example, the paragraph might start to have this connection: “the green light **symbolizes** Gatsby’s dream of Daisy, which after the tea party seems to lose its power in light of reality...”

Remember that merely pointing out a literary device does not mean that you understand its effect on the passage as a whole. You must be specific about its function.

**\*\*As you signed in the contract on the first page, you will not use the internet to help you with these paragraphs. It should be your thoughts with support from the novel. \*\*\***