

AP Literature and Composition (12th Grade)
CVCS 2023-2024

Ms. Jester

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; the correct edition of *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, avoiding plagiarism (this includes use of AI)
- Not use any type of reading aid (i.e. SparkNotes) while preparing for homework, essays, or in lieu of reading the actual book.

I have read and support the policies for the 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

Please email any questions to Ms. Jester at kjester@cvcs.org.

Welcome to AP Literature and Composition!

If you're looking to become a serious, heavyweight reader who can hold your own in the college ring, then congratulations! You're in the right place. In this course, we will focus on learning to analyze how authors use language to accomplish their goals. By carefully dissecting excellent writing, you will become a more masterful writer. The literature offered in this class will be primarily fiction, both prose and poetry, delightfully varied in hopes of both pleasing palettes and prompting ponderings; thus shall we enhance your analytical prowess!

Ere we meet, young pupil, you must complete your summer training. By August (technically the due date is mid-September, but let's just say August to avoid a cataclysmic pile-up of early term assignments), you are to complete the tasks listed below; it is *essential* that you do so in order to condition your mental facilities for the course's rigor. Abandon all procrastination, ye who enter here! My goal as your teacher is not only to prepare you for your AP examination, but also to ease your transition into higher education by equipping you for college-level work. Surprise, surprise- this involves stretching your tolerance for a heavier workload. But fear not. As the year goes on, you'll find yourself accomplishing more than you dared to dream.

Now, for the tasks...

Task 1: The 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, and likely refer back to this throughout the year. **I suggest creating your glossary in your CVCS Google Drive for easy access.**
- b. Terms to define: allusion, imagery, irony, symbol, hyperbole, simile, metaphor, tone, mood, narrative techniques, setting, point of view, digression, alliteration, antithesis, parallel structure, and allegory.

Task 2: Required Books and Reading

You will need to acquire two books over the summer. One you must read for your summer reading assignment; the other you simply need to have on-hand for the start of the school year. You will ONLY be reading Book 1 over summer.

Book 1: Acquire, read, and annotate *The Count of Monte Cristo* by **Alexandre Dumas** (the unabridged version is highly recommended but abridged will be acceptable). You will need to read this over the summer to complete Task 3 of your summer work; there will also be an in-class essay on this in September.

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

-Do NOT choose the Signet Classic (overly-abridged and does not provide the necessary language for your summer assignment)

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While the book can be found for free at your library, I recommend the aforementioned abridged (or unabridged) version in which you should heavily annotate. **Intentional annotation will be an expectation in my class**, so I suggest practicing this over the summer. *Annotation may include the identification of literary devices, notes on their significance, and/or questions you might pose during class discussions.* Fair warning, random highlighting will not be of much use for class assignments, test preparation, or college courses.

Book 2: Purchase ***Hamlet* by William Shakespeare (Norton Critical Edition)** and have this ready when the class begins. You do NOT have to read this over summer.

ISBN-13 : 978-0393640106

*****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) or Folger Library Shakespeare version will be acceptable, but I highly recommend purchasing the Norton Critical Edition as there are helpful supplementary readings and resources included*****

Task 3: Literary Terms Assignment (The Count of Monte Cristo)

Strangely enough, Task 3 includes a lot of 2s. 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. What does the literary device accomplish, and **HOW** does it accomplish this?

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** (1-2 sentences) 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 literary 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. Explicitly identify the device.

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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? Does it aid in the development of themes or character arcs? Does it support the author’s messaging? You may discuss 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 identifying 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 or AI (ChatGPT) to help you with these paragraphs. It should be YOUR thoughts with support from the novel. Do not copy from classmates or have eerily similar answers. As our friend Polonius will tell us in *Hamlet*: “Neither a borrower nor a lender be, for loan oft loses both itself and friend...”******