



REGINA DOMINICAN

English Department: Summer Assignment - 2026

Course: AP Literature and Composition **Level:** AP **Grade:** 12 **Instructor:** Houston

Course Description:

This course is designed to comply with the curricular requirements described in the College Board AP English: Literature and Composition course description and to focus on building skills necessary for college-level reading and writing. Students will study novels, drama, and poetry of literary merit. Although numerous selections will be read, a few texts will be studied intensely and analyzed critically in terms of literary devices, structure, and style, as well as the social and historical values the work depicts. Works are directed toward the mature, experienced reader and may be dense and challenging. Close textual analysis is the norm for all works studied. Writing is an integral part of the course and AP exam; therefore, students will write both timed and untimed essays for the critical analysis of literature. In all, this course challenges students to become authentic readers of literature while developing their own voice in response to a text. Students are required to take the Advanced Placement exam in May and to take a practice test outside of scheduled class time. Doing well on this exam may earn college credit or advanced college placement.

Summer Reading: *Poisonwood Bible*, Barbara Kingslover

Please purchase this book and read IN PRINT, even if you listen to the audio. E-Books are not allowed.

DESCRIPTION of novel:

The *Poisonwood Bible* is a story told by the wife and four daughters of Nathan Price, a fierce evangelical Baptist who takes his family and mission to the Belgian Congo in 1959. Each of the female characters takes a turn narrating the chapters, so we get to know them through their own voices as well as through those of the other family members. In addition to the dynamics of the family's interactions with each other and with the experiences of living in a strange geographic location, we also get a picture of the politics of an African nation and its people taking their first steps toward independence in the modern world. Although the Price family carries with them everything they believe they will need from home, they soon find out that all of it—from garden seeds to Scripture—is calamitously transformed on African soil. What follows is a suspenseful epic of one family's tragic undoing and remarkable reconstruction over the course of three decades in postcolonial Africa. This work has often appeared on the AP English: Literature and Composition exam.

The novel is lengthy, so do not wait until the last week to read the book or you may not finish. No extensions granted.

Assignments:

The purpose of this assessment is to prepare you for further work with this book at the start of the semester, as well as to provide your teacher with a sense of your comprehension and interaction with the text as a reader. Enjoy the reading, but read closely: demonstrate close reading by actively engaging (pencil/pen/highlighter in hand) with the text, perhaps even re-reading intriguing sections. This assignment is not simply for "completion." Please use this opportunity to develop a nuanced understanding of the book as a whole.

1. Summer Assignment: READ, HIGHLIGHT, AND ANNOTATE THE ENTIRE NOVEL (50 formative pts for quality of work).

On the **first day of our class, your annotated book WILL BE COLLECTED.** An annotation is simply a note or comment written in the margins of the book. *See rubric for grading.* Annotate by:

- highlighting or underlining
- making notes in margins for the majority of the above
- adding sticky notes (optional if you find this helps you be organized)

2. First Week of School: QUIZ ON THE BOOK. There will be a **50 formative points quiz on the book** that will include basic multiple choice reading questions, quotes, and matching characters to determine if you read the book, several short answer questions, and three passages with multiple choice questions.

3. August and September. There will be numerous minor assignments as well as a test and in class essay on this novel.

Academic Integrity and Honor Code of Regina Dominican

Regina Dominican is an academic community defined by its commitment to scholarship and to developing students to become independent thinkers. We expect all students to be honest and committed to the principles of academic and intellectual integrity in their preparation and submission of course work. Academic dishonesty is defined as unjust or unethical manipulation of material to achieve an academic advantage. It is the intention to circumvent learning and to present work as one's own when it isn't. Examples include but are not limited to handing in any work that is not one's own; - distributing and/or receiving answers on any graded assignment, test, quiz, paper, or homework; distributing and/or receiving a copy of any test, quiz, paper, or homework assignment; altering answers after an assessment is returned to gain credit; using study materials or accessing technology without a teacher's permission during an assessment; communicating during an assessment without permission; manipulating grades in any manner; the uncredited use, whether intentional or unintentional, of another person's words or ideas; passing off work generated from an AI website or generator as one's own. If a student suspects or has knowledge of an act of academic dishonesty, the student is obligated to inform the teacher, the Assistant Principal, a Counselor, or the Principal.

Annotations Rubric: 50 pts

Point Value	Quality of annotations	Further details:
A-/A/A+: 45-50 pts	The text is extensively annotated with copious margin notations. The annotations demonstrate a comprehensive and thoughtful reading . The margin notes show that the reader has proficiently analyzed the text, made insightful connections and drawn valid conclusions . Notations are balanced and show deep reading and thinking . All of the text is addressed.	<p>Student annotations should reflect comprehension, inference and depth/breadth of interaction with text.</p> <p>Based on text type, the following types of responses should be evidenced in annotations:</p> <ul style="list-style-type: none"> ● Questions, reactions, opinions ● Predictions and Inferences ● Locating important passages / key evidence or ideas ● Connections <ul style="list-style-type: none"> ○ other sources/accounts ○ our current world ○ other texts, films, etc. ● Key words or phrases including figurative, connotative and specific word choices of the writer ● Challenges of author’s bias/assumptions ● Identification of author’s strategies: <ul style="list-style-type: none"> ○ Development of events or characters OR ○ Structure and development of argument ● Writer’s Style: Tone, POV, Facts v. Opinions, Rhetorical/ Persuasive Devices, (diction, point of view, tone, repetition, etc.) ● Literary elements such as characterization, setting, narrative (point-of-view), structure (plot), figurative language (allusions, imagery, symbolism, mood, etc.) ● A comment on something that intrigues, inspires, confuses, aggravates, etc. ● Definitions of any unfamiliar words or allusions ● Particular difficult lines (it’s okay to be confused) <p>RL.9-10.1,RL.9-10.2,RL.9-10.3,RL.9-10.4,RL.9-10.5, RL.9-10.6,RL.9-10.8,RL.9.10.9,RL.9-10.10, RL.11-12.1,RL.11-12.2,RL.11-12.3,RL.11-12.4,RL.11-12.5, RL.11-12.6,RL.11-12.8,RL.11-12.9,RL.11-12.10,W11-12.4,</p>
B-/B/B+: 40-44	The text is adequately annotated with margin notations. The annotations demonstrate that the reader understands the text beyond the literal level . The margin notes show that the reader has analyzed the text, made some connections and drawn some conclusions . Notations are balanced and show some deep reading and thinking . Most to all of the text is addressed.	
C-/C/C+: 35-39	The text is annotated with some margin notations. The annotations are basic and consist mainly of plot driven questions or literal ideas . Annotations indicate a basic understanding of the text. The reader has been able to make one or two connections , but has been unable to use the text to draw valid conclusions . Notations are unbalanced and only half of the text is addressed.	
D-/D/D+30-34	The text is underlined in appropriate places, but there are very few margin notes making it difficult to evaluate how well the reader understood the reading. Notes are illogical and not balanced. Only one quarter of text has been glossed. Insufficient length and depth in comments.	
F: 25-29	Significant parts of the text are completely unmarked. There are no margin notes , only underlined or sporadic highlighted text; OR the text is completely unmarked.	