

Advanced Placement English Literature and Composition Summer Assignment 2009

This summer assignment consists of three pieces that lay the groundwork for a successful year in AP Literature & Composition. It is important that you read and follow directions carefully. Know that all work is due the first day of class, except where noted, and you are responsible for all knowledge from that point forward. And as with all things in AP, the more effort you put forth, the greater the intrinsic reward.

Part I: Literary Terms

Since we will be doing a lot of intensive discussion and analysis of literature next year, I am providing you with a **list of literary terms**. Please look up the words this summer and create a “vocabulary bank” with definitions. Consider creating flash cards. Beginning the second day of class, there will be daily quizzes on both the definition and application of the terms. **I encourage you to work together on this assignment! No need for you to do this alone.** ☺

Part II: Reading & Writing Prose

- ✓ Read *Jane Eyre* by Charlotte Bronte. Then write a thesis statement (remember, thesis statements can be longer than one sentence!) for each of the following essay prompts. Yes, this means that you only have to write one sentence, **but make sure it is a thesis**, not a summary:
 - *Jane Eyre* depicts a conflict between a parent (or a parental figure) and a son or daughter. Write an essay in which you analyze the sources of the conflict and explain how the conflict contributes to the meaning of the work. Avoid plot summary.
 - In a novel or play, a confidant (male) or a confidante (female) is a character, often a friend or relative of the hero or heroine, whose role is to be present when the hero or heroine needs a sympathetic listener to confide in. Frequently the result is, as Henry James remarked, that the confidant or confidante can be as much “the reader’s friend as the protagonist’s.” However, the author sometimes uses this character for other purposes as well. Choose a confidant or confidante from *Jane Eyre* and write an essay in which you discuss the various ways this character functions in the work.
 - In some works of literature, a character who appears briefly, or does not appear at all, is a significant presence. Write an essay in which you show how such a character functions in *Jane Eyre*. You may wish to discuss how the character affects action, theme, or the development of other characters. Avoid plot summary.
 - **PLEASE NOTE: THESE THESIS STATEMENTS ARE DUE JULY 15. E-MAIL THEM AS A SINGLE WORD DOCUMENT IN AN ATTACHMENT TO THE ADDRESS FOUND BELOW. SUBMIT A COPY TO TURNITIN.COM. (Registration information is included.) PLEASE BRING A HARD COPY TO THE FIRST DAY OF CLASS.**

- ✓ Read *Oryx and Crake* by Margaret Atwood. Answer the following essay question in 500-750 words.
 - In questioning the value of literary realism, Flannery O’Connor has written, “I am interested in making a good case for distortion because I am coming to believe that it is the only way to make people see.” Write an essay in which you “make a good case for distortion,” as distinct from literary realism. Analyze how important elements of the work you choose are “distorted” and explain how these distortions contribute to the effectiveness of the work. Avoid plot summary.
 - *Note: Literary Realism is the attempt to represent the world in writing as it really is, not how it should be, might be, or could be. For a more in-depth definition, please see <http://guweb2.gonzaga.edu/faculty/campbell/enl311/realism.htm>*
 - **THIS ESSAY IS DUE AUGUST 3rd. AGAIN, E-MAIL IT TO THE ADDRESS BELOW. SUBMIT A COPY TO TURNITIN.COM. (Registration information is included.) PLEASE BRING A HARD COPY TO THE FIRST DAY OF CLASS.**

Part III: Reading and Writing about Poetry

For this section, you will keep a poetry journal. It is important that you keep current with the journal, or you will be miserable the last week before school. This journal needs to be done in a standard 8 ½ x 11, one section, college-ruled notebook. Each week of the summer spend some time reading, copying (yes, rewriting the poem into the journal), and commenting on two poems. **Your comments should explicate how, exactly, the author’s use of poetic techniques contributes to the meaning of the work as a whole.** Do not wait until the last minute—you will get more out of this and be less stressed if you do one poem per week. Some tips and explanations:

- ✓ You may do the poems in any order.
- ✓ To find the poem, look online (reliable sources only). Some reliable online sources are bartleby.com or poets.org.
- ✓ Read the poem aloud, twice, before you begin copying to help you understand how it sounds.
- ✓ It is very important that you copy the poem exactly as it appears on the page so that you can begin to get a feel for poetry. This act will also force you to dwell on the poem and consider it.
- ✓ After each poem title there is a suggested direction for your comments, but if you see something else in the poem, do not be afraid to include that in your response.
- ✓ A good paragraph has a clear thesis (or topic sentence), specific support and evidence, and a clincher that wraps up the main point and examples.
- ✓ While this is a hand-written exercise, it is very important that you pay attention to proper grammar, spelling, and format. **The response should be a complete paragraph, which means eight sentences at least. Also, it is important to quote parts of the poem in your response.**

Poems:

1. William Carlos Williams, “This is Just to Say” (diction)
2. Gwendolyn Brooks: “We Real Cool” (rhythm)
3. William Wordsworth: “My Heart Leaps Up” (form)
4. Robert Frost: “Fire and Ice” (metaphor)
5. T.S. Eliot: “The Winter Evening” (imagery)
6. Alfred, Lord Tennyson: “The Eagle” (imagery)
7. Sylvia Plath: “Metaphors” (metaphor)
8. Dylan Thomas: “Do Not Go Gently” (form)
9. Emily Dickenson: “I am Nobody—“ (syntax)
10. Christina Rossetti: “Uphill” (form)
11. Edna St. Vincent Millay: “First Fig” (tone)
12. Langston Hughes: “I, Too, Sing America” (tone)
13. h.d.: “Helen” (tone)
14. Seamus Heaney: “Digging” (point of view)
15. William Shakespeare: “Shall I compare thee to a summer’s day?” (point of view)
16. A poem of your choice (Try using Poetry 180 at <http://www.loc.gov/poetry/180/> for some interesting contemporary poems.)

We will continue using this poetry journal throughout the course of the year, so please keep it neat. Make sure it has a sturdy cover and plenty of pages, since you will need to add numerous entries to it.

Turnitin.com Registration Info:

Setting Up Your Account

1. Go to www.turnitin.com
2. Click on “New Users” in the upper right hand corner.
3. Select “student” and then click next.
4. Enter you turnitin.com ID number and password

ID # 2730592

Password: iloveap0910

5. Click “next.”

6. Enter your email address and then click “next.”
7. Create a password and confirm it.
8. Choose a secret question and answer it; click “next.”
9. Enter your first and last name and click “next.”
10. Click “I agree” to the terms under “create a user profile.”
11. Click “End Wizard and Log On.”

Submitting a Paper

1. Log on to turnitin.com.
2. Click on our Class Title. (AP Literature & Composition '09-'10)).
3. Click on the paper icon under “Submit paper.”
4. Name your paper.
5. Click on “browse” and find the paper you want to submit (this is just like attaching a document to an email)
6. Click “submit.”
7. It will show you your paper and ask if this is the paper you want to submit. If it is, click “yes, submit.” If it isn't the right paper, click “no, go back.”
8. In order to look at your report click on the “portfolio” icon.
9. At the new window, you can click on your paper to see it and you can look at the “contents” to see if there is anything plagiarized in your paper

Other Details:

My e-mail address over the summer is cmklod23@aol.com . When school starts, you should use my school e-mail, which is klodc@queenofpeacehs.org. Please feel free to ask questions and send me your ideas. I will try to respond to e-mails in a few days or less, but that isn't always possible with the volume of work I receive.

I will respond when I receive a paper submission, so if you do not get a response from me, I did NOT receive a paper.

I look forward to diving into the AP Adventure with you this August! Have a wonderful summer.

Literary Devices for AP Literature

You need to know these literary devices by **heart** to be successful in AP next year. Please memorize the definitions and be able to identify examples of them. Remember that a word like “meter” has a different meaning in literature and poetry than it does in “real” life—you will want to use a dictionary or literary devices to help you define some of these. You can find such dictionaries online and at your local library. You will be quizzed over ten devices a day, every day for the first 30 days of school. Quizzes will begin on the second day of school.

Elements of Style:

atmosphere
colloquial
connotation
dialect
dialogue
diction
epigram
invective
inversion
irony (dramatic, situational, and verbal)
mood
paradox
proverb
pun
sarcasm
satire
slang
tone
voice

Fiction:

aesthetics
anachronism
anecdote
anti-climax
anti-hero
character
flashback
incident
motivation
narrative voice
point of view (first person, third person, objective, omniscient, limited, unlimited)
stream of consciousness
subplot
theme

Figures of Speech:

allusion
aphorism
apostrophe

bathos
black humor
euphemism
hyperbole
litotes
metaphor
onomatopoeia
pathos
personification
simile
symbol
synecdoche
understatement

Form:

allegory
anecdote
diary
discourse
argumentation
description
exposition
narration
essay
formal
humorous
informal
fable
genre
novel
novella
parable
prose
verse

Poetry:

alliteration
assonance
blank verse
cacophony
cadence
caesura
canto
conceit
connotation

consonance
controlling image
couplet
dirge
dissonance
dramatic monologue
elegy
end-stopped line
enjambment
epic
euphony
foot
free verse
iamb
image
imagery
in medias res
lyric
measure
meter
octave
ode
pentameter
persona
quatrain
refrain
repetition
rhyme
end rhyme
external rhyme
feminine rhyme
internal rhyme
masculine rhyme
scansion
sestet
sonnet
English sonnet
Italian sonnet
stanza
stress
trochee
volta

Syntax:

antithesis

balanced sentences
coherence
complex sentence
compound-complex sentence
ellipsis
inverted sentence
loose sentence

Drama:

act
antagonist
aside
catastrophe
catharsis
character
dynamic character
flat character
round character
static character
stock character
climax
comedy
comic relief
conflict
crisis
denouement
deus ex machine
epilogue
exposition
falling action
farce
foil
hamartia
hero
hubris
monologue
prologue
protagonist
rising action
scene
soliloquy
tragedy
tragic flaw
villain

