


# 2023-24 A.P. Literature and Composition Summer Reading

This course will be reading and writing intensive, and built with a substantial amount of choice and responsibility placed on students. That choice and responsibility will start during the summer. Students are expected to acquire the books and complete the following assignments prior to the first day of class:

## Part 1: Memoirs on Writing

Select one of the memoirs below. As you read, take note of advice, tips, guidelines, and other insights that the writers give to readers about success in writing, the process, etc. You must create a PowerPoint, Google Slide, Prezi, or . . . titled "10 Tips to Writing". To get a "C" you must have ten slides with ten useful lessons learned from the memoir. Want something more than a "C" for this? Be creative and blow the lid off the assignment.

Novel	Description	Accessing the text You can buy your own hard copy!
<b><i>On Writing: A Memoir of the Craft</i> by Stephen King</b>	In Stephen King storytelling fashion, this guide to writing for oneself and others is sincerely engaging and oft useful even in an academic setting.	Available on class website 
<b><i>The Writing Life</i> by Anne Dillard</b>	Annie Dillard's <i>The Writing Life</i> is less about offering you concrete tips for your next novel, and more about meditating on what "the writing life" really means. Why do people spend their lives agonizing over sentence and semicolons, anyway? What are writers really after? Is writing truly a joy or a burden? You'll just have to read the book to find out.	Not available online
<b><i>Bird by Bird: Some Instructions on Writing and Life</i> by Anne Lamott</b>	<i>Bird by Bird</i> is Anne Lamott's love song to the writing process and Anne Lamott's detailed 12-step program for surviving the craft of writing.	<a href="https://d-pdf.com/book/4124/read">https://d-pdf.com/book/4124/read</a>

## Part 2: And one of your choice from the following:

***Beloved* by Toni Morrison\***

***Indian Killer* by Sherman Alexie\***

***Slaughterhouse Five* by Kurt Vonnegut**

***The Life of Pi* by Yann Martel**

*\*contains sensitive material*

Read the novel and fill out the data sheet attached. The purpose of the data sheet is to create a study guide or a map of your reading. It will require some research (author's background, history, maybe important quotations, etc.).

As part of your reading of one of the novels listed above, I want you to be informed about how the class will be structured. I think you knowing will encourage you to read with a different kind of purpose. Yes the data sheet is important, however I have found that students find it tedious. Be that as it may, it is important to have a source you have created that maps your reading. Units will be centered around studying major novels, novellas, and/or dramas. Sometimes the novel will be my choice, sometimes it will be yours, and sometimes you will be reading one for me and one on your own. Poetry and excerpts from other works from various literary movements will be sprinkled throughout. The most important part will be that you are learning to research, read, and write at an academic level. It is essential that you are reading all works critically, else your writing will be "mere plot summary," and that will not suffice.

Happy reading and I look forward to meeting and working with all of you next year.

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**DUE AUG. 4**

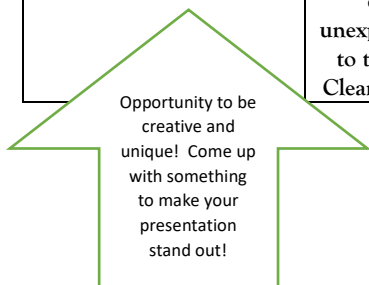
You will submit your MWDS to the classroom inbox, and the slideshow on Canvas.

*Note on the novels/plays: The works we read may or may not deal with mature themes, diction, or syntax. We do not acknowledge or condone these instances, if any; rather we will simply investigate as if we were doctors examining a patient...and then we learn from it, becoming improved practitioners of thought. This AP literature class is intended to serve as a surrogate to or for a college literature class where writings are judged upon merit without regard for every social norm. Therefore, a mature perspective is required and necessary.*

### Part 1 Presentation Rubric

#### 10 Useful Writing Lessons

Component/Points	5 Outstanding	4 Exceeds Expectations	3 Acceptable	2 Poor	1 Dreadful
Presentation	Presentation is colorful and creative. Colors, themes, graphics, etc. are meaningful or symbolic. Looks professionally done	Presentation is colorful and makes regular use of graphics. Looks appealing, but not professional	Slideshow shows effort. Colors, themes, graphics may have been used, but not consistently or well	Meets requirements, but does not stand out or look professional Low effort	Bare minimum effort Unappealing and disappointing
Ideas	Ideas are thoroughly explained and easy to follow Ideas connect to each other Purpose is very clear to audiences	Ideas are mostly explained Presentation is easy to follow Some ideas may connect, but are not cohesive Purpose is clear	Ideas are somewhat explained Somewhat easy to follow Ideas may be vague or ill-defined	Ideas are listed but not explained well or in detail Ideas are disjointed or confusing Explanations are inconsistently present	Ideas are listed, but not explained No explanations or connections
Analysis	Student references writer's work, but builds on ideas and makes their own connections/meaning	Student references writer's ideas, and adds some personal connections/insights	Student references writers' ideas, and shows understanding or comprehension, but struggles to connect to their own ideas	Student includes little evidence from the book and does not connect it to their own ideas	Student does not reference writer's work or add their own ideas
Speaking Quality	Speaks loudly and clearly Appropriate (formal) diction Cadence and inflection makes it engaging for audiences	Audience able to understand clearly Diction is mostly formal Cadence and inflection makes it easy for audiences to follow along	Some mumbling or tripping over words Inappropriate diction or language use Monotonous cadence or inflection	Student filmed presentation but did not demonstrate speaking skills	Student did not film presentation
Extra Mile	Student added something surprising, extraordinary, unexpected, and unique to their presentation Clearly connects to text	Student attempted to add something unique and creative to their work Connects to text	Student added a unique element, but it is off-topic or does not clearly relate to text	Student attempted to add a unique element, but it was not obvious or relevant	Student did not attempt to add anything unique to their assignment



### Major Works Data Sheet

<p>Title: _____</p> <p>Author: _____</p> <p>Date of Publication: _____</p> <p>Genre: _____</p>	<p>Biographical information about the author:</p>
<p>Historical information about the period of publication:</p>	<p>Characteristics of the genre:</p>
<p>Plot summary:</p>	

Describe the author's style:

An example that demonstrates this style:

*Memorable Quotes: You must have a minimum of five*

Quote	Explain the Significance

Characters			
Name	Role in the story	Significance	Adjectives

<b>Setting</b>	<b>Significance of the opening scene</b>
<b>Symbols</b>	<b>Significance of ending/closing scene</b>
<b>Possible Themes—Please state in complete sentences</b>	