

AP English 12 Summer Reading Assignment
Mr. Nate Griffis

Welcome,

I'm excited to be teaching you for AP English in 12th grade. Our main focus will be on literary analysis and criticism. We want to take the depth of rhetoric and analysis that you learned in 11th grade and build on that to prepare you for your post-high school career. 12th grade focuses on British Literature extensively and aims to teach you textual analysis through a survey of English literature (excluding American and other English speaking countries).

Our Summer project will aim to introduce you to example texts and prepare you for the strenuous reading expectations of this course. A central aspect of literary analysis is the ability to deconstruct, compare and explain texts. In order to do this the reader must have a sense of the author's purpose, the audience's beliefs and response's, and the text's theme and technique. These aspects of a text change over time, and when looking at a single country's literature the broad strokes of literature allow us to understand history and delve deep into philosophical concepts.

With this in mind you will choose two texts from a time period in British literature. You will read these two texts and compose a comparative analysis paper arguing a text-based thesis. Simply put: you will read two books, create a thesis based on those two books, and then argue that thesis in a paper.

The exact expectations will follow. There is an attached chart with the three groups you can choose from. You may choose a text that is not suggested, but guidelines for that will follow. There will also be a Google Classroom you can join that will have resources for you, and will allow you to submit your writing for feedback as well. You will find the code below.

So, find some shade this summer and enjoy reading.

Mr. Griffis

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AP 12 English Summer Reading classroom code: 36low1

Rationale and Expectations:

AP 12 is about you critically deconstructing texts, so that you fully understand them within the context of their time periods, and their impact today. You will be expected to read independently and meet set deadlines for reading and writing assignments without numerous reminders. It is the expectation that you are able to manage your time wisely, and you understand the level of commitment you accept by registering for this class. This class is considered to be the equivalent of a 200 level college course as such it will entail the rigour and challenge of such a course.

Classwork will consist mostly of discussion of texts read at home, so it is required that you read outside of class. You can expect around 45min to an hour of reading in between each class, and don't be surprised if it exceeds this on occasion. Classwork will also involve presentations, group projects, papers, other creative options, and post high school preparatory activities (like writing a college application essay). It is paramount that you are in class everyday. Do not miss class as this is how you will learn if you are interpreting and analyzing the class texts correctly.

For the purposes of this project, we want to prepare you for the types of texts we will read, and assess your ability to interpret them. This will help direct the class for the whole year and introduce you to British literature. As a reminder, you will **read two texts within the same group** on the attached chart. After reading both texts, you will **write a 1000-1500 word** comparative analysis paper, which is **due the first day of class August 15th 2018**. I have also attached a simple rubric that will explain the grading scale. This is a **70 point** project. The paper is worth **50 points**, the other **20 points** will be completed on the first day of class, which will include **a group discussion project**.

Late Work:

*Late work is not accepted, and will receive a failing grade. This is a college course and will follow standard college expectations. The summer project is **due on the first day of class August 15th 2018**.*

Standard high school rules do apply, so if you're sick one day you have one more day to complete your work. But, this rule applies to small daily assignments. This does not apply to long term projects with previously established due dates (like the summer project). A three page research paper due at the end of the month in December and announced in November does not move back one day, because you don't come to class on the due date.

If you find you need more time, you may ask for an extension on an assignment. This shows responsibility and an understanding of time management. **You must ask for an extension at least a day before the due date**, and the instructor reserves the right to deny your extension (For example, if it is the end of a semester and papers need to be graded by the instructor an extra day may not be afforded). **Extensions typically should not exceed one or two days, and can not exceed seven calendar days**. This is so you receive accurate feedback from the instructor, and are not stuck in a cycle of being perpetually behind the class.

Plagiarism, MLA Citation, and Outside Research

Plagiarism is the unauthorized use of another person's ideas, words, or accomplishments without proper documentation or acknowledgement. This is a serious offence that violates the honor code and compromises academic integrity. If you are found in violation of this policy, you will receive a zero for the assignment and a warning through administration. This offence may impact your standing with organizations such as NHS and/or your ability to obtain scholarships, and multiple offences may result in further

disciplinary action.

It is likely, recommended, and expected that you consult outside sources (you will note outside sources are required to receive an A on the rubric) to help you understand your summer texts. While reading your chosen novel or epic poem, you may find yourself confused or at loss about a passage's significance. In such cases do what good readers do and research. You will then reference these sources using appropriate MLA in text citation and a properly formatted works cited page. Also **use MLA format when quoting and paraphrasing your chosen texts** as this is standard practice for academic writing.

It should be noted that encyclopedias are not considered adequate research sources. You may use a website like wikipedia to get a general sense of a text, but if you cite only wikipedia **it will not be considered an outside source and will affect your grade.** Wikipedia and other user built encyclopedias often must cite their information sources, so they are a good place to find sources. If a wikipedia article references an electronic article on Shakespeare in it's footnotes, you could read that article and use it as an outside source. Below is a list of other sources that **will not be accepted** as proper outside sources.

- Wikipedia
- Cliff Notes
- Spark Notes
- Ask.com
- About.com
- Wiki How
- Wiki Ask

A quick note about Spark Notes and Cliff Notes. They are study tools and should be used as such. Do not substitute them for the text, but they may help you to understand a complex text. Also it is evident, when writer has only read Spark Notes and tries to write a paper. They often lack clear conclusions, only hit major plot points, and can not accurately support their ideas with quotes from the text.

Choosing a Text and Analysis Directions:

There are three groups on the attached chart with optional texts. The groups are as follows: **Group A Romantic Literature, Group B Victorian Literature, Group C Modern Literature.** You must choose texts from the same group. I have included notes on the genres, difficulty, and interest level in each group on the chart itself. If while looking over the chart you want to suggest a separate reading from the time period, you may submit that to the instructor for approval. You must submit it at least two weeks before the start of school (So in August is too late). For example, if you don't want to read Jane Austen's Sense and Sensibility and instead would rather read Emma, just ask. I will most likely say yes. I may say no though, because we are planning on reading that text in full in class. Therefore if you suggest Hamlet or Beowulf I will say no, because we will cover those texts later in the year.

Once you finish reading you are expected to compose a 1000-1500 word essay. Please do not go over 1500 words. There are no grade deductions for going over, but papers over 1500 words will be graded last due to time constraints, so you won't receive as prompt feedback.

Your paper should answer the following question:

What do these two texts believe is true about life, society, or humanity at this time?

This is the essential question you are exploring in this assignment. I have provided a list of further questions to help clarify the question and spark ideas. You do not have to answer every question in your paper, but these questions are meant to guide you. **Do not write a paper that merely goes through and answers each question in order.**

Thesis Generating Questions:

- What do the characters do to achieve success?
- What do the characters do that causes them to fail?
- What does the author believe needs to change about society at this time?
- What does the author believe gives society strength?
- What philosophy does the author seem to be presenting or exploring?
- What about society is the author challenging?
- What is author trying to teach us about ourselves?
- What is the main point or theme of the book?
- How does the author convey their main theme?
- Do you agree with the author's beliefs and themes presented in the text?

These questions are not a thesis; they are meant for you to ask as you read, so you will create a thesis. You can of course develop your own thesis. A thesis is simply a stance you can argue and prove using evidence from the texts you read. This is broad, which should give you plenty to write about. If you like, feel free to submit your thesis ahead of time to me to see if it would work. I've also provided some examples that students have written about in past years.

Example Thesis from past papers:

- ❑ *Sense & Sensibility* and *Jane Eyre* reflect the Victorian age in which they were created- a culture which gave no regard to women and their constant struggle with fitting into the mold of how a woman should act in the 19th century.
- ❑ *Jane Eyre* and *Sense and Sensibility* hold fast as an anthem for female empowerment.
- ❑ While having distinct personalities of their own, both books grasp the theme of living alongside evil forces and the turmoil in one's mind between sanity and humanity in the time of British Modern Literature.
- ❑ Families were of utmost importance to the Victorians, this is an idea that is expressed in both *The Jungle Book* and *Peter Pan*.
- ❑ Both of these writers went outside of just looking at one man's everyday life, they thought outside the box, showed their creativity, used a whimsical element to emphasize societal issues.
- ❑ The novels of the 'Modern' writing era reflected both the conservative and rebellious ideas, with an emphasis on the latter.
- ❑ When comparing both novels, each author uses personal experiences to create relationships with its characters that unravel the complex nature of each character's emotions whether they be lacking or too explicit and how this creates an inner turmoil among the timeless question of what is right vs. what is wrong.

Do not merely copy these. For starters, they may not apply to your book. Also a thesis is stronger when it is personally developed, because then your personal investment leads to great inner motivation to do well. These are meant to give you an idea of the type of thesis I am looking for.

Drafting:

If you have any questions over the summer, just email me or post on our AP English 12 Summer Classroom. I suggest you submit drafts of your paper as I will provide early feedback up to Wednesday August 8th. This is the best way to assure a good grade, and make sure you are on the right track with your writing. Therefore if you're confused, try writing a draft. Please allow me realistic time to respond and understand that I do not have a standard Monday - Friday 7-3pm schedule during the summer.

There is an assignment on classroom for you to attach or type up your essay. This assignment will be kept near the top of the Classroom stream. Check below on the stream though for other resources, like digital copies of the texts and critical resources.

Reading Options

Group	Selections	Notes
<p style="text-align: center;">C Romantic</p>	<p>Jonathan Swift - <i>Gulliver's Travels</i></p> <p>Daniel Defoe - <i>Robinson Crusoe</i></p> <p>William Blake - <i>The Book of Thel & The Marriage of Heaven and Hell</i></p> <p>William Wordsworth - <i>The Prelude Books 5&6</i></p> <p>Lord Byron - <i>Child Harold's Pilgrimages</i></p> <p>Christina Rosetti - <i>Goblin Market</i></p> <p>Horace Walpole - <i>The Castle of Otranto</i></p>	<p>Genre: This time period begins to see diverse genres from satirical novels (Swift), traditional novel (Defoe), prophetic poetry (Blake), philosophical biography (Wordsworth), narrative poetry (Lord Byron), and the Gothic novel (Walpole).</p> <p>Difficulty: These selections range in difficulty. Blake's works are shorter, but require research to understand. While Wordsworth, Rosetti, and Bryon are longer, but will require patient attention to detail to comprehend. Defoe, Walpole, and Swift can be straightforward when you consider the plot, but they present larger allegorical ideas that will require some research into the texts.</p> <p>Interest: Here you're being presented with more traditional stories or philosophical thinking. These stories will make you wonder and think and challenge you, but their old writing style may still be difficult and some may find it dry and verbose.</p>
<p style="text-align: center;">D Victorian</p>	<p>Jane Austen - <i>Sense & Sensibility</i></p> <p>Charlotte Bronte - <i>Jane Eyre</i></p> <p>Charles Dickens - <i>Oliver Twist</i></p> <p>Robert Louis</p>	<p>Genre: Novel and connected short stories</p> <p>Difficulty: These are classic novels. The vocabulary will be challenging and their ideas of action, romance, and humor may not be as engaging as current writing. They will be easy to understand, but you might find determining the themes difficult, because they are culturally different and the themes are not as explicit.</p>

Group	Selections	Notes
	<p>Stevenson - <i>Treasure Island</i></p> <p>Lewis Carroll - <i>Alice's Adventures in Wonderland</i></p> <p>Rudyard Kipling - <i>The Jungle Book</i></p> <p>J.M. Barrie - <i>Peter Pan</i></p> <p>H.G. Wells - <i>War of the Worlds</i></p> <p>Joseph Conrad - <i>Heart of Darkness</i></p>	<p>Interest: This the era where novels begin to dominate fictional writing. We begin to create new genres like romance, science fiction, and adventure. The stories are well known and often adapted into movies. Though know this, the books will be significantly different from the movies you've seen. The films may comment on our society's ideas now, and can not substitute for the text. In fact the someone who watches the movies will miss key things the book talks about.</p>
<p style="text-align: center;">E Modern</p>	<p>Arthur Conan Doyle - <i>The Hound of the Baskervilles</i></p> <p>J.R.R. Tolkein - <i>The Fellowship of the Ring</i></p> <p>Patrick O'Brian - <i>Master and Commander</i></p> <p>Agatha Christie - <i>Death on the Nile</i></p> <p>James Joyce - <i>A Portrait of an Artist as a Young Man</i></p> <p>George Orwell - <i>1984</i></p> <p>Virginia Woolf - <i>Mrs. Dalloway</i></p> <p>Kazuo Ishiguro - <i>The Buried Giant</i></p> <p>Bram Stoker - <i>Dracula</i></p>	<p>Genre: Novels.</p> <p>Difficulty: These novels are often experimenting with form and challenging the ideas of how we construct novels. They may return to traditional forms of myth and history, or attempt to show new ways of writing stories. Problems may arise with the familiarity of these stories, because you may think you understand the story and not read it with the necessary depth.</p> <p>Interest: This depends on the book you choose. By this time novels have firmly established genres and subgenres, so if you're interested in the plot you'll probably find the novel engaging.</p>

	Purpose	Thesis & Support	Organization	Word Choice & Clarity	Formatting & Grammar
5	I wrote a critical analysis essay that address my novel directly. My essay uses explicit examples from the text. I have a strong thesis statement that is supported throughout and revisited often.	My thesis is strong and engaging. It addresses a clear theme or idea from the book. I support my thesis with several thorough examples from the text and outside the text. I use MLA citation appropriately.	My essay has a clear engaging beginning. The paragraphs transition well with a logical flow. I finish my essay with purpose and a strong image or statement.	I use grade appropriate, and challenging word choice. My vocabulary is diverse, specific, and accurate. It is clear what I am trying to say, and enjoyable to read.	I have 1000+ words. My font is 12-14 in an acceptable font if typed. My writing is clean and legible if handwritten. I have minimal grammar mistakes (5 or less). I included a title and have 5-6 paragraphs.
4	I wrote a critical analysis essay that addresses my novel directly. My essay uses examples from the text. I have a strong thesis statement.	My thesis is strong and engaging. It addresses a clear theme or idea from the book. I support my thesis with several thorough examples from the text, but do not use outside sources.	My essay has a clear engaging beginning. The paragraphs transition well with a logical flow. I finish my essay with purpose.	I use grade appropriate, word choice. My vocabulary is specific, and accurate. It is clear what I am trying to say, and enjoyable to read.	I less than 1000 words. My font is 12-14 in an acceptable font if typed. My writing is clean and legible if handwritten. I have minimal grammar mistakes (5 or less). I forgot a title or have less than 5-6 paragraphs.
3	I wrote a critical analysis essay that address my novel directly. I have a thesis statement.	My thesis is strong and engaging. It addresses a clear theme or idea from the book. I support my thesis with a few (3 or 4) examples.	My essay has a clear beginning. The paragraphs transition well with a logical flow.	I use grade appropriate, word choice. My vocabulary is specific, and accurate. It is clear what I am trying to say.	I have some grammar mistakes (10 or less).
2	I wrote an essay that was built from prewriting.	My thesis is unclear. It addresses a clear theme or idea that isn't prominent in the book.	My essay does not transition with purpose.	Some of my vocabulary is simplistic, showing a lack of revision. It is confusing what I am trying to say.	I have significant grammar mistakes (20 or less).
1	I wrote an essay, but it seems randomly put together.	I do not have a clear thesis.	My essay is a collection of disconnected paragraphs with little in common.	My vocabulary is all simple, and it is entirely unclear what I am saying.	My grammar mistakes affect the ability of my paper to be understood.
0	I wrote nothing.	I wrote nothing.	I wrote nothing.	I wrote nothing.	I wrote nothing.