

# AP Literature & Composition

## Summer 2018

### **PART 1. *Crime and Punishment* Annotations & Dialectic Journal- Due September 12, 2018**

You will identify at least 25 KEY QUOTATIONS/PASSAGES that you think are especially significant. You will then write a detailed analysis of that quotation or passage. In order to spread them equally throughout the book, plan on including at least 4-6 responses per book (there are six books total in *Crime and Punishment*). You can use a composition notebook for this; entries must be handwritten.

In your journal, you will re-write the passage/quotation and page number and your analysis of the passage (see sample below). Your analysis should be at least ONE long paragraph. Occasionally you may reference an event or moment from the text that is larger than a single quote. First you should write the textual evidence: the quotation (exactly, in quotation marks) or the specific event summary, followed in either case by the page number in parentheses. On the next line, write your response to this textual evidence. If you wish, you may do this in a double-column format (see example below). Your journal will be due on the first day of school and will count for a significant portion of your first marking period grade. Therefore, failure to do the assignment could result in a failing grade.

**On Plagiarism:** Assignments must be completed individually, without collaboration with other people or outside reading resources (including the internet). Your journal must represent your own thoughts and ideas. **Plagiarized work will receive a zero and disciplinary consequences will ensue.**

#### **Why do I choose a quotation and how do I respond?**

We are particularly interested in responses that are connections (especially text-to-text and text-to-world), questions (as long as you hypothesize about the answers), and especially inferences. Remember that these responses may need to be longer than you are accustomed to writing. In addition, there are other reasons to select quotations including:

- ❖ **epiphany** – seeing something you didn't see before; a “light bulb” moment
- ❖ **character insights** – motives, symbolic representation, reasons for conflicts/relationships
- ❖ **recognition of patterns** – overlapping images, repetitions of idea or details, structural or content shifts
- ❖ **author's style** – use of certain words, phrases, sentence structures, tone, etc.
- ❖ **effective use of stylistic/literary devices** – interpret imagery, figures of speech, symbols, allusions, etc. and give possible explanations
- ❖ **realization of a deeper meaning or theme that is running throughout the novel.**

Try to avoid obvious or shallow observations (Scout had a brother who teased her; my brother teases me). Remember that we are looking for the depth of your thought – your ability to go beyond the text and think about the literary artistry and “big picture” meanings. **Connect to other texts, historical context, the “how” in addition to the “what,” and the rhetorical devices the text presents.**

#### **Also of Note:**

- ❖ Please record your quotations/responses in the order they appear in the novel.
- ❖ If you wish to avoid the “start and stop” method of note-taking while you read, place small post-it notes in your book and come back to write and respond later. This is good practice for the school year!
- ❖ A strong journal will have 25+ quotations and responses that cover the entire length of the novel.

- ❖ The responses should be yours and not copied from any source. Plagiarism—using ideas or information from the internet (such as *Sparknotes*)—is unacceptable and will be taken seriously.

You may put more than one quote/passage per page. Be sure to number each quote entry!

Quote from novel ( this sample is from To Kill a Mockingbird) Page #	Response
<p>1. "...as I read the alphabet a faint line appeared between her eyebrows, and after making me read most of My First Reader and the stock market quotations from the Mobile Register, she discovered that I was literate and looked at me with more than faint distaste. Miss Caroline told me to tell my father not to teach me any more, it would interfere with my reading" (21).</p>	<p>The novel takes place during the Depression, a time when kids like Scout had almost nothing to look forward to and no prospects for a better future. Scout speaks often of how dirty the kids are, how poor everyone is (so poor that no one notices that anyone else is in any better or worse shape than they are). Miss Caroline does not seem to understand that she is probably one of the few things standing between the kids of that era and total disaster. Her job is so important because she can give them the entire key to a better life. Instead, she singles kids out for mistreatment, demeans the children in front of each other, and does not try to inspire the kids in her class. Adults during the Depression had to have been afraid, afraid of starvation, afraid of losing their jobs. Perhaps Miss Caroline is so harsh partly because she is inexperienced, but maybe she is afraid that if she does not run her classroom like a factory (everyone doing the same thing at the same time) that she will lose her job. Maybe she thinks the kids genuinely need her to be so critical and rigid. Fear makes people react to their surroundings instead of acting rationally. Perhaps fear is a theme in this book, fear of poverty, fear of failure, fear of other races. I will use fear as a purpose for reading as I continue through the chapters, noting who is acting out of fear and who is acting rationally. Perhaps those conclusions will lead me to the theme of the novel.</p>

**Checklist for Summer Reading:**

- \_\_\_ 1. Thoroughly read *Crime and Punishment* by Fyodor Dostoyevsky.
- \_\_\_ 2. **Annotate** the text as you read, with sticky notes if the book does not belong to you.
- \_\_\_ 3. Create a title page with your name and the title and the author of the novel.
- \_\_\_ 4. Complete your dialectical journal.
- \_\_\_ 5. Be prepared to discuss the novel and write an in-class essay. (You will be allowed to use your journal on the **essay**.)

**Part 2.** Purchase Barron’s AP English Literature and Composition, 6th Edition. Please have by September 15th, 2018.

**PART 3.** For each one, make a flash card (3x5 index cards work well). On one side, write the term, and on the other, write the definition and a good example. You are responsible for learning (not just memorizing) the following terms by September 6, 2018.

AP LITERARY TERMS

1. ALLEGORY
2. ALLITERATION
3. ALLUSION
4. ANALOGY
5. ANAPHORA
6. ANTITHESIS
7. ANTIHERO
8. ANTHROPOMORPHISM (Personification)
9. APHORISM
10. APOSTROPHE
11. ASSONANCE
12. CONCEIT
13. COUPLET
14. DICTION
15. DIDACTIC
16. EPIGRAPH
17. EPISTROPHE
18. EPITHET
19. INVERSION
20. VERBAL IRONY
21. SITUATIONAL IRONY
22. DRAMATIC IRONY
23. JUXTAPOSITION
24. LITOTES
25. LOCAL COLOR
26. LOOSE SENTENCE
27. METAPHOR
28. IMPLIED METAPHOR
29. DEAD METAPHOR
30. MIXED METAPHOR
31. METONYMY
32. MOOD
33. MOTIF
34. OXYMORON
35. PARABLE
36. PARADOX
37. PARALLEL STRUCTURE (parallelism)
38. PARODY
39. POLYSYNDETON
40. STREAM OF CONSCIOUSNESS
41. STYLE
42. SYMBOL
43. SYNECDOCHE
44. THEME
45. TONE
46. VERNACULAR