

Advanced Placement Literature and Composition Summer Reading Assignment

Assigned Text:

- *Frankenstein* by Mary Shelley

This summer you will read a novel that will be further explored and discussed during your AP Literature class during the 2017-2018 school year. The following assignments will assess both your comprehension of and interaction with that novel. To earn full credit, **you must complete both assignments**. Please type your response in 12 pt Times New Roman font with one-inch margins and comply with all of the standard conventions of MLA format. You will be expected to turn in your annotated books and a print copy of your essay on the first day of school, whether you take this course during first or second semester.

Assignment One: Annotate the Text

Your assignment is to annotate this novel, mapping your way through the text, leaving meaningful notes and comments in your wake. When annotating your text, use any space available – margins, blank pages, empty space on the page, etc. If you do not want to write in the book, you may always write on post-it notes strategically placed throughout the book. Look closely at the rubric, and use it as a guide for your annotations. It offers clearly defined, quantifiable directions. Of course, you should feel free to annotate more than what is required by the rubric, but know that if you follow the expectations on the rubric, you will do well on the assignment.

When it comes to annotating a text, the possibilities are endless and sometimes come down to individual preferences and ways of processing a text. As long as you meet the requirements on the rubric, feel free to individualize your annotations. Below are some suggestions for ways to “mark up” a text. Enjoy!

While You Read

- **Ask questions** – Are you confused about something? Write the question down. You might find the answer later, or you might get an opportunity to ask your questions during class discussions.
- **React to what you read** – Maybe you just read something that made you mad, startled you, or brought you to tears. Write down your reaction to the text so you remember it later. So many times, an emotional response can be the first glimpse of a complex theory about a text or analysis of a text. Pay attention to your reactions! Later on, after completing the novel, you may be able to make meaning of what was once just a fleeting emotion or a “gut” reaction.
- **Give an opinion** – Do you like or dislike an idea? Do you think the author is too boring? Record this opinion next to the passage that inspired it.
- **Make real world connections:** Novels of literary merit are timeless and contain universal themes that are relevant to any time period. If you see connections to current issues facing students or people in general today, make a note of them so we can further explore them in class.
- **Make cross curricular connections** – Maybe something you read reminds you of a literary movement you have studied or a philosophy with which you are familiar. Perhaps your knowledge of history provides insight into some aspect of the setting or an event in the text. Even your studies in AP Psychology can offer surprising insight into a text. Record these connections and they will help you find meaning and relevancy in what you read.
- **Underline, bracket, or circle important passages** – Do you see a quotation that is important or thoughtful? An idea that might be worth remembering? Is there a “big concept” at the foundation of the novel? These are important to locate, as they are what you might quote in your investigation or written essay later. If possible and profitable, write brief comments within the side margins that indicate your motivation in underlining. **Focus on the essential elements of literature (plot, setting, characterization, point of view and theme)** and any other aspects of literature study as instructed by your teacher.
- **Consider characterization** – is there a passage that reveals something about an important character? Make note of this. Where is each major character introduced in the text? Mark character entrances. What is significant about this first appearance? Sometimes even subtle details can indirectly reveal important things about characters.
- **Define new words** – Too often, reading comprehension problems occur because readers don’t understand words. As you are reading, use dictionary.com or a phone app to look up words. Sometimes, words have multiple meanings, and knowing a second or third meaning of a word with which you *thought* you were familiar may unlock new avenues of understanding.
- **Track motifs** – If you notice a reoccurring idea or pattern as you read, start noting the motif when it takes place.

Doing so will help you understand the message that the article is trying to convey.

- **Using the writing prompt as a guide** – This is probably quite obvious, but since you know the topic of your summer reading essay, make note of anything that may be useful as you explore that topic and consider how you will address it in your paper.

Final Considerations:

- Remember that even though annotation can feel like a burden, it’s an important part of understanding what you read. Choosing not to do so is choosing to reject a strategy that will help you become a more thoughtful and thorough reader.
- The most common complaint about annotating is that it slows down your reading. Yes, it does. That’s the point. If annotating as you read annoys you, read a chapter, then go back and annotate. Reading a text a second time is preferable anyway.
- Approach the text with an open mind. Let this piece of literature – with all of its unique (and perhaps idiosyncratic) aspects – inspire you and stretch your imagination.

Annotation Rubric – *Frankenstein*

Expectation	Points Earned/Points Available
Each chapter has been given a title, placed on the first page of the chapter, signifying something important that occurs or develops in that chapter.	/40
The student has written at least three meaningful notes or annotations per chapter. These notes must be legible, specific and relevant. Remember that your annotations will be graded, so they must make sense to others.	/45
The annotations demonstrate an in-depth consideration of the text. The annotations reflect a thorough and thoughtful reading of the ENTIRE text.	/15
TOTAL SCORE	/100

Assignment Two:

Read the following essay prompts and respond to **ONE** of them in a three-page essay (minimum three FULL pages). Please double-space your writing and use 12pt Times New Roman font, along with standard one-inch margins. Note that you will earn a zero if your essay contains plagiarized ideas. You are expected to read the entire text and think critically about it. Refer to the rubric on the next page for other essay expectations.

1. Morally ambiguous characters – characters whose behavior discourages readers from identifying them as purely evil or purely good – are at the heart of many works of literature. Choose a novel in which a morally ambiguous character plays a pivotal role. Then write an essay in which you explain how the character can be viewed as morally ambiguous and why his or her moral ambiguity is significant to the work as a whole. Avoid mere plot summary.
2. Choose a novel or play that 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.

<p>Exceeds Expectations 5 (100 A)</p>	<p>Work is of <i>exceptional</i> quality. Completes assignment thoroughly with obvious effort and reflection. Includes a clearly focused main idea and guiding topic sentences. Body paragraphs are developed and include compelling quotations and textual analysis. Uses engaging word choice and sentence variety. Has sound style, conventions, and/or MLA format/citations. Overall, a flawless response.</p>
<p>Meets Expectations 4 (88 B)</p>	<p>Work is of <i>good</i> quality. Assignment is complete but lacks the insight, depth, or thoroughness of an “exceeds” assignment. Includes a main idea and appropriate topic sentences that guide readers. Body paragraphs are developed and include sufficient supporting details. Uses sufficient quotations and textual evidence. Has well-organized paragraphs. Word choice and sentence variety are above average. Contains a couple of minor errors in style, conventions, and/or MLA format/citations.</p>
<p>Partially Meets Expectations 3 (75 C)</p>	<p>Work partially meets the expectations. Main idea lacks clarity; topic sentences do not state clearly the main idea of paragraphs. Attempts to address the topic but fails to address the complexity of the text and/or topic. Contains insufficient quotations and/ or lacks textual analysis. Contains slight organizational problems. Argument/explanation is not quite convincing. Word choice and sentence structure is average. Several minor errors in style, conventions, and/or MLA format/citations.</p>
<p>Does not Meet Expectations 2 (70 D)</p>	<p>Work does not meet the expectations. Fails to address the prompt and/or prove a point. There is no main idea and/or topic sentences. Body paragraphs are underdeveloped; they lack appropriate quotations <i>or</i> textual analysis. Contains excessive plot summary and/or has excessive quotations without appropriate analysis. Includes a couple of incorrect details. The word choice is informal or elementary. Sentence structure is simple. Several major errors in style, conventions, and/or MLA format/citations.</p>
<p>Unsatisfactory 1 (50F)</p>	<p>Work fails to meet the expectations. Fails to follow directions. There is no main idea. Student has seemingly not put effort into the assignment or has not read the text. Several details are incorrect. Word choice is informal <i>and</i> elementary; lacks sentence structure and variety. Falls short of the length requirement. Distracting errors in style, conventions, and/or MLA format/citations.</p>
<p>Unacceptable 0 (0 F)</p>	<p>Fails to turn in assignment or plagiarizes the assignment</p>