



# AP English Literature and Composition

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## COURSE OVERVIEW

Students in this introductory college-level course read, carefully analyze and write about imaginative literature (fiction, poetry and drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, themes as well as its use of figurative imagery, and symbolism. Writing assignments include expository, analytical and argumentative essays that require students to analyze and interpret literary works.

As this is a college-level course, performance expectations are appropriately high, and the workload is challenging. Students are expected to commit to a minimum of five hours of course work per week outside of class. Often, this work involves long-term writing and reading assignments, so effective time management is important. Because of the demanding curriculum, students must bring to the course sufficient command of mechanical conventions and an ability to read and discuss genres.

## SUMMER TASK:

Students are encouraged to read and annotate the longer works listed below, starting with *Things Fall Apart* by *Chinua Achebe*, our first text. You will also select a **FREE CHOICE** text of literary merit, which is any text that has the following:

- a complex character development (character grows/changes)
- a plot that is not merely straight forward
- detailed setting development
- themes from which claims can be developed about the big ideas (narration, setting, characters..)
- eg see the Longer Works List here [Reading List FYI :](#)
- use the checklist to help determine based on reading a blurb or summary [Complexity of Texts -Checklist \(1\).pdf](#)

**\*\*\*\*ONLY HARD COPY TEXTS WILL BE ACCEPTED.**

a) You are expected to fully annotate the hardcopy of the texts, according to observations on **character, setting, plot, narrator, figurative/literary devices, themes etc, the complexities you observe** [Complexity of Texts -Checklist \(1\).pdf](#) AND applying many of the terms in the [AP Literature Glossary of Literary Terms.pdf](#) [Summer Assignment Annotation Rubric](#).



b) **Select one main character from each story.** Create four **A DAY IN THE LIFE OF...** vlog entries from BOTH stories (8 total), which you will submit upon return. It should have been written from the perspective of any character, commenting on any events of choice. \*\*\*For the final entry, acknowledge if you have grown or changed in any way, and link it to a research article that talks about the context of the times. Include the research link for submission.

**Include views such as:**

- How do you feel about the event?
- What could have been done differently?
- How does this event impact you in any way?
- What are the motivations or biases that you may have?
- Who or what challenges you or why?
- Make predictions if possible.

\*\*\*Please note the vlogs should be NATURAL, ie, they should include movement and should not be you simply reading a script. Make an effort to wear appropriate costumes etc [Rubric: A Day in the Life of](#)

**c) A terminology and reading quiz will be done upon your return as well as other follow-up tasks.**