



## AP English Literature and Composition® 2010 Summer Reading Agreement

PLEASE SIGN AND RETURN THE ATTACHED SHEET TO MR. CAIN IN D-12 NO LATER THAN WEDNESDAY, MAY 19, 2010.

If you are a **transfer AP student** to OHHS during the summer, submit this sheet to Mr. Cain's mailbox as soon as possible, but not later than the beginning day of school. Your teacher will work out with you a reasonable extension of your summer work, depending upon the date of your enrollment here at OHHS. You can contact Mr. Cain at [david.cain@hesperia.org](mailto:david.cain@hesperia.org). Please visit the OHHS English website review the OHHS Pre-AP/AP Handbook: [http://www.edline.net/pages/Oak\\_Hills\\_High/Departments/English](http://www.edline.net/pages/Oak_Hills_High/Departments/English)

### Course Description:

AP English Literature and Composition offers students a year of intense training in reading and writing that not only prepares them for the AP Literature and Composition examination, but also for successful university study and lifelong learning. The class focuses on rhetorical analysis of fiction, poetry, philosophical documents, and literary criticism from British literature as well as significant literature from other cultures. Students learn to identify an author's purpose and strategies by examining the ways people think and use language. Students read and analyze models of good writing and write compositions of various lengths and complexity, participating in peer response and rigorous revision.

### Purpose:

The purpose of the class is to practice living and thinking through the medium of reading, writing, as well as other communicative mediums in accord with all California education standards for twelfth grade as well as to prepare you for the AP English and Composition Examination.

### Method:

Much of the course will be a discussion format. It is imperative that you come to class prepared to make contributions. The class needs you to be here on a daily basis in order for it to function optimally. We will work both independently as well as in groups and I value the impact of every student. We will also devote regular time to test preparation.

### Course Work:

Staying up with readings and assignments is the key to success in this class. Participation in class discussions is a large portion of your grade. There will also be opportunities for you to share in the form of written papers, projects, and class presentations.

### Summer Assignment:

*Portfolio:* The first part of this year's summer assignment will take the form of a portfolio review. Make sure that your portfolio is current and reflects your current talents and needs, especially in the area of composition and analysis, and that your reflections are up to date. If you are a new student to OHHS, please bring sample essays and other relevant work that you have collected, preferably with your previous instructor's comments and corrections. This will be clarified on August 9, 2010, and is due on August 13, 2010.

*Reading:* Secure a copy of Mary Shelley's *Frankenstein*. You can purchase an inexpensive copy, check one out from a public library, or read a free etext version. Complete the reading at your own pace over the summer, concentrating on careful thought and analysis, and come to class prepared to produce a piece of literary analysis, based on the text. It is suggested that you take notes as you read, or mark up your personally-owned copy. As you read, complete a major works data sheet (MWDS is attached) for the novel. The completed reading is due on August 9, 2010, and the MWDS is due on August 13, 2010.

*Research:* Research the roots, structures, personalities, philosophical/aesthetic premises, and examples of English gothic literature to create a mixed visual and text guide to the era. The details of this will be given on August 9, 2010, and it is due August 13, 2010.

### ***Frankenstein* by Mary Shelley**

Mary Shelley was born into a socially conscious, literary family, and married one of the most significant poets of the era. This novel was published anonymously in 1818, and has been labeled as gothic, horror, science fiction, and romantic literature. When Shelley finally attached her name to the critically acclaimed novel in 1831, she echoed the curiosity of her readers with, "How I, then a young girl, came to think of, and to dilate upon, so very hideous an idea?"

**Be ready to begin class and the in-depth discussion of this novel on Monday, August 9, 2010.**

*OHHS ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION, 2010-2011*



## AP English Literature and Composition® 2010 Summer Reading Agreement

PLEASE SIGN AND RETURN THIS SHEET TO MR. CAIN IN D-12 NO LATER THAN WEDNESDAY, MAY 19, 2010.

PLEASE READ AND FOLLOW THE INSTRUCTIONS FOR THE ASSIGNMENTS CAREFULLY, AS THEY CONSTITUTE THE BASIS OF SEVERAL MORE ASSIGNMENTS IN THE FALL SEMESTER.

Failure to complete the summer reading will jeopardize the student's placement in the AP class. Students may be dropped from the class.

After reading through this packet, if you have any questions, discuss them with your current English teacher, or see Mr. Cain in D-12.

### STUDENT ACKNOWLEDGMENT:

I have read this packet of summer reading assignments and understand the rigorous requirements for this AP class. I understand that I will be enrolled in a challenging, college-level class that will require consistent study, eager participation, and maturity and ethics commensurate with a college student. I understand that CST/SAT-9 reading comprehension scores below the 80<sup>th</sup> percentile indicate possible struggles to keep up in this AP course. I understand that I must secure a copy of Mary Shelley's *Frankenstein* and complete a careful reading prior to August 9, 2010. I also plan to take the AP English Literature and Composition exam in the spring of 2010 as a culminating measure of my English and language arts abilities.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Student Name

### PARENT ACKNOWLEDGMENT:

I have read this packet with my son/daughter and understand the requirements for the AP class. I understand the summer reading requirements and the necessity of acquiring texts in a timely manner, both now and throughout the year. I understand that my student needs to be an avid reader, and I am familiar his or her CST/SAT-9 reading scores and previous performance in order to estimate the chances of her or his success in this class. Additionally, I understand that the AP test my son/daughter will take in the spring will cost approximately \$85.00, not counting possible financial assistance.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Parent Name

## OHHS English Department Advanced Placement Program

### Sequence of classes

Grade 9	English I Pre-AP
Grade 10	English II Pre-AP
Grade 11	AP English Language and Composition
Grade 12	AP English Literature and Composition

### Program Philosophy

The English / Language Arts Advanced Placement program at Oak Hills High School focuses on providing a sequence of courses designed to meet the educational needs of students who are capable of and committed to high academic performance. We believe our Pre-Advanced Placement (English I and II Pre-AP) classes provide a substantial base for the upper-division Advanced Placement (AP) courses offered, preparation for successful completion of the AP Composition and AP Literature exams, as well as a preparation for college and University courses. Our Pre-AP and AP classes go beyond the college preparatory level courses to provide a depth of investigation that allows students to analyze and evaluate critically and further apply their conclusions. The depth, complexity, and pace of these classes are, therefore, more demanding.

### Standards for Participation in Oak Hills High School Pre-AP / AP English Courses

The English department's philosophy is one of inclusion and, as such, we believe that all students should be given an opportunity to participate in and benefit from the rigorous, challenging curriculum that is characteristic of Pre-AP and Advanced Placement courses. Nevertheless, course work in the English AP program *is* geared toward the above average student. Scholars who choose to participate in the Advanced Placement program have the right to a learning environment that supports their need for high-level thinking and scholastic achievement. Therefore, beyond individual aptitude and desire, maturity and a serious attitude toward academics are requisite in order that *all* students may experience optimal growth.

### Academic Probation

The following policies and procedures have been established in order to protect and maintain the integrity of the Pre-AP / AP program:

1. All Pre-AP and AP students are expected to achieve a grade of at least a 2.00/C- in the English class.
2. Consistent and responsible effort is expected, as are mature, appropriate behavior and serious, meaningful participation, which contributes to every Pre-AP or AP student's learning.
3. Any student whose grade falls below a 2.00/C- at any four-week progress report, eight-week grading period, or semester report card is automatically placed on academic probation.
4. Students and parents will be notified of placement on academic probation by letter and/or phone contact. At that time, a conference involving the student, parent(s), teacher, and counselor will be offered.
5. After the next eight-week grading period ends, students are reevaluated. If a student has not made acceptable progress, the teacher, counselor, parent, and student meet to discuss the student's status. At that time, a determination is made as to whether the student will remain in the program.
6. Should the student's English grade remain below 2.00/C- at the end of the semester, he or she may be dropped from the Pre-AP / AP program and transferred to a College Preparatory class.

Students who demonstrate behavior that is detrimental to their peers' being able to experience a Pre-AP or AP level education may likewise be dropped from the program. Transfer from the program based on behavioral issues shall be considered subsequent to a student/parent/teacher/counselor conference and only if such measures prove unsuccessful.

**Major Works Data Sheet: Fiction**

**Note: Cite references in MLA format, in-text and parenthetically. Complete a Works Cited page of all references used.**

Title: _____ Author: _____ Date of Authoring: _____ Date of Publication: _____ Genre: _____	Biographical information about the author:
Historical information about the period of publication:	Characteristics of the genre:

Describe the author's style:	Give an example that demonstrates this style, and explain how it does so:
------------------------------	---

Memorable Quotations: You may use additional paper if needed

Quotation, speaker, page number, and "What does it say?"	"What does it mean?" and "What does it Matter"
1.	
2.	
3.	
4.	
5.	

6.

7.

8.

9.

10.

Major Characters

Character's name:	Role (what role does this person have in the story?)	Significance (why is this character significant to the story?)	Character traits (what sort of person is this?)
1.			
2.			
3.			
4.			
5.			
6.			

Describe the setting(s) and the mood the setting(s) create:

What is the significance of the opening scene?

Major symbols, motifs, images:	What is the significance of the ending/closing scene?
--------------------------------	---

Themes:

Old AP questions that might be applicable to this work, and why: reference <http://homepage.mac.com/mseffie/AP/APOpenQuestions.html>

List researched sources used to compile this document: *Five Minimum in MLA style, you may use an online Works Cited generator (easybib.com) and paste here*  
Works Cited