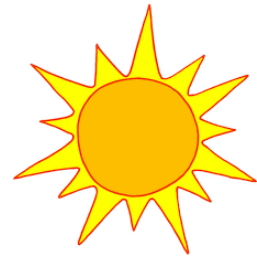


**AP Literature**  
**Ms. Koers**

## **2018 Summer Homework**



Congratulations!

You will be challenging yourself with a college level course during your final year of high school. The stimulation and engagement that you will experience in university level reading, writing, and thinking compared to high school classes is something you should eagerly anticipate. It is with respect to the demands of your first year of college, that I have prepared a curriculum next year that will stimulate, engage, and prepare you. This assignment is the start of that curriculum.

Looking forward to a rigorous and thoughtful year with you and your colleagues,

Ms. Koers

**These assignments are due on the first day of class, August 13, 2018.**

**Send me an email if you have questions:**

**[esther.koers-hansen@fresnounified.org](mailto:esther.koers-hansen@fresnounified.org)**

**or a text (please introduce yourself in the first text)**

**559-519-2016**

STUDENTS WHO HAVE NOT COMPLETED THE ASSIGNMENT BY THE FIRST DAY OF SCHOOL **WILL NOT BE DROPPED** FROM THE CLASS, BUT WILL HAVE 5 DAYS TO COMPLETE IT. THE ASSIGNMENTS WILL BE DROPPED ONE LETTER GRADE PER DAY FOR EACH DAY PAST THE DUE DATE.

**\*\*\*TYPE OR WRITE NEATLY ALL ASSIGNMENTS IN BLACK OR BLUE INK\*\*\***

## Reading & Note-Taking Assignment

### *Brave New World*, Aldous Huxley

Purchase, check out from the school or public library, or read online (there are numerous websites)

You are going to read the novel. Take your time reading, thinking, and writing about it. Don't cheat yourself – read the novel, not SparkNotes or some other website or summary. Doing so will be abundantly clear on August 13<sup>th</sup>, 2018.

Take notes on the following. Be sure to include chapter and page numbers!

- The setting(s) – the places and time of the story
- The plot – events of the story, conflicts, resolutions, etc.
- The characters – focus on the important characters, what they do, say, think
- Topics – what topics does the novel raise? What is the novel about?

In addition to reading and taking notes, you are going to engage in analytical writing about the text.

## Analytical Writing Assignment

### Style Analysis of *Brave New World*

One of the main approaches to reading in AP Literature is to examine a text, passage, or poem for meaning and how that meaning is conveyed. I will refer to this as **the what** and **the so what**. In AP Language, this is called rhetorical analysis.

- **The What** is what the author does. What literary and rhetorical devices does the writer use to convey meaning, emotion, information, etc.?
- **The So What** is the meaning or theme of the text. What is the author trying to tell the reader about a certain topic in the passage?

You will select five passages from the novel that stand out to you because you notice the author doing amazing or intriguing things with language and meaning.

Copy down the passage and page number.

Below that, write a minimum 250-word analysis explaining the meaning of the passage and how that meaning is conveyed.

You will find a sample on the next page and a rubric to show how these will be scored. Your work must be your own. DO NOT use the internet for this.

## Sample Style Analysis:

They descended into a thickening twilight. Two doors and a passage with a double turn insured the cellar against any possible infiltration of the day.

“Embryos are like photograph film,” said Mr. Foster waggishly, as he pushed open the second door. “They can only stand red light.”

And in effect the sultry darkness into which the students now followed him was visible and crimson, like the darkness of closed eyes on a summer’s afternoon. The bulging flanks of row in receding row and tier above tier of bottles glinted with innumerable rubies, and among the rubies moved the dim red spectres of men and women with purple eyes and all the symptoms of lupus. The hum and rattle of machinery faintly stirred the air. (21)

The passage from Chapter 1 of Brave New World shows that there are problems with the new world. The students “descended into a thickening twilight.” They are going down into darkness. Descending into darkness is symbolic of something more. This place may be a hell which is also a descent into darkness. In addition, the “embryos are like photograph film.” This simile tells us that embryos in this society are copies of each other. Photograph film is a copy of something real and because the embryos are like photograph film, they too are copies rather than the real thing. The room the embryos are in is “crimson” which is the color of blood and life. The embryos are of course living things, but they are in jars and glint like “rubies.” They aren’t referred to as living but instead as precious stones. The problem of this new world is emphasized by the fact that the humans who work in the room are “spectres” with “purple eyes and all the symptoms of lupus.” The diction and imagery used to describe the people shows that they are ghosts with unnatural eyes and seem diseased. The people who should be living are nothing more than sickly ghosts, taking care of embryos who are jewels to the society in jars underground. Through this paradox, Huxley clearly criticizes this society for not only the way they create humans, but also for the humans they become.

# ADVANCED PLACEMENT LITERATURE AND COMPOSITION SCORING GUIDELINES

## *Style Analysis Guidelines*

The score reflects the quality and thoroughness of the analysis as a whole. Students are rewarded for what they do well. The score for an exceptionally well-written analysis may be raised by 1 point above the otherwise appropriate score. In no case may a poorly written analysis be scored higher than a 4.

**8-9** These writings are a persuasive analysis of how the author conveys meaning through literary elements. The analysis makes a strong case for their interpretation of the deeper meaning of the passage. They consider literary devices and they engage the text through apt and specific references. Although these writings may not be error-free, their perceptive analysis is apparent in writing that is clear and effectively organized.

**6-7** These writings offer a reasonable analysis of how the author conveys meaning through literary elements. They provide a sustained, competent reading of the passage, with attention to literary devices. Although these writings may not be error-free and are less perceptive or less convincing than 8-9 writing, they present ideas with clarity and control, and refer to the text for support.

**5** These writings respond to the assigned task with a plausible reading of the passage but tend to be superficial or thin in their discussion of how the author conveys meaning through literary elements. Although they contain some analysis of the passage, implicit or explicit, the discussion of how literary devices contribute to the meaning may be slight, and support from the passage may tend toward summary or paraphrase. These writings demonstrate adequate control of language but may be marred by surface errors.

**3-4** These lower-half writings fail to offer an adequate analysis of the passage. The analysis may be partial, unconvincing, or irrelevant; the responses may ignore how the author conveys meaning through literary elements. They may persistently misread the passage or be unacceptably brief. They may contain pervasive errors that interfere with understanding. These writings may be characterized by an unfocused or repetitive presentation of ideas, an absence of textual support, or an accumulation of errors.

**1-2** These writings compound the weaknesses of those in the 3-4 range. Although some attempt has been made to respond to the prompt, the ideas are presented with little clarity, organization, or support from the passage.