

Mount Olive High School

Summer Reading Program

English IV AP Literature & Composition

Dear AP Lit Scholar:

It is with great pleasure that I welcome you to next year's AP Literature & Composition class. You can look forward to a year of close reading and introspection; intensive writing and analysis, and the ability to discuss and even present to your peers your views on a full range of literature, including classic and contemporary novels, prose, poetry, short stories and plays. English IV AP Literature & Composition truly follows the core words in the title of the course; focusing on literature, looking at author purpose and how this purpose is manifested through the use of literary devices, and writing about this in sophisticated, original, analytical and cohesive prose. Know that, while this is comprehensive work, it will be exciting, engaging and challenging. The AP Literature & Composition Summer Reading Assignment has been designed to not only get you acquainted with the course, but to also allow you to delve into the level of work, introspection, and creativity that is to come.

Know that while all enduring literature thematically connects to the Human Condition, what we read also ties into culture, context, philosophy and history. The first assignment, the play *Waiting for Godot* by Samuel Beckett, is a classic work of Twentieth Century drama that has been called a tragicomedy. First written in French and translated into languages all over the globe, it delves into the most "essential" Essential Questions ever:

- What is the meaning of life?
- Why do I matter?
- And where do I fit in the scheme of things in the universe?

This play ushered in an artistic movement called the Theatre of the Absurd, and also connects to the philosophy of Existentialism. Your assignment is multi-part; you will do some pre-reading/ research, video clip viewing, and note taking before reading the text. And then track the text by annotating the play's answer to the three questions listed above.

While I will be able to provide hard copies of the book for you – and you can also borrow one from the library, or purchase one. I am also giving you a link to the pre reading, an article from JSTOR on Beckett and the play, and links to some YouTube clips to bring this to life. Pull out key ideas, interesting snippets, and significant visuals from your reading and viewing, respectively, you will want to discuss from each in your notes. Also take notes from the play – and contemplate why this has been called a tragicomedy and how you might answer the Essential questions posed based on your reading.

Here are the relevant links:

An article on the play and author Samuel Beckett from JSTOR (you will need to log on for this; Mount Olive High School has an account as you may remember from your database work: user name is mountolive, and password is mohs):

https://www.jstor.org/stable/25091558?Search=yes&resultItemClick=true&searchText=waiting&searchText=for&searchText=godot&searchText=and&searchText=the&searchText=theatre&searchText=of&searchText=the&searchText=absurd&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Dwaiting%2Bfor%2Bgodot%2Band%2Bthe%2Btheatre%2Bof%2Bthe%2Babsurd&ab_segments=0%2Fbasic_search%2Fcontrol&refreqid=search%3A181e4b510d99d97f187af4063b73a8f5&seq=15#metadata_info_tab_contents

And finally, some clips for your viewing enjoyment from YouTube. A look at the Broadway production (and interviews) with Sir Patrick Stewart and Sir Ian McKellan:

<https://www.youtube.com/watch?v=dyKnLGT74TQ>

Plus an overview of why you need to read *Waiting for Godot*:

<https://www.youtube.com/watch?v=Cz5ey3RqDBI>

It is expected that you will have your reading and annotation completed in a working draft format for use during our AP Summer Bridge sessions, **HOWEVER, I WILL COLLECT ANNOTATIONS ON THE FIRST DAY OF CLASS IN THE FALL TO ASSESS THEM.**

Know that *Waiting for Godot* and the related materials presented here are just the beginning of a literary journey that will take you through other works which may include *Death of a Salesman*, *A Streetcar Named Desire*, *One Flew Over the Cuckoo's Nest*, *Things Fall Apart*, *Slaughterhouse-five* and selections from *Welcome to the Monkey House*, *The Scarlet Letter*, *The Mayor of Casterbridge*, *Ethan Frome*, *As I Lay Dying*, *Wuthering Heights*, *The Picture of Dorian Gray*, *Mrs. Dalloway*, *The Hours*, *Hamlet*, *Snow Falling on Cedars*, *Things Fall Apart* and *The Kite Runner*, along with scores of short stories and poems ranging from classic to contemporary pieces, and featuring a range of voices, nationalities, and perspectives. I also follow the College Board AP Literature & Composition Curriculum, and will align the work with its units and online questions and resources as the year progresses.

I look forward to meeting you. Please contact me with any questions via email – I will be reaching out to you as well with more details on the AP Summer Bridge dates and any other relevant news. You will also have a Google classroom set up for September, with each of the syllabi and other interesting materials.

Enjoy! Look forward to having you in class in September.

Mr. Kaspereen

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ANNOTATION/POST-IT NOTING RUBRIC

(A range – 90 to 100 points)

- *Text has been thoroughly annotated with questions, observations and reflections of the content as well as the writing.
- *Comments demonstrate analysis and interpretation – thinking beyond the surface level of the text. Thoughtful connections to the components and purpose of the literary work, including the elements of fiction (or poetry, prose, drama) and literary devices.
- *Annotation covers full length of work – attention paid to all chapters, verses, paragraphs and acts/scenes.

(High B range – 86 to 89 points)

- *Text has been annotated reasonably well with questions, observations and/or reflections of the content as well as the writing.
- *Comments demonstrate some analysis and interpretation – thinking somewhat beyond the surface level of the text. Attempts at making connections to all elements, devices of the work have been made.
- *Annotation covers most of work – covering a thorough range of the material.

(Lower B range – 80 to 85 points)

- *Text has been somewhat annotated with at least one of the following: questions, observations, and/or reflections of the content and possibly the writing.
- *Comments demonstrate an attempt to analyze and/or interpret the text.
- *Annotation covers some of work – covering some aspects of the material.

(C range – 71 to 79 points)

- *Text has been briefly annotated.
- *Commentary remains mostly at surface level. Little or no effort to analyze/interpret the text.
- *Commentary suggests thought in brief sections of work.

(Minimal/Failing range – 70 points and below)

*Little or no effort has been made to annotate the text, or cover the material.

Name: _____ **Section:** _____