

AP Literature Summer Assignment

100 Points

Mr. Sumner
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Welcome, AP Literature students! I look forward to our upcoming year together!

The course begins with the summer assignment, which involves reading Fyodor Dostoevsky's *Crime and Punishment* and completing a two-part writing assignment that should be typed and will be **due on the first day of class**. *The one-hundred-point summer assignment is one of the most valuable assignments of the semester*. We will spend the first three weeks of class working with the novel and will conclude the unit with an in-class essay based on an AP prompt.

Texts: *Crime and Punishment* by Fyodor Dostoevsky. Translated by Richard Pevear and Larissa Volokhonsky.

Elements of Style by Strunk and White (strongly recommended but not required).

<http://faculty.washington.edu/heagerty/Courses/b572/public/StrunkWhite.pdf>

Translation Note: A number of English translations of *Crime and Punishment* exist. I will be using the Richard Pevear and Larissa Volokhonsky translation, which is published by Vintage and widely regarded as the best available version. **I highly recommend that you buy the Pevear translation** so that we will literally be on the same page when we discuss and cite the novel in class. Additionally, read the Translator's Note on page ix to avoid confusion regarding character names, such as the difference between Porfiry Petrovich and Pyotr Petrovich Luzhin. Purchasing a different translation will not necessarily turn you into a brooding, guilt-ridden Raskolnikov, but it might leave you a tad confused in class.

A description of the summer assignment follows. Your assignment should be in twelve-point font and contain no grammatical errors. Student samples of the summer assignment are in my classroom if you wish to consult them. **You will need to upload your assignment to www.turnitin.com. Failure to do so will result in your final grade being cut in half.**

Course Name: AP Literature Class ID: 21411293 Password: panthers

Part I: Reader's Journal 8 Entries (5 points each) 40 points

Part I of the summer assignment involves engaging with the novel's six parts and epilogue by responding to various prompts. After reading each part of the novel and epilogue, choose at least one of the options as the basis of your written response for that section. Each response should be at least a half page in length. If a response runs more than a half page, use 1.5-line spacing for that section so that two entries appear on each page. I will grade Part I based upon the degree to which the writing demonstrates engagement with the text. Do not summarize the plot. At the top of each response, write in **bold** the part of the novel to which it corresponds and the option you have chosen. Your responses should be varied, include at least one entry pertaining to each section of the book, and demonstrate engaging with the text from a variety of angles. The eight entries should total four pages in length.

The response options are:

1. Comment on the author's style, referring to particular words, phrases, or passages. What do you notice about Dostoevsky's writing that is deserving of attention?
2. Choose a passage containing a specific literary device and analyze the device's effect upon the passage.
3. Comment on a character. What traits does he or she have that hinder or contribute to his or her success? Does this character remind you of someone you know? Yourself, perhaps?
4. Comment on your reaction to the story itself. If you are not enjoying it, why not? If you are, explain why. Be specific.
5. Write about how you fit into the story. Can you relate to some of the struggles? Do you see yourself in the story or in the ways people are reacting? How is your life journey similar or different?
6. Write and answer three HOT (higher-order thinking, i.e., analysis, application, synthesis, evaluation) questions.
7. Select a quote that either seems important or just strikes you as interesting. Comment on your selection.
8. Describe the tone (attitude the speaker or sometimes the author has towards her/his subject) of the section by listing ten to twelve words from the section and then discuss their overall effect on the section.
9. Use a creative writing approach. Options include but are not limited to imitating the author's style, parodying the author's style, narrating a scene from another's character's point of view, writing a diary entry from the point of view of one of the characters, creating a missing scene, and placing one of the characters in a new setting. One illustration is permissible for this option.
10. Talk to a character. Ask the character a question, scold them, advise them, yell at them, beg them to change, put them on *Dr. Phil*, etc. Pretend like the character is someone who will listen to you.

Part II assignment directions appear on the back page.

Part II: Close Reading/Literary Terms Analysis Four Entries (15 Points each)**60 Points**

Part II, which you should compose after finishing the book, entails examining passages from the novel and analyzing how Dostoevsky employs literary devices to achieve various effects. Use the format of the included example from Faulkner's *As I Lay Dying*. Since a passage often contains the use of various devices, discuss multiple devices when appropriate. Compose four entries total, use a different section and device for each entry, and include at least one entry addressing Part Six or the Epilogue. Each entry should include specific reference to and analysis of the quotation and should connect the quotation to a theme, motif, or larger meaning in the work. A thorough entry typically runs to a full page in length. Double space or use 1.5 line spacing and number your entries. The following list is suggestive, not exhaustive, though you should have a solid understanding of these basic terms by the start of the school year.

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|---------------------|-----------------|--------------------|------------------------|
| ○ ambiguity | ○ setting | ○ synecdoche | ○ personification |
| ○ verbal irony | ○ protagonist | ○ metonymy | ○ alliteration |
| ○ dramatic irony | ○ antagonist | ○ allusion | ○ foreshadowing |
| ○ situational irony | ○ conflict | ○ motif | ○ tone |
| ○ connotation | ○ simile | ○ characterization | ○ foil |
| ○ denotation | ○ metaphor | ○ symbol | ○ climax/turning point |
| ○ structure | ○ point of view | ○ imagery | ○ resolution |

Correct Format for Literary Device Entries

Conflict: Conflict is the struggle between two opposing forces. The types of conflict are man versus self (internal conflict), man versus nature, man versus man, and man versus society.

Example: “Jewel and I come up from the field, following the path in single file. Although I am fifteen feet ahead of him, anyone watching us from the cottonhouse can see Jewel’s frayed and broken straw hat a full head above my own” (Faulkner 3).

Function: The opening paragraph of the novel establishes the fraternal conflict between Darl, the chapter’s narrator, and Jewel, his younger brother. Through its treatment of horizontal and vertical space, the opening paragraph emphasizes the emotional distance and tension between family members, one of the novel’s central motifs.

The first sentence of the novel concludes with the phrase “single file,” which uses horizontal distance to intimate the brothers’ adversarial relationship. Rather than walking side by side, suggesting a sense of cordiality, the brothers remain apart, a separation more pronounced since they are following an established path. The paragraph’s second and final sentence notes that Darl walks a full fifteen feet ahead of Jewel, further emphasizing the horizontal distance between the brothers, for they move along the path more than two body lengths from each other. Faulkner delivers this information via a dependent clause, subordinating it to his treatment of vertical space, which involves Darl’s assertion that an onlooker will perceive Jewel as the taller of the two due to the height of his hat. Furthermore, Darl’s description of Jewel’s hat as “frayed and broken” implies the brothers’ antagonistic relationship since Darl identifies the tattered hat crowning Jewel’s head as his defining accessory. This sentence’s use of space and imagery contrasts the brothers, stressing Darl’s negative view of his brother and Jewel’s superior height, which prove significant since their mother loves Jewel the most, figuratively setting him above his siblings, a favoring which alienates Darl from his mother and provokes him to antagonize his brother with taunts regarding their mother’s death. This familial dynamic culminates on page 237 when Jewel pins Darl down to prepare his transfer to a mental asylum, a moment when Jewel towering over his brother once more carries literal and figurative significance and contributes to the novel’s treatment of the family as a volatile unit in perpetual conflict.

Please email me if you have any questions regarding the summer assignment. I hope you have a super summer!