

Name: _____

Proviso East, Proviso West, and PMSA

AP LITERATURE

Required Summer Reading 2022

DUE: September 1st (first full day of school)

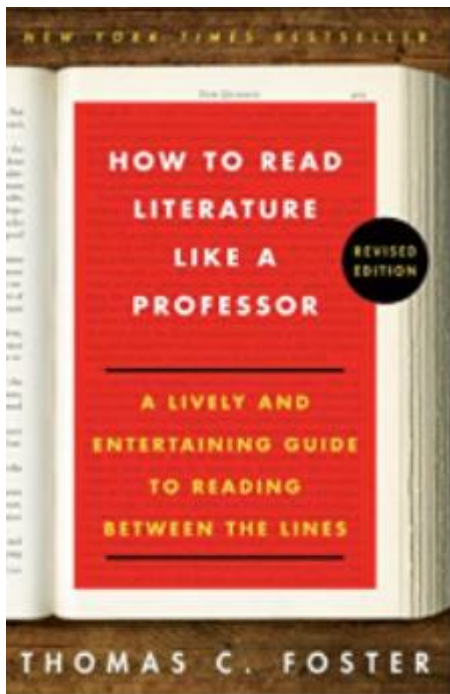
Directions: Read *How to Read Literature Like a Professor* by Thomas C. Foster to help you learn how to evaluate and analyze literature more critically. Then, use that information to help you read *Passing* by Nella Larsen. Afterwards, write an essay answering the following prompt:

Many works of literature contain a character who intentionally deceives others. The character's dishonesty may be intended either to help or hurt. Such a character, for example, may choose to mislead others for personal safety, to spare someone's feelings, or to carry out a crime.

Read *Passing* by Nella Larsen and choose a character who deceives others. Then, in a well-written essay, analyze the motive for that character's deception and discuss how the deception contributes to the meaning of the work as a whole (the novella's thematic message). Do not merely summarize the plot.

In your response, you should do the following:

- Respond to the prompt with a thesis that presents a defensible interpretation.
- Provide evidence to support the line of reasoning.
- Explain how the evidence supports the line of reasoning.
- Use appropriate grammar and punctuation in communicating the argument.



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Analytical Essay Rubric for a Literary Argument

Thesis

Scoring Criteria	
<p>0 Points:</p> <p>For any of the following:</p> <ul style="list-style-type: none">• There is no defensible thesis.• The intended thesis only restates the prompt.• The intended thesis provides a summary of the issue with no apparent or coherent thesis.• There is a thesis, but it does not respond to the prompt.	<p>1 Point:</p> <p>Responds to the prompt with a thesis that presents a defensible interpretation of the selected work.</p>
Decision Rules and Scoring Notes	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none">• Only restate the prompt.• Make a generalized comment about the selected work that does respond to the prompt.	<p>Responses that do earn this point:</p> <ul style="list-style-type: none">• Provide a defensible interpretation based upon the prompt.
<p>Additional Notes:</p> <ul style="list-style-type: none">• The thesis may be more than one sentence provided the sentences are in close proximity.• The thesis may be anywhere within the response.• For the thesis to be defensible, the selected work must include at least minimal evidence that could be used to support the thesis; however, the student need not cite that evidence to earn the thesis point.• The thesis may establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point.• A thesis that meets the criteria may be awarded the point whether or not the rest of the response successfully supports the line of reasoning.	

Evidence and Commentary

Scoring Criteria				
<p>0 Points</p> <p>Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p>1 Point</p> <p>Evidence: Provides evidence that is mostly general.</p> <p>AND</p> <p>Commentary: Summarizes the evidence but does not explain how the evidence supports the argument.</p>	<p>2 Points</p> <p>Evidence: Provides some specific, relevant evidence.</p> <p>AND</p> <p>Commentary: Explains how some of the evidence relates to the student’s argument, but no line of reasoning is established, or the line of reasoning is faulty.</p>	<p>3 Points:</p> <p>Evidence: Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND</p> <p>Commentary: Explains how some of the evidence supports a line of reasoning.</p>	<p>4 Points:</p> <p>Evidence: Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND</p> <p>Commentary: Consistently explains how the evidence supports a line of reasoning.</p>
<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Are incoherent or do not address the prompt. • May be just opinion with no textual references or references that are irrelevant. 	<p>Typical responses that earn 1 point:</p> <ul style="list-style-type: none"> • Tend to focus on overarching narrative developments or description of a selected work rather than specific details. 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> • Consist of a mix of specific evidence and broad generalities. • May contain some simplistic, inaccurate, or repetitive explanations that do not strengthen the argument. • Make may one point well but either do not adequately support more than one claim. • Do not explain the connections or progression between the 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific details from the work to build an interpretation. • Organize an argument as a line of reasoning composed of multiple supporting claims. • Commentary may fail to integrate some evidence or fail to support a key claim. 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific details from the work to build an interpretation. • Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained.

		student's claims, so a line of reasoning is not clearly established.		
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Additional Notes:

- Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point.
- To earn the fourth point in this row, the response must address the interpretation of the selected work as a whole.

Sophistication

Scoring Criteria	
0 Points Does not meet the criteria for one point	1 Point Demonstrates sophistication of thought and/or develops a complex literary argument

Decision Rules and Scoring Notes	
Responses that do not earn this point: <ul style="list-style-type: none"> • Attempt to contextualize their interpretation, but such attempts consist predominantly of sweeping generalizations. • Only hint at or suggest possible interpretations. • Oversimplify complexities of the topic and/or the selected work. • Use complicated or complex sentences or language that is ineffective because it does not enhance the student's argument. 	Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following: <ol style="list-style-type: none"> 1. Identifying and exploring complexities or tensions within the selected work. 2. Illuminating the student's interpretation by situating it within a broader context. 3. Accounting for alternative interpretations of the text. 4. Employing a style that is consistently vivid and persuasive.

Additional Notes:

- This point should be awarded only if the sophistication of thought or complex understanding is part of the student's argument, not merely a phrase or reference.