

Name: _____

Proviso East, Proviso West, and PMSA

AP LITERATURE

Required Summer Reading 2022

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

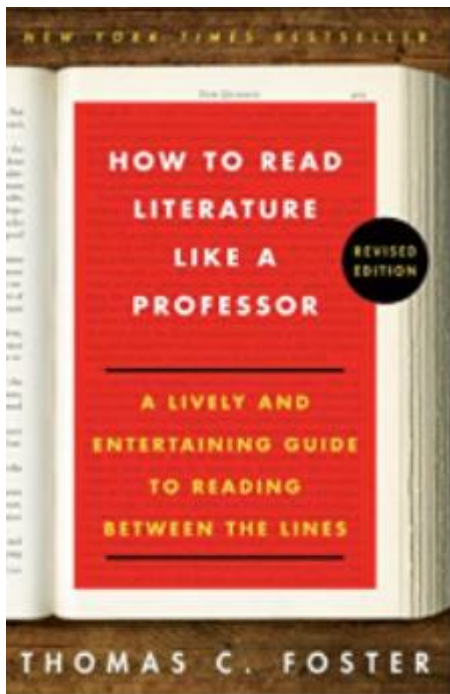
Directions: Read *How to Read Literature Like a Professor* by Thomas C. Foster to help you learn how to evaluate and analyze literature more critically. Then, use that information to help you read *Passing* by Nella Larsen. Afterwards, write an essay answering the following prompt:

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.