

E4P2 AP Literature and Composition (AP Senior English): Summer Reading Assignment

1. Purchase the following poetry anthology. (Carmichael's Bookstore will stock the book.)

Strand, Mark and Eavan Boland, eds. *The Making of a Poem: A Norton Anthology of Poetic Forms*. New York: Norton, 2000.

Reading a poetry anthology during the summer will give you a strong background in the genre. (About 40% of the AP Literature and Composition exam addresses poetry.) You will be able to identify poetry that engages and challenges you. Also, you will enter the contemporary discussion of a resurgence in the use of fixed form in poetry.

2. Carefully read the "Introductory Statement," as well as Mark Strand's "On Becoming a Poet" and Eavan Boland's "Poetic Form: A Personal Encounter." Because these essays "ground" the collection beautifully and clarify the editors' purposes, they should give you a good sense of how to read the poems. **Be prepared to write a response to these particular introductory essays when you return to school.**

3. Read the collection of poems and the introductory material to each section in the book. Take your time reading the book. (Think of this as the "Summer of Poetry.") There are 196 poems, so pace your reading. In this way, you will be able to "live" with the poems, relishing their language, form, and ideas. You will find certain poems far more accessible and engaging than others; but, don't be intimidated by the more difficult, perhaps archaic, language of some of the writings. You won't love all of them, but the collection is diverse enough that you are sure to find several poems that resonate with you. Also, when you read the section on meter, keep in mind that the editors identify the section as "Meter at a Glance." Classroom instruction will further clarify the element of meter.

4. Write responses to nine poems that do, in fact, resonate with you.

a. You **must** select one poem from each of the following sections:

- i. Sonnet
- ii. Villanelle
- iii. Pastoral
- iv. Elegy
- v. Ballad
- vi. Blank verse

b. Then select one poem from three other sections (**your discretion**) for **a total of nine poems.**

In your response to each poem, **your purpose** is to specifically explain why you find the poem engaging or compelling. Use passages from the poem as support for your discussion. Focus your discussion on the poet's use of the following devices or elements:

- Form
- Unusual or unexpected use of imagery, diction, or figurative language
- Use of irony
- Emotional or logical movement of the poem
- Point of view and/or speaker
- Sound devices
- Theme or central idea

Boldface each device or element as you discuss it.

Development of each entry. **This assignment is due the first day of class and is worth 100 points.**

- Identify the poem by title, writer, and page numbers. (You don't need to duplicate the poems.)
- Then develop your response to about **three-quarters of a page, double-spaced, per poem.**
- Typing: MLA format, **double-spaced**, 10- to 11- point font
- The rubric is on the back of this assignment sheet.

Rubric

A: These responses follow the given directions and are ready on the first day of class. Each response is thoughtful and offers insight into the chosen poems. The responses reference specific lines or words from the poems for support. They utilize some of the given devices, such as function of form, imagery, diction, figurative language, irony, symbol, theme, sound and rhythm, to reflect upon what the poet has specifically done to evoke the student's response. These responses are well written, engaging, and free of mechanical errors. They are written in a tone appropriate for an upper level English class.

B: These responses follow the directions, but the responses may not be as insightful or as well written as the above category. They clearly explain the elements of the poem that have specifically engaged the student. Though they reference passages from the poems, the choices may not be as specific or apt as those above. They may contain a few mechanical errors; however, these are clearly an effect of carelessness rather than a lack of knowledge.

C: These responses follow the directions. They attempt to reflect on the poems, but show clear misinterpretations either of the poems, forms, or the devices utilized. They may contain multiple mechanical errors.

D/U: These responses are unacceptably brief, incomplete, or late.