

Advanced Placement Literature and Composition
Cardinal Mooney High School
Summer Assignment 2025

Why? Athletes condition for their sports during the “off season;” students preparing for the university experience can benefit from staying in shape, too! This, the last summer of your high school career, is an excellent opportunity for intellectual growth. Refining essential skills in processing imaginary text will undoubtedly strengthen personal chances for success in this rigorous yet valuable course. The question, then, regarding summer assignments should be, “Why not?”

What will I be doing?

The A.P. Literature and Composition Summer Assignment consists of two parts; both are due at the beginning of the first day of school. The written portions should be saved on Google Docs and submitted electronically at the beginning of class. Bring your book to class in August.

1. The college essay
2. Summer novel and assignment

Part One:

THE COLLEGE ESSAY

- <https://www.commonapp.org/blog/announcing-2025-2026-common-app-essay-prompts>
- Compose a brilliant response to a Common Application 2025-2026 college essay prompt.
- (Type a 450-650 word essay).
- Introduction paragraph should be short and creative.
- Strive for several small paragraphs instead of the typical 4-5 paragraph essay.
- Strive for a variety of sentence openers and sentence length.

Part Two:

SUMMER READING ASSIGNMENT



Step 1--Reading and Highlighting/Annotating the novel

Purchase a **hard copy** and read the novel *1984* by George Orwell. The novel is neatly broken into Parts 1, 2, and 3 if that assists with your pacing.

- For each of Parts 1, 2 and 3, isolate a passage, each no longer than 40 lines (1.5 pages) that strikes you as particularly interesting in both content and writing style. Don't rely on some online source to guide you to *important* passages, but look for pages that woke YOU up as a reader, and then try to understand how Orwell achieved that effect.
 - **Highlight these 3 important passages.**
 - **Annotate these 3 important passages**-which requires you to write comments or notes in the margins of the pages. What should you annotate? Think about how Orwell employs any of the following techniques deliberately to achieve a specific effect on meaning or audience.
 - Annotate for any of the following techniques: **Context**, **story elements** (protagonist antagonist inner characters, development of internal & external conflicts, verbal, situational, dramatic irony), **imagery elements** (sensory imagery, figurative language, symbolism, allusions, and motifs), **diction choices** (tone, mood, sentence construction, chosen words, or repeated words), **narrative structure** (flashback or foreshadowing).
 - Make a digital image of the text or use an on-line text of *1984* (like this one at <http://www.george-orwell.org/1984>) to insert that passage into a hard copy or digital document, and annotate that document for use of literary technique.
- Following is a model of annotations:



Step 2—Written Analysis

Write an analysis of 400-500 words for each of the 3 passages. These are neither glorified journal entries nor full formal essays; rather, each should address the context of the passage, highlight how specific literary techniques help construct meaning, and comment on the overall meaning. **AVOID PLOT SUMMARY.**

Use THESIS / EVIDENCE / ANALYSIS / CONCLUSION structure.

- **THESIS:** Contextualize the passage and then clearly and specifically state your these about what overall idea(s) the passage gets across and the primary tool(s) it uses to do so.
- **EVIDENCE/ANALYSIS:** Pull from the full length of the passage. Use multiple quotes (including short phrases woven into your own sentence), first contextualized and then analyzed for meaning, often employing ‘requoting’, throughout the response. Make sure these directly establish your line of reasoning in support of your thesis.
- **CONCLUSION:** Solidify the overall information, giving a sense of how it all works together to build meaning & how this passage contributes to the overall novel.

QUESTIONS? I’ll check email periodically all summer: jpatmor@cmhs-sarasota.org

For your reference, here is the AP rubric for this kind of writing

Scoring Rubric for Question 2: Prose Fiction Argument (6 points)

Reporting Category	Scoring Criteria				
Row A Thesis (0-1 points) 7.1	0 points For any of the following: <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 claim. There is a thesis, but it does not respond to the prompt. 		1 point Responds to the prompt with a thesis that presents a defensible interpretation of the passage.		
Row B Evidence AND Commentary (0-4 points) 7.4 7.5 7.6 7.8	0 points Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.	1 point EVIDENCE: Provides evidence that is mostly general. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student’s argument.	2 points EVIDENCE: Provides some specific, relevant evidence. AND 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.	3 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Explains how some of the evidence supports a line of reasoning. AND Explains how at least one literary element or technique in the passage contributes to its meaning.	4 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning. AND Explains how multiple literary elements or techniques in the passage contribute to its meaning.
Row C Sophistication (0-1 points) 7.9 7.10 7.11	0 points Does not meet the criteria for one point.	1 point Demonstrates sophistication of thought and/or develops a complex literary 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"> Identifying and exploring complexities or tensions within the passage. Illuminating the student’s interpretation by situating it within a broader context. Accounting for alternative interpretations of the passage. Employing a style that is consistently vivid and persuasive. 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.			