

AP Literature and Composition  
Summer Assignment

After a close reading of Carson McCuller's novel *The Heart is a Lonely Hunter*, complete the following two tasks:

Task One: Write a one page (typed and double-spaced) essay defining one incident or scene that illuminates the meaning of McCuller's work as a whole. Be efficient but precise and insightful in your analysis of this scene. Do not summarize the plot. Do not exceed one page (typed, double-spaced, 12 point Times New Roman or 11 point Arial, provide parenthetical citations for any direct quotes).

Task Two: Complete a typed journal that is submitted in the format below:

Name  
Date  
AP Literature  
Summer Assignment

*The Heart is a Lonely Hunter* - Summer Journal

Illuminating incident (page #): Three sentence paraphrasing of incident

Quote (page #)	Most significant word, phrase, or detail from the quote	Connotation of word, phrase, or detail	Connection to illuminating incident
X10			

Grading: See AP rubric for the general criteria for each of the numeric grades listed below:

9= 100      6=87      3=70  
8= 95      5=80      2=60  
7=92      4=75      1=50

Be prepared to write an essay in response to this text in class during the first week of the school year.

(While task two is not classified as a formal essay, the below criteria will be used to rate level of thought and sophistication embedded in your responses.)

**9-8** Superior papers are specific in their references, cogent in their definitions, and free of plot summary that is not relevant to the question. These essays need not be without flaws, but they demonstrate the writer's ability to discuss a literary work with insight and understanding and to control a wide range of the elements of effective composition. At all times they stay focused on the prompt, providing specific support--mostly through direct quotations--and connecting scholarly commentary to the overall meaning.

**7-6** These papers are less thorough, less perceptive or less specific than 9-8 papers. They are well-written but with less maturity and control. While they demonstrate the writer's ability to analyze a literary work, they reveal a more limited understanding and less stylistic maturity than do the papers in the 9-8 range.

**5** Safe and "plastic," superficiality characterizes these essays. Discussion of meaning may be formulaic, mechanical, or inadequately related to the chosen details. Typically, these essays reveal simplistic thinking and/or immature writing. They usually demonstrate inconsistent control over the elements of composition and are not as well conceived, organized, or developed as the upperhalf papers. However, the writing is sufficient to convey the writer's ideas, stays mostly focused on the prompt, and contains at least some effort to produce analysis, direct or indirect.

**4-3** Discussion is likely to be unpersuasive, perfunctory, underdeveloped or misguided. The meaning they deduce may be inaccurate or insubstantial and not clearly related to the question. Part of the question may be omitted altogether. The writing may convey the writer's ideas, but it reveals weak control over such elements as diction, organization, syntax or grammar. Typically, these essays contain significant misinterpretations of the question or the work they discuss; they may also contain little, if any, supporting evidence, and practice paraphrase and plot summary at the expense of analysis.

**2-1** These essays compound the weakness of essays in the 4-3 range and are frequently unacceptably brief. They are poorly written on several counts, including many distracting errors in grammar and mechanics. Although the writer may have made some effort to answer the question, the views presented have little clarity or coherence.