

2019 Summer Reading Assignment

AP Literature

You will choose one work to read from the list below. You will then choose four FRQ3 essays to compose using that work to answer the essay prompts. The due date is August 30, 2019. Before you choose your book or play, do some online research and pick a work that interests you and that you will honestly read. It is always a good idea to annotate the novel in the margins for understanding (symbol, characterization, foils, themes, historical context, conflicts), but annotations will not be due as an assignment.

While Sparknotes-type websites can be helpful to summarize key ideas in each chapter, their analyses, conflicts, themes, and motifs are shallow and plastic. You may use online summaries to aid your understanding, but you will not be able to write high scoring essays by substituting canned online analysis websites for reading the literature yourself. Cogent and specific examples from the texts are required to support the points made in your essays.

You must choose from the list below.

The Scarlett Letter –Nathaniel Hawthorne - novel

Jane Eyre – Charlotte Bronte - novel

Hamlet - “Bill” Shakespeare – play

Othello – William Shakespeare -play

1984 – George Orwell – novel

Kite Runner - Khaled Hosseini – novel

Handmaid’s Tale - Margaret Atwood – novel

The Color Purple – Alice Walker - novel

Heart of Darkness – Joseph Conrad – novel

Joy Luck Club – Amy Tan – novel

The Adventures of Huckleberry Finn – Mark Twain – novel

The Catcher In The Rye – J.D. Salinger – novel

The Sound and the Fury – William Faulkner – novel

A Tree Grows in Brooklyn – Betty Smith – novel

How to Write The Free Response Essay

The free response essay (FRQ3) is based on a provocative question that highlights specific insights applicable to a broad range of literary texts. The question provides for varied personal interpretations and multiple approaches.

The point is to assess your ability to discuss a work of literature from a knowledgeable standpoint – no plastic, canned Sparknotes themes and conflicts. No plot summary. You are expected to write an essay that demonstrates a mature understanding of the work and a defense of the prompt. Your paper must be specific and well organized. Avoid generalizations. Avoid plot summary. You must also adhere to ALL parts of the prompt. Examples from the text are not quotes. The examples you use to support your argument are anecdotes and paraphrase that are cogent and insightful, rather than obvious and superficial (Gradesaver, Sparknotes, Quizlet).

Here's a typical FRQ3 prompt: *Often in literature, a literal or figurative journey is a significant factor in the development of a character or the meaning of the work. Choose a full length work and write a well-organized essay in which you discuss the literal or figurative nature of the journey and how it affects characterization and theme.*

STEP #1 – Identify what your essay must show

- Nature of the journey
- How the journey affects characterization
- How the journey affects a theme.

STEP #2 – Make a quick plan

- Paragraph 1 – In J.K. Rowling's blockbuster novel *Harry Potter and the Sorcerer's Stone*, the titular character travels from his muggle home in the suburbs of London to a magical realm of Hogwarts each school year. It's a physical journey from a place stifles his intellect and ability, a place where he is ridiculed and abused to one where he is beloved for his bravery and talents. This annual journey mirrors the protagonist's growth from scared child to celebrated hero and illuminates the greater idea that frequent change and challenges are required for a person to discover their strengths and the confidence to use them for the greater good.
- How the transition from the Muggle world with his aunt and uncle to Hogwarts reflects his personal maturation.
- How the journey expresses the theme. Give examples of his growth each time he travels to Hogwarts.

STEP #3 – Come up with specific examples (not quotes) from the beginning, middle, and end of the work to incorporate in each paragraph to prove your points.

STEP #4 – Write the essay.

Here's another prompt: *Frequently, the tension in a literary work is created by the conflict between a character and society. Chose a literary work and discuss the nature of the conflict, its effect on the character, on society, and on the resulting thematic implications.*

Sample Outline

Para 1 - Nature of conflict

- In relation to society
- In relation to a character

Para 2 - Effect of conflict

- On character
- On society

Para 3 - Thematic implications or themes conveyed by the conflict

- Themes related to character
- Themes related to society

DO NOT WRITE A CONCLUSION THAT REPEATS ANYTHING IN YOUR INTRO. THAT'S A MIDDLE SCHOOL HACK. DO NOT REPEAT YOURSELF, YOUR THESIS, OR YOUR MAJOR POINTS IN YOUR CONCLUSION. IT BRINGS THE SCORE DOWN FOR "IMMATURE WRITING."

DO NOT USE THE PHRASE "THIS QUOTE SHOWS" OR "THIS SHOWS" OR "THIS IS SHOWN." LIKEWISE AVOID, "AN EXAMPLE OF THIS IS..." Those are indicative of simplistic writing. Use the commentary starters attached in this packet.

DO NOT WRITE ARGUMENT OR SYNTHESIS. USE ONLY THE INFORMATION IN THE NOVEL OR PLAY. DO NOT BRING IN OUTSIDE SOURCES OR YOUR OWN EXPERIENCE OR OPINION. LIKEWISE, DO NOT REFER TO "YOU" - "US" - "THE READER" - OR "THE AUDIENCE."

High scoring example FRQ3 essays attached.

Pick four prompts and use the novel or play you read this summer to write the corresponding FRQ3 essay. On August 30, 2019, you will turn in four FRQ3 essays. Remember that on the AP Lit and Comp exam, you have 45 minutes to write an FRQ3 essay. That means, you shouldn't spent a week writing each essay for this assignment. You can spend more than 45 minutes because this is new and unfamiliar or to craft as superior essay. But don't overdo it. Each essay should be approximately two pages double spaced.

Late work is not accepted. (So, if you only chose to write 2.5 essays, that's what you should turn in for partial credit. Turning in nothing = no credit.

1981. The meaning of some literary works is often enhanced by sustained allusion to myths, the Bible, or other works of literature. Select a literary work that makes use of such a sustained reference. Then write a well-organized essay in which you explain the allusion that predominates in the work and analyze how it enhances the work's meaning.

1982. In great literature, no scene of violence exists for its own sake. Choose a work of literary merit that confronts the reader or audience with a scene or scenes of violence. In a well-organized essay, explain how the scene or scenes contribute to the meaning of the complete work. Avoid plot summary

1985. A critic has said that one important measure of a superior work of literature is its ability to produce in the reader a healthy confusion of pleasure and disquietude. Select a literary work that produces this "healthy confusion." Write an essay in which you explain the sources of the "pleasure and disquietude" experienced by the readers of the work.

1986. Some works of literature use the element of time in a distinct way. The chronological sequence of events may be altered, or time may be suspended or accelerated. Choose a novel, an epic, or a play of recognized literary merit and show how the author's manipulation of time contributes to the effectiveness of the work as a whole. Do not merely summarize the plot.

1990. Choose a novel or play that depicts a conflict between a parent (or a parental figure) and a son or daughter. Write an essay in which you analyze the sources of the conflict and explain how the conflict contributes to the meaning of the work. Avoid plot summary.

1991. Many plays and novels use contrasting places (for example, two countries, two cities or towns, two houses, or the land and the sea) to represent opposed forces or ideas that are central to the meaning of the work. Choose a novel or play that contrasts two such places.

Write an essay explaining how the places differ, what each place represents, and how their contrast contributes to the meaning of the work.

1994. In some works of literature, a character who appears briefly, or does not appear at all, is a significant presence. Choose a novel or play of literary merit and write an essay in which you show how such a character functions in the work. You may wish to discuss how the character affects action, theme, or the development of other characters. Avoid plot summary.

1995. Writers often highlight the values of a culture or a society by using characters who are alienated from that culture or society because of gender, race, class, or creed. Choose a novel or a play in which such a character plays a significant role and show how that character's alienation reveals the surrounding society's assumptions or moral values.

1999. The eighteenth-century British novelist Laurence Sterne wrote, "No body, but he who has felt it, can conceive what a plaguing thing it is to have a man's mind torn asunder by two projects of equal strength, both obstinately pulling in a contrary direction at the same time." From a novel or play choose a character (not necessarily the protagonist) whose mind is pulled in conflicting directions by two compelling desires, ambitions, obligations, or influences. Then, in a well-organized essay, identify each of the two conflicting forces and explain how this conflict with one character illuminates the meaning of the work as a whole. You may use one of the novels or plays listed below or another novel or work of similar literary quality.

2002. Morally ambiguous characters – characters whose behavior discourages readers from identifying them as purely evil or purely good – are at the heart of many works of literature. Choose a novel or play in which a morally ambiguous character plays a pivotal role. Then write an essay in which you explain how the character can be viewed as morally ambiguous and why his or her moral ambiguity is significant to the work as a whole. Avoid mere plot summary.

2007. In many works of literature, past events can affect, positively or negatively, the present activities, attitudes, or values of a character. Choose a novel or play in which a character must contend with some aspect of the past, either personal or societal. Then write an essay in which you show how the character's relationship to the past contributes to the meaning of the work as a whole.

2007, Form B. Works of literature often depict acts of betrayal. Friends and even family may betray a protagonist; main characters may likewise be guilty of treachery or may betray their

own values. Select a novel or play that includes such acts of betrayal. Then, in a well-written essay, analyze the nature of the betrayal and show how it contributes to the meaning of the work as a whole.

2011. In a novel by William Styron, a father tells his son that life “is a search for justice.” Choose a character from a novel or play who responds in some significant way to justice or injustice. Then write a well developed essay in which you analyze the character’s understanding of justice, the degree to which the character’s search for justice is successful, and the significance of this search for the work as a whole.

2014. It has often been said that what we value can be determined only by what we sacrifice. Consider how this statement applies to a character from a novel or play. Select a character that has deliberately sacrificed, surrendered, or forfeited something in a way that highlights that character’s values. Then write a well-organized essay in which you analyze how the particular sacrifice illuminates the character’s values and provides a deeper understanding of the meaning of the work as a whole.

2015. In literary works, cruelty often functions as a crucial motivation or a major social or political factor. Select a novel, play, or epic poem in which acts of cruelty are important to the theme. Then write a well-developed essay analyzing how cruelty functions in the work as a whole and what the cruelty reveals about the perpetrator and/or victim.

2016. Many works of literature contain a character who intentionally deceives others. The character’s dishonesty may be intended either to help or to 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. Choose a novel or play in which a character deceives others. Then, in a well-written essay, analyze the motives for that character’s deception and discuss how the deception contributes to the meaning of the work as a whole.

FRQ3 Introductions and Sample Essays.

Remember, your opening paragraph is the one that raises the expectations of the reader and sets the tone of your essay.

Spend time on your first paragraph to maximize your score.

Make certain that your topic is very clear to the reader. This reinforces the idea that you fully understand what is expected of you and what you will communicate to the reader. Generally, identify both the text and the author in this first paragraph.

Do this now. Take 5 minutes and write your opening paragraph for this prompt. Write quickly, referring to your notes. Let's check what you've written:

1. Have you included the author and title?
2. Have you addressed the literal and figurative journeys?
3. Have you addressed characterization and theme?

Here are three sample opening paragraphs that address each of the above criteria.

Actually highlight these to see if you've done it. You may be surprised at what is actually there.

A

"There was no possibility of taking a walk that day" says young Jane in Chapter One of Charlotte Bronte's novel, *Jane Eyre*. Little did she know that her very existence would evolve from her personal odyssey as she journeyed from Gateshead to Lowood to Thorn-field and beyond; from child to adolescent to woman. This literal and figurative journey enables Bronte to develop both the character and the theme of her work.

B

Up the hill, down the street, across the road from cafe to cafe, the characters in Ernest Hemingway's novel, *The Sun Also Rises*, wander interminably. Hemingway employs this aimless journey to reveal the lost nature of his characters and his theme of the search for meaning and direction in their post-World War I existence.

C

In *Heart of Darkness* by Joseph Conrad, a literal journey from England to Africa becomes a nightmare of realization and epiphany for the main character, Marlowe. Conrad develops his themes through Marlowe's observations and experiences on his figurative journey from innocence to corruption, idealism to cynicism, and optimism to despair.

Note: These three introductory paragraphs identify the author and the title and clearly indicate an understanding of the prompt. Let's note what is different about each.

Sample **A** begins with an appropriate, direct quotation. It clearly delineates the two types of journeys and their relationship to the character. The writer indicates an understanding of the difference between literal and figurative interpretation.

Sample **B** has a clear writer's voice. The writer is not afraid to be judgmental. The tone of the essay is apparent and sustained.

Sample **C** alludes to the content of the body of the essay and touches on vague generalities. However, the maturity of the vocabulary and thought indicate the writer's understanding of Conrad's complex themes and their relationship to the prompt.

What Should I Include in the Body of the Free-Response Essay?

1. Obviously, this is where you present your interpretation and the points you wish to make that are related to the prompt.
2. Use specific references and details from the chosen work.
 1. Incorporate direct quotations when possible.
 2. Place quotation marks around those words or phrases taken directly from the work.
3. Use connective tissue in your essay to establish adherence to the question.
 1. Use the repetition of key ideas in the prompt and in your opening paragraph.
 2. Try using "echo words" (i.e., synonyms such as journey/wanderings/travels or figurative/symbolic/metaphoric).
 3. Use transitions from one paragraph to the next.

To understand the process, carefully read the following sample paragraphs. Each illustrates an aspect of the prompt. Notice the specific references and the connective tissue.

At Gateshead, despite its material comforts, Jane was an orphaned outcast who felt “like a discord.” She was, like Cinderella, abused by her cousins and aunt and nurtured only by Bessie, a servant. Jane’s immaturity and rebellious nature cause her to be jealous and vengeful which culminates in a violent confrontation with her repulsive cousin, John. Her subsequent eviction from Gateshead forces her to embark on a journey that will affect her forever. The stark privations of Lowood humble Jane and open her to the true riches of friendship with Helen Burns. It is here she learns the academic, religious, and social skills that will enable her to move on to her destiny at Thornfield.

B

Throughout the novel Jake escorts the reader on the journeys that become the only purpose the group exhibits. The trip to San Fermin for the fiesta is also a journey to hell, away from civilization and morality. The fiesta “explodes” and for seven days any behavior is acceptable, for there is no accountability during this time. No one “pays the bill,” yet. Brett is worshiped as a pagan idol; garlic is strung around her neck, and men drink to her powers. She is compared to Circe, and, indeed, she turns her companions into swine as they fight over her. This trip to the fiesta reinforces the lack of spirituality and direction that is a theme of the novel.

C

Referring to the map of the Congo, Marlowe states that “the snake had charmed me.” This primal description prepares us for the inevitable journey up the river that will change the very core of his character. The snake implies temptation, and Marlowe is seduced by the mysteries of Africa and his desire to meet Kurtz in the interior. He is too naive and pure to anticipate the abominations that await him at the inner station. Like a descent into hell, the journey progresses. The encounters with Fresleven, the workers without rivets, the pilgrims shooting into the jungle, all foreshadow Marlowe’s changing understanding of the absurdity of life and the flawed nature of man. Only when he is totally aware of “the horror, the horror” can he journey back to “another dark place of the universe,” London, to see the Intended and to corrupt his own values for her sake.

Let’s examine these three body paragraphs.

Sample **A** is about *Jane Eyre*. It addresses one aspect of the prompt— Jane’s character at the beginning of the journey—and continues with the first major change in her life. The writer demonstrates familiarity with the novel through concrete details and quotations. Theme is implied and leads the reader to anticipate further development in the rest of the body of the essay. Sample **B** refers to *The Sun Also Rises*. This paragraph uses a single incident to develop the discussion of the journey as it affects character and theme. The writer includes very specific details of the San Fermin fiesta to support comments about Brett and Jake. The integration of these details is presented in a cohesive, mature style.

Sample **C** delves into *Heart of Darkness*. This paragraph is a philosophical approach, which assumes the reader is familiar with the novel. It focuses on theme and how the development of the character is used to illustrate that theme. The ending of the paragraph presents an insight that invites the reader to “stay tuned.”

Sample Student Essays

Here are two actual student essays that are followed by a rubric and comments on each essay.

Student Essay A

The journey taken by Edna in Kate Chopin's The Awakening exemplifies the journey that is a very common feature in many works of literature. This journey is not a commonplace journey; it is one that brings about development and change in the story's main character. In The Awakening, the spiritual journey that Edna takes changes the way she thinks, acts, and lives. The ramifications of her journey change her life.

5

The story takes place in New Orleans around the turn of the century. The women of society were treated as possessions, either of their fathers or their husbands, or even of their religion. The story's protagonist, Edna, is introduced as the respectable wife. She is a good mother and is faithful to her husband. The family vacations for the summer in Grand Isle. While there, Edna befriends Robert who every summer devotes himself to being an attendant to one of the married women, Edna being his current choice. While there, she undergoes a series of "awakenings" which begin her journey. One such push was Edna's learning to swim. Although she was previously afraid of the water and of swimming, one day she tried, and is successful. Her newfound ability signifies the steps she is taking towards no longer being a possession. It is one of the first signs that Edna is ready

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to break free and to be her own person. The water gives her a sense of freedom, and she relishes this sensation.

Edna's growing love for Robert alerts her of the journey upon which she has unknowingly embarked. After Robert leaves, giving very short notice, she misses him tremendously. She realizes that she is in love with him but has no such love for her husband, Leonce. While Robert gives into her every whim, Leonce only cares about Edna as if she were his possession. He does not consider her feelings and emotions, only his own. He leaves the family often to go into the city for work, sending candy and chocolates to Edna and her children in order to compensate for his absence. He constantly neglects Edna's emotional needs, and as a result, intensifies the strength of her journey. However, Leonce is not the only person who sees Edna merely as a possession. Even Robert, who is in love with her, feels that Edna belongs to Leonce. Because he knows that she cannot be his, Robert refuses to let their relationship progress any further than it has, and the only way for him to achieve this is to go away and cut off contact with Edna.

When the family returns to their home in New Orleans, Edna is not content with her life and begins to neglect performing some of her expected activities and duties, such as entertaining the wives of her husband's clients. Edna's refusal to accompany her husband on a business trip is the pinnacle of her journey. Leonce is shocked and appalled by her noncompliance, but he feels that she is going through a phase and will soon come to her senses.

While her husband is gone, Edna's children are sent to live with their grandmother. During this time, Edna is free and independent. She meets a variety of new people who she begins to spend time with. One of these people is Alcee Arobin, who becomes her lover. This relationship is important in Edna's journey because it represents a further rift from her previous life as a possession. More and more, Edna becomes her own person. Moreover, although he tries to make her his own possession as well, Edna refuses to let Alcee have the upper hand in their relationship. She refuses to let anyone control her life ever again. She even goes so far as to close up her house and rent a much smaller place to dwell in. Edna's actions come as a shock to many people, especially her husband, but she is really just trying to assert her individuality. However, no one understands what she is going through. In fact, many people, including her husband, blame her behavior on mental illness. Edna realizes that she cannot continue to live in this manner.

At the novel's conclusion, Edna decides to commit suicide. She swims into the ocean and drowns herself. It is fitting that she chooses the ocean, the place where she feels she has the most freedom, to end the journey. Edna decides that she would rather not live at all than to live a life where she cannot be her own person.

It is easy to interpret the novel, Things Fall Apart, as a denouncement of white colonization, or simply as a detailed portrayal of African culture. But that would be all too banal; it has already been said and done by many authors. What makes this novel distinctive is the development and depiction of Okonkwo's journey through life and how his journey effects the novel's themes.

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Given Okonkwo's rugged personality, he encounters many conflicts on his journey to self-awareness. Okonkwo clashes with his father, his wives, his children, his village, and perhaps every other character, but his greatest struggle is with himself. It seems as if Okonkwo's enemy is his father's flaws, but in reality, Okonkwo's hidden enemy is his fear of his father's reflection upon himself. Okonkwo spends his whole life on a journey away from the values of his father, so much up to the point where he ruins his life as well as the lives of those around him. His tragic flaw is his obsessive aversion to his father's laid back character. Okonkwo is so engulfed by his life's mission to become a rejection of his father's character, that he fails to see Unoka's positive traits such as tenderness, wisdom, and a passion for life, which Okonkwo lacks.

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Even though Okonkwo is the protagonist in this book, he is also the antagonist; clearly, he is on a trip to disaster. He has not journeyed inside himself to understand what makes him act the way he does. He is extremely rash and explosive and does not think twice about throwing a fatal punch. He foolishly thinks that his aggressiveness is the only way for a man to act; it is this misconception that ultimately ruins him. Unfortunately for Okonkwo, he never realizes his flaw, and in the end, it is as if he cannot flee his father's reflection, for just like his father, he dies with shame and disgrace.

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He had the ambition; he had the intelligence; he had the passion; but he had all of these for the wrong reasons. Perhaps Things Fall Apart portrays Okonkwo's lack of development rather than his development through time. From his early youth he forms this strong aversion to weakness and ineptitude, and this controls all his actions throughout his life. In actuality, the fact that he is totally ruled by this fear of ineptitude underscores how internally weak Okonkwo is. In the end, when he realizes that there is no possible way to triumph, that he cannot control people with his violent actions, and that he cannot control his fate, what does he do? He gives up and commits the most cowardly act of suicide.

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Rating the Student Essays

Let's take a look at ranking comments about each of these essays. Student Essay A is a borderline high-range essay for several reasons:

1. It addresses all aspects of the prompt.
2. It is highly detailed (lines 13–14, 25–26, 34–35).
3. It demonstrates strong topic adherence (lines 5–6, 14–15, 20, 36–37, 50–51).
4. There is strong integration of specifics to support the thesis (lines 16–17, 29–32, 42–43).
5. There is perceptive character analysis (lines 33–36, 49–51).
6. There is clear linear development of the essay (lines 9, 13–14, 33, 39, 48).
7. The essay is frequently repetitive and needs echo words.
8. There are some syntax and diction errors.

This is an example of a strong midrange essay which could make the jump into the high-range area because of its organization, its use of detail, and its insights. It's obvious that the writer thoroughly understands the work and presents various specifics to support the thesis. The diction and syntax are, at times, not as mature as would be found on more sophisticated essays.

Student Essay B is a basic midrange essay for the following reasons:

9. It does begin to address the basic tasks of the prompt.
10. It identifies character and theme.
11. It refers to the character's journeys but does not really develop any of them (paragraphs 2–3).
12. There are many generalizations which need more specific support (lines 10–16, 25–27).
13. The essay loses its clear connection to the prompt at times (paragraph 4).
14. The diction and syntax, although adequate, lack a maturity seen in higher-level papers.

THIS IS A SAMPLE PROMPT FROM 2013. IT'S FOLLOWED BY ANCHOR ESSAYS AND SCORES. USE THEM AS A GUIDE TO WRITE YOUR ESSAYS BASED ON THE NOVEL OR PLAY YOU READ THIS SUMMER.

A bildungsroman, or coming of age novel, recounts the psychological or moral development of its protagonist from youth to maturity, when this character recognizes his or her place in the world. Select a single, pivotal moment in the psychological or moral development of the protagonist in a bildungsroman. Then write a well organize essay that analyzes how that single moment shapes the meaning of the work as a whole.

2013 Q3 Open Question Scoring Samples

Sample H

In Voltaire's 17th century novel Candide or Optimism, Candide struggles with a harsh world that continually cannot meet his optimistic expectations. From the moment that Candide is kicked out of his childhood home, he begins a process of moral growth that forces him to rethink the idealism he has been taught. At the end of the novel, Candide's journey is culminated with his final conversation with his mentor Pangloss. Through Candide's journey to this moment, Voltaire is able to criticize the philosophy of Leibniz and the general cruelty of European culture.

Candide struggles through most of the novel partially because he follows Leibniz's famous saying that "all is for the best in the best of possible worlds." At the end of the novel, all of Candide's hope for this best of all possible worlds have been crushed. He has seen famine, slavery, sickness, and old age. All of his infinite riches have been swindled by greedy and evil men. At this pivotal moment, he talks to his longtime teacher, Pangloss, who reminds him that this world is still the best possible world. Candide demonstrates the moral and psychological journey that has finally ended with his assertion that although Pangloss is charismatic, one must still "cultivate our garden. Voltaire illustrates Candide's critical shift in his final ability to rebuke the philosophy he has lived by. Although his love Cungonde is ugly, his friends are tired, and Candide is poor, their garden forms a utopic home where they each belong and can be made useful. Instead of Pangloss's vision of passive acceptance of the world, Candide has grown into a man and learned to take a proactive stance towards bettering the world.

Voltaire offers this critical moment in Candide's development to put forward his argument against European optimism as defined by Leibniz. The "optimistic" view of the world, as Candide demonstrates, is only possible through effort, the metaphorical cultivation of the garden. It is critical that Voltaire establishes the beginning and end of the novel as the only two stable moments of Candide's life. When Candide follows Pangloss's advice, his peaceful childhood in

the castle is quickly blown apart as he is exposed to the misery of war. It is only when Candide finally rejects Pangloss as well-spoken but foolish that he can finally regain stability and even happiness. At the beginning, Candide optimistically thinks his castle is the most beautiful in the world because it has windows and a rug, but by the end he has no such misconceptions about his garden. Instead of passive acceptance, he realizes his garden and his world can be improved.

Voltaire also uses this final moment to offer a solution for war-torn Europe. In his youth, Candide meets a slave who has been sorely punished while trying to make European sugar, and participates in a war between indistinguishable and brutal armies. Voltaire noted at these moments that Candide, like most of Europe, blindly accepts this situation. He “trembles like a philosopher” during the war, watching, horrified, as mass mutilation occurs in the name of justice. His final line in the novel is thus a rejection of all European cruelty. By recommending that they work together to cultivate a garden, he discards the world of apathetic watchers and selfish murderers that he has seen. While he avoided actively participating in the war, Candide still idly allowed it to happen. Voltaire shows that the alternative world, where men actively work together, is preferable to a chaotic world guided by selfish interests. The garden is offered by Voltaire as a small yet inclusive place, a home for the six traumatized friends. This final moment serves to discard generations of bloody extended fights for individual power, in exchange for a communitarian view of small hopeful utopias.

Through page after page, Candide’s life is filled with monstrous and absurd events. His final peaceful chance to begin a new life is the one hopeful moment in the novel. Candide’s coming of age happens slowly and is not complete until he rejects the childlike ignorance of Pangloss. Yet, through this final culminating moment, Voltaire shows both the flaws with naïve optimism, and the possibility of a new world defined through hard work and belief in an ever better future. Passive optimism is doomed for failure, but mankind is not if we work as communities.

Sample R

In Song of Solomon, by Toni Morrison the plot is centered around the story of Milkman Dead and the physical and psychological journey he embarks on to discover himself, to discover his family’s history, and to transform into a better person.

One of the most significant moments in the story takes place at the very end of the novel. After returning home from his trip to search for gold, Milkman realized the damage he has done to his town and family cannot be undone. However, in a last effort to set things right, Milkman returns to the cave to bury his grandfather’s bones with Pilate. As they are burying the bones, Guitar accidentally shoots Pilate, though he was aiming for Milkman. The moment that Pilate is shot marks the end of Milkman’s journey and his ultimate psychological and moral development.

In the moment that Pilate is shot, Milkman realizes the unconditional love she had for him and the sacrifices she went through to protect him. It is during Pilate’s last breath that Milkman appreciates his aunt. He is finally able to put aside his consuming selfish nature and feel a sense of love and gratitude for Pilate.

The love that Milkman experiences in that moment inspires him to leap out across the open space between himself and Guitar. This leap is symbolic of Milkman’s gratitude toward his aunt, as he

is leaping out in order to take revenge on this former best friend. Furthermore, the leap is symbolic of Milkman's discovery and appreciation of his family's history. Like his great-grandfather, Solomon, Milkman is destined for greatness that goes beyond the constraints of gravity. Though the novel does not specify if Milkman does, in fact, fly, the leap he makes suggests his surrender and his ultimate release from the inhibitions he has endured throughout life, including wealth, a dysfunctional family, and racism. The moment Milkman leaps combined with his aunt's death indicates the conclusion of Milkman's self-discovery and the beginning of his newfound morality and selflessness, even if that leap means death.

The moment that Pilate is shot and Milkman leaps across the chasm combines, explains and concludes each element of the novel, allowing Morrison to dramatically convey her message. The negative effects, whether intentional or not, of racism are seen as Guitar shoots Pilate while working for the Seven Days. Through this, Morrison conveys the message that racism is inherently wrong, however revenge is never justified. Furthermore the novel's theme of the importance of family, however dysfunctional they may be, can be evidenced by Milkman's final appreciation of Pilate. And finally, Milkman Dead discovers himself and is able to put off the overwhelmingly negative aspects of his life in order to find peace and to exit his life a better person than when he entered it.

Sample G

In the novel Heart of Darkness, the protagonist named Marlow undergoes a long, physically and mentally challenging journey through the Congo. In search of finding something more meaningful in his life, Marlow decides to take an offer to go to the Congo. Unaware of the reality of the situation upon arrival, Marlow is faced with horrors he had never imagined. After leaving the Congo, Marlow is a changed man who returns home a more aware and mature character.

Before leaving for the Congo, Marlow is very unsatisfied with his life. He wishes for more adventure and is sick of the days-to-day activities and people. Marlow is sheltered with youth and immature. Like a little boy, Marlow is naïve to the reality of the world, much like the rest of the world. Marlow's voyage to the Congo brings his shift from youth to maturity and awareness.

While in the Congo, Marlow witnesses blood, gore and fighting. That in itself would change most people. However, it wasn't until Kurtz's death that Marlow had a single pivotal moment in his shift. Marlow was sent to find and retrieve Kurtz in the jungle. In the jungle Kurtz was basically a God to the indigenous people. However, at the moment of his death Kurtz scream the words, "the horror". At this point all the blood and the fighting and the wishfulness of the day to day routines again doesn't matter. As Kurtz dies, Marlow witnesses true Hell in the jungle. Kurtz, a man whom most worshipped there who was successful in his retrieval of ivory, had left his life with the words "the horror." Marlow has now completed his journey into maturity.

Upon return home, the day to day motions of society, the policemen, the neighbors, every thing he took advantage of and missed was now repulsive to him. Marlow saw no positives or appeal to society anymore. This awareness ties in with the meaning of the novel through the disapproval

of society's actions. Imperialism during the time of the novel was very popular, yet when countries like Britain stormed into Africa, no one was knowledgeable of the horror they were administering to the people and the areas. This transition of Marlow encompasses the idea that society is corrupted so much so that people are not even aware of it anymore.

Heart of Darkness is a tale of one man's journey into darkness to find the light of enlightenment and epiphany. Marlow, the protagonist, shifts from youth to maturity through his journey in the Congo where he learns of the corruption of society as a whole. It is through another character's death that Marlow becomes aware of how corrupted a society really is; which encompasses the meaning of the novel.

Sample A

In The Adventures of Huckleberry Finn by Mark Twain, the protagonist Huck Finn experiences psychological and moral development on his journey with the runaway slave, Jim. In the instance that Huck is confronted with men looking for Jim on the river, he experiences a change in his morality that changes his character drastically. That single moment as well as supporting events contributes to the overall theme of the novel of personal freedom.

Before the turning point in the novel, Huck has conflicted feelings about journeying with a runaway. At this point, he has not established his true definition of morality and is conflicted over the fact that he is traveling with "stolen property." The reader is able to see that at this point, Huck is still merely a child that ran away from home to escape a lifestyle he felt he was unfit for. This represents his youth and the fact that he has not reached maturity simply by removing himself from home. Huck is still conflicted regarding his own morality and is indecisive about what is right and what is wrong.

A pivotal moment in the novel, however, occurs when Huck is confronted by bounty hunters searching for runaway slaves. Huck lies to the men by saying Jim is his father afflicted with Smallpox in order to prevent Jim from being caught. This represents the first of Huck's transformation from immaturity to maturity. Huck determines that the bounty hunters are in the wrong and that Jim deserves his freedom as much as Huck deserves his.

Although lying to the men may have seemed as a commonplace event for a young boy, it represents a pivotal decision that Huck made regarding his definition of right and wrong. The reader is able to see that Huck felt it would be wrong to send Jim back to a place of suffering because he himself was experiencing the same conflict. Huck established his personal beliefs which related to his personal identity for the remainder of the novel. This shaped the work as a whole because it showed that Huck finally saw equality between himself and Jim.

The bildungsroman novel, especially the moment when Huck comes of age, contributes to the motif of freedom in the novel. When Huck establishes his identity at that pivotal point, it separates him from the previous lifestyle that he was a part of and proves him to be a free individual. The actions also proved beneficial to Jim's freedom, the true meaning of the journey to northern land. By helping Jim obtain his freedom, Huck in turn establishes his own freedom and personal identity as characterized by a bildungsroman novel.

In the novel The Adventures of Huckleberry Finn, the protagonist Huck Finn establishes his morality by aiding Jim in his journey towards freedom. This important turning point allows for the development of the themes regarding freedom and equality.

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Sample X

Tess Durbeyfield of Thomas Hardy's Tess of the D'Urbervilles endures a series of misfortunes in her life that can all be traced back to one pivotal moment in her journey to maturity: her rape. Giving birth to her first child, becoming Alec D'Urberville's mistress and Tess's eventual death are events that all succeed her rape.

When Tess's father sends her to the D'Urberville estate to claim kin, she meets the charismatic Alec D'Urberville who completely changes who she is, mentally and physically. When Tess returns to the D'Urberville estate to work on the farm she is raped by Alec and returns home emotionally damaged and pregnant with Alec's bastard child. That event leads to a series of terrible events. She gives birth to the child only to have him die of illness shortly after he is born, leaving Tess emotionally scarred, turning her into a victim of fate.

The next couple of encounters she has with Alec present her with many opportunities to marry him and save her family from debt. After countless attempts Tess still refuses but her mother hears of the proposal and forces Tess to accept Alec's offer. This is a direct result of Tess's rape. Alec has been obsessed with ever since he raped her, and knows Tess is emotionally unstable because of all the trauma she has endured.

After months of enduring Alec's abuse Tess is visited by Angel Clare, her former husband and true love. Angel left Tess as a result of Tess's rape, once he learned the truth about it he saw Tess as impure and a liar. Angel's return inspires Tess to escape from her miserable life. She sees that the only way out is to murder Alec and run away with Angel. She is successful, but not for long. The authorities find her and execute her for her crime.

If Tess was never raped by Alec, Angel would have never left her and she would have never needed to return to Alec to support her family. All of the misfortunes in Tess's life are a result of her rape. It was a huge turning point in her life that changed everything about her, emotionally, mentally and physically.

Sample L

In the story of Frankenstein, Victor Frankenstein creates a monster and then abandons it immediately, leaving it to begin its life on its own. The monster wanders the unknown land until he discovers who he is, and from there he learns that he does not belong to this world. This moment shapes the meaning of the story by giving the monster a purpose, learning to control the things you create, and the temptation of knowledge.

Up until the pivotal moment when the monster realizes he is an exile, he had been learning the basics of life; hunger, cold, thirst, etc. When he finally put the puzzle pieces together and learned who created him, he found a purpose to search for Victor and demand a way to end the suffering, such as creating another monster. It was Victor's duty after all to provide for his creation.

Victor Frankenstein created the monster because of his relentless craving for knowledge. He gave it life without thinking of the consequences, and when he recognized what he had done he ran from his responsibility. He was now responsible for everything the monster would do, and once

the monster finally realized what he was, things no longer looked good for Victor since he abandoned it.

Victor was very passionate about science, and he wanted to learn more and more. He was so dedicated to his studies that he nearly went crazy. There are always repercussions for the knowledge of something so large as the creation of a person, and Victor should have stopped the moment he realized what he had learned.

The monster was an innocent being, created out of a man's unhealthy desire for knowledge. When the monster had reached its pivotal moment, it realized this and went straight to the source. From there, every decision Victor made about the monster was inevitably his downfall, and just stressed the fact that if you can't look after it, don't create it.

Sample D

In the autobiography of Malcolm X, Malcolm had a huge moral development which turned him from a low common thug into a man of respect. When Malcolm went to prison he met a muslim man that challenged and questioned if Malcolm truly knew who he was and why. Malcolm found himself think that the man we was was a lie and that we was nothing more than what the white men told him he was and believed nothing but what the white man told him to believe. He then began to educate himself on what he truly was, a black man of African and educated himself of the rich culture of his people which showed him that he is capable of much more than what people would expect of him.

Malcolm then changed his last name to "X", stating that he did not know his true last name and would never know. From this experience in prison Malcolm became enlightened and decided to become a preacher that spoke what he thought was the truth and the best for his kind. This moment shapes the work as a whole because it shows that just because Malcolm was born dirt doesn't mean his soil wasn't rich and that he is able to affect the way of life.

Sample V

In the novel, "To Kill a Mockingbird", two children are faced with a true challenge. They continuously are tested to see if they will break the rules or if they mature and begin to follow their fathers instructions.

The brother and sister in To Kill a Mocking Bird are almost always up to no good. They are constantly not following their fathers rules and are almost always getting in trouble for it. Although they don't mean to make their father angry, it happens all the time.

Neither one of them actually mature until close to the end of the book when they get involved with some pretty bad stuff and end up helping solve a problem. They should have learned from all their past mistakes and just done what their father said, but even though they didn't, they sort of helped in the end and learned a valuable lesson.

The moral development from youth to mature is that the two children learned it's better to tell the truth then lie and help others get away with their wrong doing.

Sample J

The Catcher in the Rye is a bildungsroman, which recounts the psychological or moral development of it's protagonist from youth to maturity, when this character recognizes his or her place in the world. The main character of the novel The Catcher in the Rye recognizes his place in the world due to a pivotal movement in the story.

Holden, the protagonist of The Catcher in the Rye is very different from other people in his school. He feels like he does not fit in with his society.

**2013 AP English: Literature and Composition
Sample Essay Scores**

Question 3—Open

Sample H9
Sample R8
Sample G7
Sample A6
Sample X5
Sample L4
Sample D3
Sample V2
Sample J1

Academics Writing Tips for a Higher Sophistication Score

(Hole punch this and keep it in your binder... forever!!)

AVOID THESE LIKE THE PLAGUE!

#1 **Hyperbole:** Makes the writer sound immature.

NO = "Everyone feels sad sometimes." "There is irony everywhere in the passage."

YES = "While feelings of sadness are normal..." "The passage contains abundant irony"

#2 **Overused Filler Phrases:** "That being said" and "Relatable" (The word relatable is egocentric. You assume that what you find familiar... everyone will find familiar. But that's untrue.)

NO = "That being said" "He creates a relatable scenario" "... using relatable diction"

YES = However or Yet "He creates a common scenario" "... using a relaxed vernacular"

#3 **Corny Sentence Starters:** ("Now" "Yes" "Well") They are filler and overly casual. Makes the writer sound like a toothless grandpa on a porch.

NO – "Now when reading this passage" "Yes, the protagonist is a complex character."

YES = "When reading the passage" "The protagonist is a complex character."

#4 **Asking questions... then answering them.** A rhetorical question hangs there to make the reader think. A toothless grandpa on a porch, asks a pointless question, then answers it.

NO = "Why would Joyce have Mangan's sister behind a rail? He wants to symbolize their separation."

YES = "How can man forgive the unforgivable?"

#5 **Saying "the reader":** While rhetoric considers the interplay between writer and reader, literary analysis focuses on the author's craft. The author of literature is writing for all audiences, across time. Saying "The reader" is obvious and weird. Ex: "That cake sure tastes good in my mouth." (obviously)

NO = "This only makes it more difficult for the reader to see the relationship" "He describes the campground to the reader"

YES = "This only makes it more difficult to determine the relationship" "He describes the campground"

#6 **Parentheses:** You won't see these in books or magazines unless it's a YA book and the author is trying to be cute. Use commas for information that enhances or elaborates on your main point.

NO = "Brutus stabbed Caesar (only after his buddies told him it was best for Rome though)."

YES: "Brutus stabbed Caesar after his fellow senators convinced him it would depose a dictator and save the republic." "After being persuaded by his senatorial peers, Brutus stabbed Caesar."

#7 Slashes: These are intended for dates in academic writing. They have crept into everyday use because of the prevalence of texting. You won't find one in a book or magazine in the body text. Use conjunctions or choose the best word for the sentence. It's not a buffet. The reader shouldn't have to choose among options separated by slashes.

NO = "Caesar was like a boss/friend to Brutus." "The bunnies eat carrots and/or lettuce."

YES = Caesar was both a boss and a friend to Brutus." "Bunnies enjoy carrots and lettuce."

#8 Amount vs Number: Using them incorrectly indicates immature writing, and it sounds weird. The rule is simple; if something is countable, it's "number." If its volume related, like water, or intangible, like love, it's amount. Ex: Large number of symbols and great amount of symbolism.

NO = "Bohn has a large amount of pencils on her desk." "The passage contains a small amount of commas."

YES = "Bohn has a large number of pencils on her desk." "The passage contains a small number of commas."

#9 Punctuation outside of quotation marks: Don't do it. It's wrong. The rule in American writing is easy – all punctuation goes inside the quotation mark. The quotation marks are cozy little jackets that keep text evidence safe and happy.

NO = Gandalf uttered his famous line, "You shall not pass". She called him a "dork", and then he cried.

YES = Gandalf uttered his famous line, "You shall not pass." She called him a "dork," and then he cried.

#10 Due To: You guys LOVE this, but you're using it incorrectly. "Due to" modifies a verb and is always preceded by a "to be" verb. *Her headache **was due to** the enormous elephant perched on her head.*

"Because of" modifies a noun and is usually the correct option. *She had a headache because of the enormous elephant perched on her head.*

Here's a quiz if you want some practice and sample sentences. <http://linguistech.ca/Tips+and+Tricks+-+Because+of+vs.+Due+to>

If you don't want to learn how to use Due to... stop using it and say "from" or "because of" or "the result of" instead.

#11 Personal Pronouns (I – You – We – Us – Our): They are indicative of a simplistic writer. They're also overly familiar. Academic writing should be objective. Also "We see" sounds like a tour guide (*We see the Eiffel Tower on the left. Next, we see the Louvre.*)

Literary analysis is an examination of the author's craft, not a recitation of personal reactions to the text. So, simply replace "we" with "the author" or "Tolkien" or "Shakespeare" – use the author's name. Change "see" to "reveal" or "convey." Change "we understand" to "Bradbury conveys." Flip the person from yourself to the author or poet and change the verb appropriately, then it sounds better.

Regarding "you." It's too familiar and uncomfortable. Imagine, instead of "you," it said "Mrs. Bohn." Ack! Avoid creating any relationship with the reader of your essay.

NO = "Our protagonist keeps getting himself into difficult situations."

"Through the water symbolism, we see the changing life of the main character."

"... illuminating the idea that you can't change the past, you can only atone for past sins."

YES - "The protagonist keeps getting himself into difficult situations."

"Through the water symbolism, the author reveals the changing life of the main character."

"... illuminating the idea that a person can't change the past, only atone for past sins."

"... illuminating the idea that the past is unchangeable, but old sins are forgivable."

#12 Clichés: While we use them in casual conversation, they are crutch when they replace your original words. They are also corny.

NO = "The author creates a suspenseful mood right off the bat." "The work has plenty of symbols to go around." "Literature uses irony at every turn."

YES = "The author immediately creates a suspenseful mood through the use of foggy weather." "The work features an abundance of symbols." "Irony is a key feature of modern literature."

#13 Misuse of Numbers: The rule is easy. 1-9 = word 10 and up = numeral. Single digits = word

NO = "The poet mentions birds 7 times in the first quatrain."

YES = "The poet mentions birds seven time in the first quatrain." "My two dogs chew at least 37 shoes a day."