

AP English Literature and Composition

Summer Reading Assignment

2016-2017

Introduction:

Welcome my ARC Musketeer to AP English Literature and Composition where you will be able to pursue the academic challenges of literature lovers. The AP English Literature and Composition course is designed with the goal of enhancing students' abilities to explore, comprehend, interpret, evaluate, and appreciate complex literary texts. Upon completion of this course a student should be proficient in discussing literature of varied themes, historical contexts, and genres whether it be in an on-demand, timed writing prompt, an in-depth, scrutinized, and revised essay, or in class discussion. Be prepared my Musketeer as students entering this course must have the initial expectation that they will read, contemplate, and write about literature extensively. We will write an essay every couple weeks (in analytical, argumentative, and expository forms) and will read every day (novels, creative nonfiction, short stories, and poems). Students must be willing to challenge and justify their understandings, attempt to see other perspectives, and discuss in a mature and lively manner. The course features practice for both free response and multiple choice portions of the test. We attempt to scaffold students' on demand close reading and writing abilities by repeated practice, group scoring, feedback, and reflection on a variety of sample AP-styled questions and prompts.

Only through active engagement will you gain the tools you need to enhance your knowledge and abilities so, we will begin our course will start with your Summer Reading Assignment. The summer Reading Assignment will count as three writing assignments and three quiz grades. Please follow standard formal writing conventions.

An Edmodo account has been created for you to turn in your assignments and collaborate with your fellow students and professor. I'd like to invite you to join my group AP English Literature and Composition 2016-17 on Edmodo. Go to edmodo.com. Our group code is: 6v8heu. This code will lock every three weeks so if you cannot access this account contact me at arcael@BOE.richmond.k12.ga.us

Assignment 1:

Write Your Reader Profile - Due: June, 1st, 2016

Before you begin any of the reading for this summer, craft a well written profile of yourself as a reader and writer. What are your strengths and weaknesses in reading and writing? What purposes does reading and writing serve for you? What are your passions and peeves? Be as honest and forthcoming as you possibly can. This portion of the assignment should be no more than 200 words and submitted in Edmodo.

Required Reading Assignment: - Due: First day of School

Read ***How to Read Literature Like a Professor*** by Thomas C. Foster

As you read, ***How to Read Literature***, make a list of 3 to 5 statements that reflect the important points Foster makes in each chapter. Label each section with its chapter name, and try to capture the lesson that Foster wants readers to take from his chapters. You will turn this outline in on the first day of school as proof of completion of the reading, but you will also use it to support your novel choice for the summer.

Novel Assignment 1: Prose Analysis – Due: First Day of School

In addition to the novel, *How to Read Literature Like a Professor* by Thomas C. Foster, you are also tasked with reading one of the novels on the summer reading list. The reasoning behind the summer reading is to give students exposure to a wider range of literary works in preparation for the AP exam and for a successful completion of the course curriculum. With your selected novel, you will have an assignment to complete. Please do not rely on summaries, movies, or book notes (Spark Notes, Cliffs Notes, etc.) for these assignments. There is never a substitute to reading the texts. Follow the format below to complete your assignment.

- Divide your novel into fourths. Use common sense for stopping at chapter breaks instead of exactly on the fourth of the novel.
- Choose four passages from each fourth of the novel. Passages should be long enough to get an idea of the author's style (solid paragraph to half a page of text): passages may be written, typed, or photocopied. Do not forget to include the page number.
- For each passage, discuss/analyze diction, imagery, syntax, selection of detail, figurative language, tone, point of view, themes, symbols, characterization, and any other tools the writer uses. In your analysis, discuss what makes each passage representative of the author's style and what makes each passage memorable/significant. Set your analysis up in the format below.

Quote	Context (What does the quote say, literally?)	Meaning (What is quote's overall significance or importance to the purpose of the novel?)
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- **Be sure that your analysis shows how the author's style impacts or illuminates the author's purpose for writing.**
- Be sure to discuss a range of stylistic devices within each passage. Below are some definitions to guide your analysis:
 - **Theme:** the main idea or message of a literary work. Theme is a truth about life revealed through the literature, written as a complete statement. Love is not a theme. What the author is saying about love is the theme (ex: Love is a powerful force that helps overcome all obstacles).
 - **Tone:** the writer's attitude toward the topic; *identify the writer's tone and any shifts in tone that occur*; words that describe an author's tone might include *critical, angry, sympathetic, caustic, sarcastic, satirical, etc.*
 - **Diction:** the choice of words the author uses. You must identify the types of words that stand out to you when describing diction (Often several words with a similar effect are worth discussion)

- **Syntax:** the structure of a sentence; the arrangement of words in a sentence. A discussion of syntax could include such considerations as the length or brevity of the sentences, the kinds of sentences (questions, exclamations, declaratives sentences, rhetorical questions- or periodic or loose; simple, complex, or compound).
 - **Figurative Language:** the use of words or expressions with a meaning that is different from the literal interpretation. Common types are simile, metaphor, and personification.
- **Use the sample dialectic journal below as a model for your own writing and thinking.** The following example is from *Little Bee*.

<p>“Most days I wish I was a British pound coin instead of an African girl. Everyone would be pleased to see me coming. Maybe I would visit with you for the weekend and then suddenly, because I am fickle like that, I would visit with the man from the corner shop instead but you would not be sad because you would be eating a cinnamon bun, or drinking a cold Coca-Cola from the can, and you would never think of me again. We would be happy, like lovers who met on holiday and forgot each other’s names.” (1)</p>	<p>In this opening quote, the character says that she wishes she were a British pound coin instead of an African girl so that people would be happy to see her, and that she could visit with the reader and bring the reader ephemeral and material happiness. She says that if she were money, she and the reader could have a brief, happy, and yet careless/meaningless encounter.</p>	<p>This passage is important because it introduces us to the narrator, who incorporates the use of the second person perspective to engage the reader in her story. The narrator, an African girl, uses an extended metaphor to hypothetically compare herself to a British pound coin. Through this comparison and the personification of the coin, she implies that she is envious of the coin’s mobility, frivolity, and its ability to bring ephemeral happiness to those who encounter it. Her yearning for these qualities introduces the idea that as an African girl, she feels powerless, worthless, and unwanted.</p>
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Prose Analysis Assignment 2: Selected Novel Readings – Due: First Week of School

Read your novel and complete three (3) of the five (5) assignments below. By using selected chapters from, ***How to Read Literature Like A Professor***, your assignments will connect your novel to the lessons Foster introduced you to at the beginning of the summer assignment. These short writing assignments will let you practice what you learned from Foster's novel and develop your literary analysis skills. Please type these assignments.

From the Introduction: How'd He Do That?

How do memory, symbol, and pattern affect the reading of literature? How does the recognition of patterns make it easier to read complicated literature? Discuss how your summer reading novel is enhanced by understanding symbol or pattern.

From Chapter 1: Every Trip Is a Quest (Except When It's Not.).

List the five aspects of the QUEST and then apply them to your summer reading novel in the form used on pages 3-5.

From Chapter 12: Is That a Symbol?

Read "Araby" (<http://www.classicshorts.com/stories/araby.html>) and investigate the symbolism of the fence in "Araby." (Mangan's sister stands behind it.)

From Chapter 13: It's All Political.

Assume that Foster is right and "it is all political." Use his criteria to show that your summer reading novel is political.

From Chapter 19: Geography Matters...

Discuss at least four different aspects of your summer reading novel that Foster would classify under "geography."

(After reading, write me a letter about the novel you read this summer):

- Tell me about your experience reading the novel. What are your chief reactions? Share those, and be sure to support them up with details from the novel. Avoid plot summary.
- Should this novel be a required book for summer reading? Why or why not?
- Outline one current topic that could be effectively discussed in relation to this novel.

Submit your letter in Edmodo by July 31st.

Do not delay. Start your summer reading early and take time to enjoy the reading. Contact me as soon as possible with any problems, questions, or concerns. Have a great summer and see you in the fall.

Selection List for AP Summer Reading 2016

This list consists of titles that frequently have been referenced on the AP Literature and Composition exam in last 15 years. Select a book that you have not read previously. You may choose a book that is not on this list, but you will need to have your choice approved by June 10th. Contact me through Edmodo or at arcael@boe.richmond.k12.ga.us.

You should speak with your parents or caregivers about your reading selection. Some of the books on this list may not share the values taught in some homes. If this is a concern, a talk with your parents will prevent any future misunderstandings. Check out book descriptions and summaries on Amazon and Goodreads as well as free book reviews from the New York Times archive.

<i>Crime and Punishment</i>	Fyodor Dostoevsky
<i>Great Expectations</i>	Charles Dickens
<i>The Heart of Darkness</i>	Joseph Conrad
<i>Invisible Man</i>	Ralph Ellison
<i>Ceremony</i>	Leslie Marmon Silko
<i>Moby Dick</i>	Herman Melville
<i>Beloved</i>	Toni Morrison
<i>All The King's Men</i>	Robert Penn Warren
<i>Billy Budd</i>	Herman Melville
<i>Catch-22</i>	Joseph Heller
<i>Jane Eyre</i>	Charlotte Bronte
<i>King Lear</i>	Shakespeare
<i>Hamlet</i>	Shakespeare
<i>Wuthering Heights</i>	Emily Bronte
<i>The Adventures of Huckleberry Finn</i>	Mark Twain
<i>As I Lay Dying</i>	William Faulkner
<i>The Awakening</i>	Kate Chopin
<i>Bless Me, Ultima</i>	Rudolfo Anaya
<i>Glass Menagerie</i>	Tennessee Williams
<i>The Mayor of Casterbridge</i>	Thomas Hardy
<i>Obasan</i>	Joy Kogawa
<i>Rosencrantz and Guildenstern Are Dead</i>	Tom Stoppard
<i>All the Pretty Horses</i>	Cormac McCarthy
<i>Antigone</i>	Sophocles
<i>Oedipus Rex</i>	Sophocles
<i>Brave New World</i>	Aldous Huxley
<i>Ethan Frome</i>	Edith Wharton
<i>A Farewell to Arms</i>	Ernest Hemingway
<i>Hedda Gabler</i>	Henrick Ibsen
<i>A Modest Proposal</i>	Johnathon Swift
<i>The Poisonwood Bible</i>	Barbara Kingsolver