

AP Literature & Composition Summer Work (12th grade) - Ms. Katelyn Hamilton

Part One: Read the following book. Then, write a literacy autobiography about your reading and writing experiences.

1. *How to Read Literature Like a Professor (Revised Edition)* by Thomas C. Foster

In AP Literature, we will be reading and analyzing many different texts in which we analyze nuances such as theme, symbolism, characterization, etc. in order to determine the various interpretations of literature as it applies to social, cultural, and historical contexts. **We will have a test over this book the second week of school as well as a Socratic Seminar.**

For your writing assignment, you are going to write a **literacy autobiography**. This will be a personal piece of writing in which you ANALYZE your experiences with writing and reading (in school and personally). The following guidelines should be followed:

PURPOSE: Simply stated, a **literacy autobiography** is a personal historical account of your experiences in learning to read, write, and interpret the world around you. Many authors use their experiences as students to educate others about how that experience can serve as larger examples of problems in the world. While these authors make different arguments about the state of the world, they all analyze their experiences in order to give insight to readers about what those experiences illustrate. You will do this in your autobiography.

CONTEXT: For this assignment, you will write a similar **Literacy Autobiography**. You might focus on one or two events from a specific period of time, or you might use several events from a larger time span. These experiences may differ significantly depending on the events and time periods you feel are important to relating your story. For instance, one person might write primarily about his or her experiences in elementary school, another about how a brother, sister, or parent, helped or discouraged him or her (or vice versa), and another about their years in high school. One person might write about his or her experiences being in bilingual education and another might write about negotiating two separate linguistic worlds (i.e. home and school). Like everything we learn, becoming “literate” (in this course meaning reading and interpreting the world) is both an uneven and collective process.

SITUATION: As we have discussed, in this essay you will have to ANALYZE your experience. That means you will have to interpret for your readers how they should understand the narrative events you are writing about. When you are writing something like a **literacy autobiography**, even though you may write different pieces of your history in one story, you have to have a “narrative thread.” That means you have to connect all of the pieces together you have written. Remember, you are writing an academic paper, therefore, it needs to be well-written and clear.

Requirements:

1. 850-1000+ words, TYPED, **MLA format (12-point font, Times New Roman, double spaced, header, heading, etc.)**. Print BEFORE you come to class—I will not allow anyone to print in the media center.
2. Due on the first day of school – **August 5, 2025.**
3. This will count as a **MINOR grade** (60%) in the first semester.
4. There will be a test and Socratic Seminar over the book, *How to Read Literature Like a Professor* during the **second week** of school to determine whether or not you read it.
5. Points will be deducted for careless mistakes, evidence of last-minute work, and MLA errors. If you need an MLA refresher, I suggest this resource:
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Part Two: Vocabulary Study

AP English Literature “Novel” Vocabulary for Summer Study:

Instructions: **Define each of the words below BEFORE beginning your summer reading.** Make sure to note part-of-speech (verb, noun, adjective) AND if any word can be used in more than one way (verb AND noun, noun AND adjective, etc.); please indicate BOTH definitions. ALSO, be able to PRONOUNCE these words. These words will recur frequently in the literature we read. I HIGHLY suggest getting an index card ring and begin making flashcards to study—this is the tried and true method for studying vocab.

QUIZ: During the first week of school, you will be quizzed over these words. I will shuffle vocabulary cards and randomly draw 10 words. **I will call out each word.** YOUR TASK will be to SPELL and DEFINE each word, earning 5 points for correct spelling/part of speech and 5 points for correct definition (100 points possible). This will be my vocabulary procedure for the entire year. NONE of your vocabulary words will “go away.” By the end of the year, I will be shuffling 250-300 words.

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| 1. plaintive | 30. engender |
| 2. portentous | 31. capricious |
| 3. semblance | 32. countenance |
| 4. penury | 33. conjecture |
| 5. desolate | 34. inexorable |
| 6. ascetic | 35. sardonic |
| 7. sullen | 36. impetuous |
| 8. peremptory | 37. equivocal |
| 9. soporific | 38. transitory |
| 10. ludicrous | 39. ephemeral |
| 11. façade | 40. obscure |
| 12. approbation | 41. sanguine |
| 13. interminable | 42. prodigal |
| 14. calumny | 43. discern |
| 15. acquiesce | 44. profligate |
| 16. propitious | 45. languid |
| 17. venerate | 46. sententious |
| 18. phlegmatic | 47. disposition |
| 19. enigma | 48. apoplexy |
| 20. deprecate | 49. insuperable |
| 21. noxious | 50. indefatigable |
| 22. assiduous | |
| 23. solicitous | |
| 24. fastidious | |
| 25. insipid | |
| 26. inveterate | |
| 27. enervate | |
| 28. trepidation | |
| 29. evince | |