

HOLY CHILD

EDUCATING YOUNG WOMEN OF CONSCIENCE AND ACTION

English 12 AP English Literature and Composition Summer Reading Assignment

Purpose: The purpose of summer reading assignment is complex:

- To help build confidence and competence as readers of complex texts
- To give you, when you enter the class in the fall, an immediate basis for discussion of literature-elements like theme, narrative, viewpoint, symbolism, plot structure, etc.
- To set up a basis for comparison with other works we will read during the year
- To provide you with the beginnings of a repertoire of works you can write about on the AP Lit exam in the spring
- Last, but not least, to enrich your mind and stimulate your imagination

I have provided the titles, ISBN numbers, and publishers of the books you should purchase. Some of the works may contain somewhat explicit language, sexual references, or mature subject matter. Feel free to make another choice, but please be advised that many of the works we read and discuss will have content such as this.

Grading: These will be your first test grade. It will be graded based upon your deeper insights on how literary/rhetorical devices as well as excerpted evidence add meaning to the text. Surface level interpretations as well as those found on websites such as Sparknotes are not considered 'A' level work. You will be rewarded for your own thoughts and ideas.

*****Plagiarism:** Any student found to have used another person's ideas or words including classmates or online resources will receive a zero for the assignment.

Heading: Please use this MLA format heading for all papers.

Name
AP English Literature and Composition
Ms. Calvosa
Assignment Title
Date

Due: Your assignments are due on the first day of class.

1) FIRST ASSIGNMENT: Write a Reader Profile
Title for the heading of this assignment is Reader Profile

Before you begin any of the reading for this summer, craft a well written profile of yourself as a reader. What are your strengths and weaknesses in reading, prose and poetry? What purposes does reading serve for you? What are your passions and peeves? Be as honest and forthcoming as you possibly can be. This

portion of the assignment should be 200 words.

The assignments below are due the first day of school. Bring your printed copies to class. No work will be accepted late.

2) SECOND ASSIGNMENT: *How to Read Literature Like a Professor*

Title for the heading of this assignment is *How to Read Literature Like a Professor Outline*

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

Publisher: Harper Perennial; Revised edition

ISBN-13: 978-0062301673

Assignment: After EACH chapter (there are 26) summarize the main points and analyze those points in relation to a work you have read. While I realize that you may not have read a plethora of higher level reading selections, choose works that have been studied in high school. We will have in class discussions about what constitutes *literary merit*. If you are wondering if your reading selection is appropriate, consult the College Board's list of AP quality authors. You must demonstrate *variety*; use multiple sources for your examples.

Here is a sample for Chapter 1:

Chapter 1: Every trip is a Quest (Except when it's not) Main Ideas:

- There is usually a quester, a place to go and a stated reason to go there
- The quester usually encounters numerous challenges and trials that help him/her on the journey
- The ultimate reason for the quest is to gain self-knowledge and understanding

Connection:

In *The Kite Runner*, Amir's quest is to return to this past to set right the wrong he did as a young child. His reason for returning to Afghanistan is to rescue Hassan's son Sohrab, who has been sold as a child prostitute to Amir and Hassan's childhood enemy. Amir faces many challenges, including restrictions imposed by the Taliban, and the physical and mental challenge of confronting Assef. Ultimately, having completed his journey, Amir gains valuable knowledge about himself and his relationship to his own past as well as the possibilities of the future. He has learned that life can be an awful wonderful thing. He bears witness, through his own experience and the experience of others, to suffering and joy, courage and cowardice, and selfishness and self-sacrifice.

*Note: The sample provided incorporates the thematic concept of Foster's chapter (the quester, quest), provides a specific reference to the text, and connects the purpose of the quest as it is incorporated in the book. This is the *connection* that I am looking for you to recognize. Find this, avoid plot summary, and you are good to go.

3) THIRD ASSIGNMENT: *Frankenstein*

Title for the heading of this assignment is Frankenstein Journal

Annotate your text and create a journaling assignment. The title for your journal assignment is "*Frankenstein Journal*." Create a table like the sample below for this assignment. Assignments should be typed and printed.

In AP Literature and Composition, you are forced to revisit literary and rhetorical devices multiple times. Knowing what these devices are, how to find them, and to show how they add meaning will be of central importance to your AP Exam.

Text: *Frankenstein* by Mary Shelley

Publisher: Norton Critical Edition

ISBN-13: 978-0393927931

Reading: *Frankenstein* is short. You should read it multiple times over the summer. Try to have your final reading take place shortly before school starts, that way it will be fresh in your mind. *Frankenstein* is a gripping tale; show up ready to enthusiastically discuss it when school resumes. We will begin discussing this novel and you should be prepared to intelligently discuss the themes, language and literary devices in the novel.

Assignment: Annotate your text and self assess with the form attached (see “Ideas for Annotating Literature” below). Create a Close Reading Journal of the novel. (75 points, elements E & F listed below are graded) Close reading should follow your first reading of *Frankenstein*. Ideally, you will understand the story to some degree before you tackle this assignment. There should be seventy-five (75) entries, equally distributed over the entire book, about 3 entries per chapter (Three Volumes divided in 23 chapters total). Organize each entry in the following manner:

- a. Vol # Chapter # (only needs to appear once at the beginning of the section)
- b. Entry # (1-75)
- c. page in text
- d. quotation
- e. label a literary/rhetorical device
- f. explain writer’s intended effect on reader and how it adds meaning. Any observations regarding character/character development, conflict, theme, literary and rhetorical devices, word choice, setting, allusions, and form/structure. Respond, Analyze, and Evaluate (Why do you find this passage interesting or important?).

entry #	page #	quote	lit device	effect
Volume 1 Chapter 1				
1.	18	“He came like a protecting spirit to the poor girl, who committed herself to his care;”	simile	VF’s father is being compared to a spirit that protects the girl from harm. This simile helps portray a positive tone and shows us more about Victor's father's characteristics. There are many references to spirits and heavenly attributes throughout descriptions of the characters in the novel. This gives the reader an overall sense that the ideas of a heavenly power or religious spirit will be important in the novel and determines a character’s demeanor.

Theme vs. Thematic Concepts

A thematic concept is the generalized idea from which we can derive a theme. You may think that these concepts were actually themes, but, in reality, they are not. We have all seen them. We search Sparknotes for important themes and are given items such as love or chaos vs. order. These are in fact thematic concepts and need to be referred as such.

Themes are derived from thematic concepts. If one sees ideas of death or corruption, he or she may say the thematic concept is death or corruption. Now, we must go one step further to understand the actual theme. What is the piece saying about death? What is it saying about corruption? Theme examples: 1. Death is inevitable. 2. It is human nature to fear death.

A theme must:

- Be a complete sentence
- Be universal
- Be about life or human nature
- Not be a moral
- Not be a cliché

The journals will be evaluated according to the following criteria:

Variety: There is a wide variety of the kinds of notes and questions, ranging from specific literary device analysis to broad themes. I will look, too, for your personal reaction and thoughts.

Quality: The quantity and quality of questions and notes demonstrate a strenuous effort to contemplate, and to respond to the complete text. It should be informative and helpful to you. It should not be merely underlining and/or highlighting, but specific interaction in writing.

Language: Questions and notes demonstrate an in depth understanding of, and curiosity about the language used in the text. You should note words and definitions for unfamiliar words. Use a dictionary.

Searching for Patterns and Themes: Questions and notes demonstrate an excellent awareness of patterns and themes developing in the text.

4) FOURTH ASSIGNMENT: Choice Book

Your next assignment for the summer is to read one book from the reading list found at the end of this handout. Annotate your text and self assess with the form attached (see “Ideas for Annotating Literature” below). These works are of “recognized literary merit” and come from the College Board, in its guidelines for Advanced Placement English literature courses. (This will be your first essay assignment upon returning to school)

The purpose of this assignment is to add to your reading experiences and to develop your critical thinking skills. Thus do not choose a book on this list that you have already read! In preparation for the AP Literature exam you will need to be familiar with a wide range of literature. The more you read books of literary merit the more prepared you will be.

You will be assessed during the first week of school on the novel you have read for this assignment, using an AP exam prompt. Use the guidelines on the following page to annotate the book you have read. This will help you to organize your thoughts, connect with the text and ultimately to remember it all after a long summer of sun and brain atrophy. Additionally, you will be completing annotations for all of the texts you read during the course, so this is really a good start. Your annotations will not

be collected; however, this is an excellent practice to begin now.

Ideas for Annotating Literature

“Every Text is a lazy machine asking the reader to do some of its work.”

– Novelist Umberto Eco

- Use a pen so you can make circles brackets and notes. If you like highlighters use one for key passages, but don't get carried away and don't only highlight or underline. Annotating should not be merely underlining and/or highlighting, but specific interaction in writing.
- Look for patterns and label them (motifs, diction, syntax, symbols, images, and behavior, whatever).
- Mark passages that seem to jump out at you because they suggest an important idea or theme, or for any other reason (an arresting figure of speech or image an intriguing sentence pattern, a striking example of foreshadowing, a key moment in the plot, a bit of dialogue that reveals character, clues about the setting etc.).
- Mark phrases, sentences, or passages that puzzle, intrigue please or displease you. Ask questions make comments talk back to the text.
- At the ends of chapters or sections write a bulleted list of key plot events. This not only forces you think about what happened, see the novel as whole, and identify patterns, but you create a convenient record of the whole plot.
- Circle words you want to learn or words that jump out at you for some reason. If you don't want to stop reading, guess then look the word up and jot down the relevant meaning later. You need not write out a full dictionary definition; it is often helpful to put the relevant meaning in your own words.
- The Harvard College Library has posted an excellent guide to annotation, “Interrogating Texts: Six reading habits to Develop in your First Year at Harvard.”
<http://guides.library.harvard.edu/sixreadinghabits>
- self assess using the attached rubric
- If you still need help, please visit this supportive essay on how to annotate a text,
<http://www.tnellen.com/cybereng/adler.html>.

Reading List

Crime and Punishment by Fyodor
Dostoevsky

Great Expectations by Charles Dickens

Invisible Man by Ralph Ellison

Ceremony by Leslie Marmon Silko

Moby Dick by Herman Melville

Beloved by Toni Morrison

One Hundred Years of Solitude by Gabriel
Garcia Marquez

Billy Budd by Herman Melville

Jane Eyre by Charlotte Bronte

King Lear by Shakespeare

Song of Solomon by Toni Morrison

Wuthering Heights by Emily Bronte

As I Lay Dying by William Faulkner

Bless Me, Ultima by Rudolfo Anaya

Glass Menagerie by Tennessee Williams

The Mayor of Casterbridge by Thomas Hardy

Obasan by Joy Kogawa

All the Pretty Horses by Cormac McCarthy

Death of a Salesman by Arthur Miller

Ethan Frome by Edith Wharton

A Farewell to Arms by Ernest Hemingway

The Poisonwood Bible by Barbara Kingsolver

1984 by George Orwell

Animal Farm by George Orwell

The Stranger by Albert Camus

Sense and Sensibility by Jane Austen

Title: _____

Author: _____

A-- Notes are frequent and abundant throughout the text, evidencing deep and thoughtful engagement with the writing. No gaps. Interaction with the author's ideas is apparent in the beginning, middle and end of the work. Notes reflect questioning and responding to a range of techniques and ideas within the text. Annotating should not be merely underlining and/or highlighting, but specific interaction in writing.

B -- Notes are constant throughout the text, though not as frequent as in the case of an A. The reader is clearly engaged with the text, though he/she does not display the same energetic body of questions and responses. Still, a range of the author's techniques and ideas are pointed out and explored. Annotating should not be merely underlining and/or highlighting, but specific interaction in writing.

C -- Notes are present in the text, though gaps are evident. The reader shows periods of engagement with the author's writing, although the notes appear more superficial in nature, less questioning, little energetic response. Some interest in technique in meaning, although too brief.

D -- Little to no evidence of interaction with the author's ideas. A few notes have been made, but the effort appears perfunctory.

F -- There is no evidence that you read the book. In this case, you will not be able to complete the course.

Pluses and minuses are not listed but are acceptable.

_____ is the grade I think I deserve for my annotations based on the above and the effort I put into the assignment. The reasons I feel I deserve this grade are as follows (be specific with regard to the assigned task)

