

AP English Literature and Composition 2019-2020 Summer Reading Assignment

English Teacher: Ms. Cuneo

Email: lcuneo@incarnateword.org

Rationale

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 next spring
- Last but not least to enrich your mind and stimulate your imagination

I have provided the publication information for the *How To Read Literature Like a Professor*, but you can also access a free PDF of the book online. Although video versions of the other books may exist and can be enjoyable, they differ greatly from the written word; it is better to rely on the works themselves. 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: This will be your first essay grade for Quarter 1. 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 as well a parent conference.

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

Name

AP English Literature and Composition

Ms. Cuneo

(Title)

Date

Assignment 1: Write Your Reader Profile - Due: Aug 14 2019 (10 pts.)

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 no more than 200 words. Email your profile to Ms. Cuneo. The title for the heading is Reader Profile.

Assignment 2: How to Read Literature Like a Professor – Due: August 16 2019 (40 pts.)

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

Paperback: 336 pages

Publisher: Harper Perennial; Revised edition ISBN-13: 978-0062301673

[Free PDF](#)

Assignment: After EACH chapter (there are 26!) summarize 2-3 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, please try to choose works that you have read in high school or at the very least are high school reading level. 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. Title for the heading of this assignment is How to Read Literature Like a Professor. 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.

*Note: The sample provided incorporates the theme of Foster's chapter (the quester, quest etc.), 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.

Third Assignment: Independent Reading (50 pt. essay assigned in class)

Your next assignment for the summer is to read one book from the reading list found at the end of this handout to annotate. These works are of "recognized Literary Merit" and come from the College Board guidelines for Advanced Placement English literature courses. 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. I encourage you to visit the College Board website to review sample questions, additional preparation suggestions and lists of literary works that often appear on the exams.

http://www.collegeboard.com/student/testing/ap/sub_englit.html

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 below 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 should complete 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, you will turn in a Book Review sheet for your novel on the first day of class.

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.
- 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- of 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. If SAT prep has dampened your enthusiasm, reconsider the joy of adding your “word hoard” as the Beowulf poet calls it.

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>

If you still need help, please visit this supportive essay on how to annotate a text,

<http://www.tnellen.com/cybereng/adler.html>

<p><i>Atonement</i> by Ian McEwan <i>Beloved</i> by Toni Morrison <i>Candide</i> by Voltaire <i>Ceremony</i> by Leslie Marmon Silko <i>Go Tell It on the Mountain</i> by James Baldwin <i>Great Expectations</i> or <i>A Tale of Two Cities</i> by Charles Dickens <i>The Handmaid’s Tale</i> by Margaret Atwood <i>Invisible Man</i> by Ralph Ellison <i>Jane Eyre</i> by Charlotte Bronte <i>Jude the Obscure</i> by Thomas Hardy</p>	<p><i>Othello</i> by William Shakespeare <i>Middlemarch</i> by George Eliot <i>Middlesex</i> by Jeffrey Eugenides <i>The Namesake</i> by Jhumpa Lahiri <i>No Country for Old Men</i> by Cormac McCarthy <i>The Picture of Dorian Gray</i> by Oscar Wilde <i>Purple Hibiscus</i> by Chimamanda Ngozi Adichie <i>Pride and Prejudice</i> by Jane Austen <i>The Sound and the Fury</i> by William Faulkner <i>A Thousand Splendid Suns</i> by Khaled Hosseini <i>To the Lighthouse</i> by Virginia Woolf <i>Who’s Afraid of Virginia Woolf?</i> by Edward Albee</p>
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Title:

Author:

Main Characters:

Three scenes most important for developing main character(s):

Important minor characters and their impact on the plot/theme:

Most important scenes for major/minor character interaction(s)

Setting(s) of importance:

Impact of setting(s) on conflict:

Main conflict and minor conflicts:

Motifs and symbols:

Themes (these should each be a sentence):

Narrative point of view:

Style comments and period relevance:

Three quotes worth memorizing from the work:

Word list: words that need to be used when discussing this novel thoughtfully.