

English IV: ECE/AP English Literature and Composition 2021-22 Summer Reading Assignment (AP Seniors)

Mrs. Butz

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Welcome to ECE/AP English Literature and Composition! The purpose of this summer packet is to familiarize you with my expectations of you as a student and to prepare you for your first college-level course (and the AP English Literature and Composition exam). As ECE/AP English Literature students you are expected to be self-disciplined and self-motivated, willing to try and to make mistakes, teachable and open to constructive feedback and criticism, and respectful of your own and others' abilities and knowledge. Everyone is expected to be prepared for class, always. And, possibly the most important expectation, a strong work ethic and a curiosity about the unknown. Or, more simply put - read everything thoughtfully (sometimes more than once), look up unfamiliar words, and question everything. In addition to passing the exam (for the AP Language students) and earning college credit (for the ECE students), the goal for this course is to teach you how to read deliberately and carefully so that you may analyze and interpret texts, and to demonstrate your knowledge through clearly composed and well-nuanced pieces of writing to help you prepare for college-level writing.

How to get started:

I know I'm giving you very detailed directions, that's how I roll. Thanks for reading through diligently!

1. Read these directions all the way through to the end, at least twice. *Seriously.*
2. Join Mrs. Butz's Google classroom: 7c5pewu. A copy of all the assignments and resources will be posted here along with reminders about getting your work done throughout the summer.
3. Join Mrs. Butz's turnitin.com classroom: class ID: 29119054, enrollment key: mrsbutz
4. Familiarize yourself with [Harvard's "Interrogating Texts: Six reading habits to Develop in your First Year at Harvard"](#) and utilize their tips throughout the summer.
5. **This summer you are tasked with the following:**

1. Write a brief reader profile (300-750 words, DUE June 26th, 100 point quiz grade for semester 1)
2. Read 3 books (2 which we will start the school year with, and 1 to help you write a polished rough draft of your general college essay over the summer)
3. Complete tasks connected to the novel *Catch-22* and Foster's *How to Read Literature Like a Professor*. (100 pt journal/test grades for semester 1)
 - i. *Catch-22*:

1. annotate the novel - write in it if you own the book OR use sticky notes if you borrow the book
2. 15 quality dialectical journal entries
- ii. Foster's *How to Read Literature Like a Professor*
 1. Chapter summary points and literary connections
4. Write your college essay (650 words maximum). A finalized draft is due on the first day of class (100 test/essay points for semester 1); brainstorming steps and two drafts are required over the summer (100 point grades). *This finalized draft will be revised again when school begins before you send it in with applications.*
5. Begin to assess and draft any supplemental college essay(s) you might have for the schools you are applying to in the fall.

I will be available to answer questions (read the directions all the way through before emailing questions) and for zoom meetings ***for the month of June ONLY***: kbutz@notredamehs.com. (Mrs. Butz is having a baby in July and will be on maternity leave for the remainder of the summer.)

AP Literature/ECE summer read books:

1. Thomas C. Foster, *How to Read Literature Like a Professor*. ISBN-13: 978-0062301673
2. Joseph Heller, *Catch-22*. ISBN 978-1-4516-2665-0
3. Ethan Sawyer. *College Essay Essentials: A Step-By-Step Guide to Writing a Successful College Admissions Essay*. ISBN 978-1-4926-3512-3

If you are willing and able to purchase your own copies of these books, you can annotate as you read and will have the books to refer to later in the year. If not, that's ok, you should be able to find these books in your local library.

A film version of *Catch-22* does exist, and while I agree films are enjoyable, they often differ greatly from the written word and are not acceptable to use in place of the book.

**Please note: the novel has explicit language, sexual references, and mature subject matter. If this is something you are not comfortable with, please reach out to me. But please be advised*

that several of the works we will read and discuss during the school year will have content such as this.

Grading:

These assignments will be your first grades for Semester 1. *Surface level interpretations as well as those found on websites such as Sparknotes are unacceptable and are not considered 'A' level work. You will be rewarded for your own thoughts and ideas.*

If you consult, quote, and/or paraphrase any outside sources properly cite them using MLA format with in-text citations and a works cited page (see [Purdue OWL](#) for MLA format help). In other words, if you consult a site like *Sparknotes*, you must properly cite it.

- ❑ **The novel *Catch-22* will be used during the first few weeks of class so it is important that you read it (don't just look up summaries online).** *The dialectical journals will be your only set of journals for semester 1 and they will give me an idea of how you analyze a piece of literature.* Quality over quantity is my motto for dialectical journals and I am looking for the quality and depth of your analysis rather than very long entries.
- ❑ **Foster's book** is very useful as an introduction to helping people to understand literary analysis. Literature is full of patterns and Foster's book helps to identify and explain these patterns. Your literary connections to his chapters will be referred back to during the year especially in preparation for the AP literature exam.
- ❑ **In addition to these two books, the focus of your summer work will be your general college essay.** The steps I have provided will also be your first grades of Semester 1 but the primary goal here is that you have completed and polished draft of your general college essay that will need minimal revisions when you begin your Senior year.
- ❑ Over the last few years the requirement for supplemental college essays has risen significantly and it is very likely you may have to write additional, **smaller supplemental college essays.** (The class of 2020 had an average of 4-6 supplemental essays per person with some students having zero or one and others having upwards of 10-12 (it all depends on the type of schools and programs you are applying to). Please be sure to complete the supplemental essay step. All of this work will make your first few weeks of school much easier as you navigate the stressful college application process.

*****Plagiarism****

Any student found to have used another person's ideas or words including classmates or online resources without proper citation will receive a zero for the assignment. Notre Dame's Academic Honesty policy will be followed at all times.

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

Name
Mrs. Butz
AP English Literature and Composition
Date
Title of assignment

► 1. FIRST ASSIGNMENT: Write Your Reader Profile - **Due: June 25, 2021**

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 300-750 words (no more than 750 words, please!). Post your profile to google classroom *and* turnitin.com under the assignment "Reader Profile." The title for the assignment is Reader Profile.

► The assignments below are due the first day our class meets for the 2021-22 school year and should be uploaded to turnitin.com by the beginning of class OR brought to class to show Mrs. Butz (see directions with each). No summer work will be accepted late.

► 2. SECOND ASSIGNMENT: Chapter summary points and literary connections for Foster's *How to Read Literature Like a Professor*. This must be typed and submitted to turnitin.com

After EACH chapter (there are 26!) summarize 2-3 main points and analyze those points in relation to a work you have read. Please try to choose works that have been studied 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. If you become stuck, you can use *Catch-22*, however, the goal is to see what other books you have read over the last few years which will connect to Foster's examples (this is to help prepare you for the AP literature exam).

***Please Note: You do not have to summarize chapter 27 (the "test case") in *How to Read Like a Professor*. Summaries are only required for chapters 1-26.**

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 type of connection that I am looking for you to recognize. Find these connections, avoid plot summary, and you are good to go. IF YOU ARE REALLY STUCK, and the only connection you can make is to Catch-22 or films/television shows that is ok as long as the tv/film option is used sparingly.

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.

► **2. THIRD ASSIGNMENT: Annotating Literature, Dialectical Journals for *Catch -22*, DUE first day of classes.:** Close read *Catch-22*, annotate the novel, and then write 15 QUALITY dialectical entries, equally distributed over the entire book and you choose the chapters to journal about - must be typed and submitted to turnitin.com

We will begin Semester 1 discussing *Catch-22* and it will be the topic of your first essay assigned during the first week of school. You should be prepared to intelligently and enthusiastically discuss the themes, language, and literary devices in the novel when school resumes. Your dialectical journals will also be useful in helping you to look back and remind yourself of different aspects of the novel.

Each journal entry should follow the same dialectical journal formatting that you have used at ND over the past 3 years (also see dialectical journal guidelines/rubric in the summer Google classroom), the only difference is that you will be typing them.

MODEL

Sample Entry (this is the shortest acceptable length for a journal entry):

Quotation	Page	Observations
“He came like a protecting spirit to the poor girl, who committed herself to his care.”	18	The man 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.

Longer sample dialectical journal:

MODEL

Quotation	Page	Observations
“I paced the sidewalk, trying to feel the pulse of the blackened building, to take the measure of the desolate block. It was a place made out of leftover chunks of disappointment, unemployment, and regret... Then I found it. Minna’s wire had been torn from his shirt and lay tangled in a little heap on the curb.”	23	I like the metaphor that’s utilized in this quote. Lionel describes how the block had this darkness to it, that it felt like a horrific place. The fact that he not only mentions the words “disappointment, unemployment, and regret” but that he also illustrates the setting before he finds Minna’s wire, foreshadows that something bad might have happened to Minna, possibly death. However, I feel as though this quote has a deeper meaning to it beyond just foreshadowing what could be the worst to come of Minna, but of the entire book itself. The reason Lionel mentions to the readers in the beginning of the book that his mentor/boss may have died is to establish the overall tone of the novel. He throws us into the deep end in order to show us that this book isn’t all fun and tourettes, but much more violent and sinister than that. It reminds of the movie <i>The Dark Knight</i> . This movie starts out with a bank robbery, led by the infamous batman villain, the Joker. However, unlike previous Joker’s, this Joker felt more serious in his approach to the role, giving fans the idea that this wasn’t like a cheesy Batman movie we were

	used to. Same thing applies to <i>Motherless Brooklyn</i> . Although Lionel does add entertainment to the novel with his occasional tic's, the book is not all that light hearted.
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► 3. THIRD ASSIGNMENT: How to Annotate Literature

Annotating while you read is a crucial skill to being a careful reader. As you read *Catch-22*, you will need to annotate for practice in this skill *and* because we will be doing other work with this book during the first few weeks of school and it will help you remember. *If you own the book, read with a pen/pencil in hand. For borrowed books, post-it notes can be used to achieve the following:*

- Use a pen/pencil so you can make circles, brackets, and notes.
- 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 or beginnings of chapters or sections write a bulleted list of key plot events after you have finished reading the chapter/section. This not only forces you to think about what happened, see the novel as a whole, and identify patterns, but you create a convenient record of the whole plot.
- Add to your “word hoard,” as the Beowulf poet calls it. 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.

I will be checking that your *Catch-22* is annotated if you own it; if not, bring your sticky notes (I’d suggest labeling them somehow). Annotation is due first day of classes: 100 pt quiz grade.

► 4. FOURTH ASSIGNMENT: Writing your college essay (aka your common application essay of 650 words or less) and working on drafts for supplemental essays. A polished and completed rough draft of your general college essay is due on the first day of classes and

should be submitted to Turnitin.com. (You will have an opportunity to work with Mrs. Butz to revise it again this Fall before sending it off to Common App/colleges.)

The following steps are to help you brainstorm, draft, and revise your college essay. All of these steps have been posted as assignments in our summer Google classroom (it might be easier to follow along there). The activities are pulled right from Ethan Sawyer's book *College Essay Essentials: A Step-By-Step Guide to Writing a Successful College Admissions Essay*.

Step 1: Read over the Common App essay prompts. [Click here](#). Do any of the prompts seem like something you might want to write about? If so, try and pick your top 2-3. If not, that's ok.

Step 2: Brainstorming

Read chapter 1 in Sawyer's book and the Additional Resources section (pg 222) complete the following:

- Try at least one of his brainstorming activities in the chapter.
- Next, revisit the list of Common App prompts and choose your top two options.
- If you're stuck, or would like some help, email Mrs. Butz to set up a zoom meeting.
- Additional resources activities are not required but might be helpful to some people

Step 3: College Essay Structure and Types

Read chapters 2 and 3 in Sawyer's book.

- Sawyer lists 4 types of college essays. Choose which one you believe you would like to write: A, B, C, or D.
- Next determine which Common App prompt matches with the college essay type you choose from Sawyer's chapter 3.

Step 4: A Step-By-Step Guide to Writing Your College Essay

Read the portion of chapter 4 which corresponds to the type of college essay you have chosen to write.

- Write your first draft. It's ok if it's a really rough draft and it's ok if you don't have a full essay yet. The key is to show your readers what you're talking about don't just tell them (more on this in chapter 6)
- Write at least 250-300 words. Post your draft to the assignment on google classroom. I advise you to complete this step by July 1.

Step 5: How to bring your essay to life

Read chapter 6 of Sawyer's book (I know, I went out of order)

- Finish your essay draft (600-650 words)
- Now read chapter 5 (it's really short)

- Take a break from your essay for at least 48 hours to give yourself some distance from it. I promise this will help you in the revision process.
- Is it 48 hours later? Ok, now look over your completed draft. Does it need any revisions (don't forget about chapter 5 here)?

Step 6: Advanced techniques

Not sure if you like your essay? Not sure if your essay is doing what you need it to? Now is the time to read chapter 7 of Sawyer's book. It contains several sample essays with commentary about what does and doesn't work in them. (You can also read chapter 9 now, if you'd like or you can wait a little while, it's up to you.)

Step 7: How to make your essay do its job and the great essay test

Read chapter 8 of Sawyer's book and then reread your own college essay draft.

- Now, consider any revisions you have in mind and any inspiration from the questions Sawyer posts in this chapter.
- Make any revisions you see fit to your draft.
- Post another draft of your college essay to google classroom. I advise you to do so by August 1st.

Step 8: Final draft

Using all the things you have learned, revise your essay one final time so it is ready to post to turnitin.com on the first day of class.

► 4. FIFTH ASSIGNMENT: Supplemental Essay Writing

Please write up the following info in a google doc (or google sheet and post it to the summer google classroom):

1. Finalize your list of schools you would like to apply to in the fall. (This list might be fluid and will probably change, but a draft of a list is needed as you start to work on supplemental college essays and is needed for when we start the application process this fall.)

2. Look on the schools' websites. Do you have supplemental essays to write? (Supplemental essays are additional essays beyond the general college essay.) MANY schools and/or specific programs now require supplemental essays. For example, if you're thinking of going into a physical therapy program, law school, a specified business school at a college/university, or applying to an Ivy League you most likely have supplemental essays to write.

3. Add as much info as you can to your school list/chart to help keep track of the essays you will need to write. (If you are someone who has no supplemental requirements, that's ok!)

4. After checking your schools' websites, how many supplemental essays do you need to write for your college applications? Answer with a list of school names and include the link to the supplemental essay prompt on the school's site.

5. Begin the rough draft(s) for your supplemental essay(s).

*If you are someone with many supplementals, the goal is to get them started. TRUST ME, this will make your college application process and your Fall much easier! They might change and morph and that's ok.