

## AP English Literature and Composition Summer Reading Assignment listed below

You will be required to read two texts and complete a reading log for *Klara And The Sun*, by Kazuo Ishiguro. You must annotate **both** texts and take notes in the books for the teacher to check for a grade at the beginning of school. In addition to your reading logs, which will be graded as a test, you must take a test on *Klara And The Sun* when we return from summer break. A presentation will be assigned to you during the first weeks back to school on *How To Read Literature Like A Professor*.

### AP Required Books:

*Klara And The Sun* by Kazuo Ishiguro

*How To Read Literature Like A Professor* by Thomas Foster

## Honors Summer Reading Assignment listed below

You will be required to read one text, annotate the text with notes, and complete a reading log for the text. In addition to the reading log, which will be graded as a test, you must take a test on the book during the first few weeks of class. A specific date will be assigned for testing at the start of class.

### Honors Required Book:

*Klara And The Sun* by Kazuo Ishiguro

## Honors & AP College Essay

College essay will be required within the first 3 weeks of class for a test grade.

### Note about reading selections:

Please remember that this course is intended to prepare you as a student for college-level courses. Because of this, the texts in this course are written for an adult audience and may deal with challenging topics such as gender, race, sexuality, class, etc. These texts have appeared as suggested texts on past AP Literature and Composition exams and have been included here with the intent of expanding your critical thinking abilities. If you have a question or concern about a text or the summer assignment, please let me know by emailing me ([msaintamand@parrottacademy.org](mailto:msaintamand@parrottacademy.org)).

### Reading Log Requirements:

Your reading log will be formatted as a dialectical journal. Your goals for each entry will be to quote and cite the text, analyze that quotation, and connect the quote to larger concepts (either within the work, in other works, or to real world events and experiences). Each quote should be formatted in MLA format. **AP should have 14 entries. Honors will have eight entries.** Your entries should not come from just the first two chapters or even just the first half of the book. You should demonstrate that you have read and critically reflected upon the entire work. You should include at the end of your reading log a Works Cited page with any outside works you referenced in your entries and the summer reading book. You may type or handwrite these entries. If you choose to handwrite, your work must be neat and legible and not submitted as part of a notebook.

| Entry #    |                                                                                                                                                                                                                                                                                                           |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Quote      | Find your quote!<br>Cite your quote in MLA format. Example: "Content of quote" (Last 1).<br>Last is the last name of the author and the number should correspond with the page number in the book. The quotation marks close before the parenthesis begins. The period goes outside the last parentheses. |
| Analysis   | Analyze the quote!<br>Write 3-4 sentences explaining and analyzing. Why did you select this quote? How does it enhance the mood, tone, theme, conflict, plot, or characterization? What literary elements or techniques are used in this quote and to what effect are they used?                          |
| Connection | Make a connection!<br>Connect the quote to a larger concept in the work, in another work you have read, or to something outside the work such as a historical event or personal experience. Write 2-3 sentences for this section.                                                                         |

Reading Log Sample:

| Entry #1: <i>Far from the Madding Crowd</i> by Thomas Hardy |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Quote                                                       | “He had just reached the time of life at which ‘young’ is ceasing to be the prefix of ‘man in speaking of one. He was at the brightest period of masculine growth, for his intellect and his emotions were clearly separated; he had passed the time during which the influence of youth indiscriminately mingles them in the character of impulse, and he had not yet arrived at the stage wherein they become united again, in the character of prejudice, by the influence of a wife and family. In short, he was twenty-eight, and a bachelor” (Hardy 13).                                                            |
| Analysis                                                    | Hardy’s description of Farmer Oak helps the reader understand that Oak is a steady person but at a pivotal point in life. It is interesting that Hardy chooses long explanations of the significance of Oak’s age only to follow it up with a succinct restatement. If we only had that restatement giving his age and marital status, we would lose much of the insight into Oak and the implication of where he is expected to go from this point in his life (towards married life). This characterization of Oak’s age and maturity contrasts with Bathsheba’s description as youthful and vain later in the chapter. |
| Connection                                                  | The way that Gabriel Oak is set up to contrast Bathsheba feels remarkably like past tropes in literature of “opposites attract” (such as Elizabeth and Darcy in <i>Pride and Prejudice</i> ), but it does not feel like a stale trope. This is something that continues today in both romance books and movies (such as Harry and Sally in <i>When Harry Met Sally</i> ). It is interesting that the book focuses so much on the male romantic lead at the beginning with Bathsheba being introduced and described but not named in this chapter.                                                                         |

Sample Works Cited entry:

Hardy, Thomas. *Far from the Madding Crowd*. 1874. Barnes & Noble Classics, 2005.

Note: Please feel free to use the template on the next page as you write your reading log entries.

| Entry #    |  |
|------------|--|
| Quote      |  |
| Analysis   |  |
| Connection |  |