

ADVANCED PLACEMENT LITERATURE + COMPOSITION

2019 Summer Reading Assignment

Teacher: Mrs. Lisa Luton

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

Grading: This will be your first test 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.

Please use MLA format heading for all papers.

Name

Mrs. Luton

A.P. Literature and Composition

DD Month YYYY

Title (centered)

ASSIGNMENT 1: Reader Profile (DUE June 15, 2019!!)

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, but should be well thought-out and well-crafted. Email your profile to lisaluton@stewartcountyschools.org. The title for the heading is Reader Profile.

ASSIGNMENT 2: This may be typed or handwritten. The title for the heading of this assignment is *How to Read Literature Like a Professor*. **(DUE August 1, 2019!!)**

Reading:

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

Paperback: 336 pages

Publisher: Harper Perennial; Revised edition

ISBN-13: 978-0062301673

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 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.

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, don't look up someone else's analysis on the internet, and you are good to go.

ASSIGNMENT 3: 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 in Princeton, New Jersey, in its guidelines for Advanced Placement English literature courses. (Essay assigned in class first week of 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. 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 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.
- ☐ 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. 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>.
- ❑ If you're borrowing a book from the library, consider using sticky notes as a means of annotating the text.

Choose ONE:

Invisible Man by Ralph Ellison

Wuthering Heights by Emily Bronte

Great Expectations by Charles Dickens

King Lear by William Shakespeare

Crime and Punishment by Fyodor Dostoevski

Heart of Darkness by Joseph Conrad

Jane Eyre by Charlotte Bronte

The Adventures of Huckleberry Finn by Mark Twain

Moby Dick by Herman Melville

Portrait of the Artist as a Young Man by James Joyce

The Scarlet Letter by Nathaniel Hawthorne

Their Eyes Were Watching God by Zora Neale Hurston

The Awakening by Kate Chopin

Catch-22 by Joseph Heller

The Great Gatsby by F. Scott Fitzgerald

Billy Budd by Herman Melville

Ceremony by Leslie Marmon Silko

Light in August by William Faulkner

Beloved by Toni Morrison

The Color Purple by Alice Walker

The Glass Menagerie by Tennessee Williams

Native Son by Richard Wright

Song of Solomon by Toni Morrison

****Additional Reading:** If you have not taken a Mythology class and/or have little knowledge of Greek/Roman mythology, obtain a copy of Edith Hamilton's *Mythology* (from the library or bookstore) and familiarize yourself with the Greek and Roman gods, goddesses, and myths covered. Many works of literature assume knowledge of this subject.