

From: Mrs. Kohl (Victoria.kohl@redclayschools.com)
Date: May/June 2019
Subject: Summer Assignment

Dear students,

I am so excited that you've signed up for AP Literature! In order to prepare for the coming year, please complete the following work (well...it's reading reading literature, so that's not really work, is it?).

Students in an AP English Literature and Composition course should read actively, carefully and deliberately. The goal of analyzing and interpreting literature is to involve students in learning how to **make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about the work's meaning and value.**

The goal of this course is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do.

In order to practice these skills in preparation for the AP Literature and Composition course, all students must complete the following assignments this summer:

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

Name
AP English Literature and Composition
Mrs. Kohl
(Title)
Date

FIRST ASSIGNMENT:

This may be typed or handwritten. Title for the heading of this assignment is *How to Read Literature Like a Professor* (50 summative pts).

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. You may use the two summer reading novels as well (*The Color Purple* and *The Kite Runner*).

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.

SECOND AND THIRD ASSIGNMENT: (50 summative points each)

Your next assignment for the summer is to read and annotate *The Color Purple* by Alice Walker and *The Kite Runner* by Khalid Hosseini. We will be doing additional work on these texts in class during the first marking period so it is essential that you read them.

The purpose of this assignment is to add to your reading experiences and to develop your critical thinking skills. 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

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 be collected on the first day of class and assessed with the rubric included on the final page.

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 to 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>

Additional Reading: If you 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.

AP Lit Annotation Rubric

50-45 A Full of comments either on sticky notes or in text itself throughout the book on some (what is pertinent) of the following:

- figures of speech

- tone
- shifts in tone
- shifts in thought
- conflicts in scenes
- goals and motivations
- describing the import of statements and actions that are essential to understanding a character
- discriminating between stated (or assumed) intentions and concealed intentions
- identifying and explaining instances of irony
- rhetorical devices/strategies
- author's use of diction (word choice)
- vocabulary (unfamiliar words)
- dialect
- connections to current events
- connections to your own life
- connections to other things you've read
- symbols
- recurring images
- color imagery
- main ideas
- provocative statements
- character descriptions
- points of contention
- multiple meanings
- voice
- syntax
- effective use of language
- anything else that the reader intuitively is of significance to understanding the text

Also perhaps structure etc. notes in the front and end papers of the work.

44-40 B Many comments on the above though they are not as complete as the A.

39-35 C Comments are usually identification rather than effects.

34-30 D Few comments and most are shallow and obvious. Mostly highlighting and bracketing.

29-0 F Almost no comments. Perhaps just some highlighting.

