AP English Literature 2020-2021
Summer Reading

Summer Reading Book 1

***How to Read Literature Like a Professor* – Thomas Foster** **ISBN # 978-06-000942-7**

Assignment #1: Enroll in the AP English Literature Google Classroom - Summer Reading. Use this access code: **Xrz4qns** to complete your enrollment.

Assignment #2: **READ** and **ANNOTATE** *How To Read Literature Like a Professor*. It is an excellent resource book which will give us a common vocabulary and structure for our reading.

In A. Conan Doyle's novel, *The Hound of the Baskervilles*, Sherlock Holmes and his sidekick Dr. John Watson both observe the villain Jack Stapleton carefully, yet their differing interpretations of the same details reveal the difference between a "good reader" and a "bad reader." Watson can only describe what he sees; Holmes has the knowledge to interpret what he sees, to draw conclusions (inferences), and to solve the mystery. Understanding literature need no longer be a mystery. Thomas Foster's book will help transform you from a naïve, sometimes confused Watson to an insightful, literary Holmes. Professors and other informed readers see symbols, archetypes, and patterns because those things are there – if you have learned to look for them. As Foster says, you learn to recognize the literary conventions the "same way you get to Carnegie Hall. Practice" (xiv).

Summer Reading Book 2

Assignment #3: **Choose ONE from the following list of novels and plays, READ and ANNOTATE.**

- *All the Light We Cannot See*, by Anthony Doerr
- *The Kite Runner*, by Khaled Hosseini
- *1984*, by George Orwell
- *Things Fall Apart*, by Chinua Achebe
- *The Things They Carried*, by Tim O'Brien
- *Fences*, by August Wilson
- *Cry, the Beloved Country*, by Alan Paton
- *Angela's Ashes*, by Frank McCourt
- *Catch-22*, by Joseph Heller
- *All the Pretty Horses*, by Cormac McCarthy
- *Their Eyes Were Watching God,* by Zora Neale Hurston
- *Wise Blood,* by Flannery O'Connor

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Assignment #4: **In a document that must be uploaded onto turnitin.com by the end of the first week of the school year, choose at least five different chapters / concepts from Foster's book and explain how each chosen concept (the idea of a quest, for example), helps you analyze a significant moment from the text**. See specific instructions below. *There will be a letter grade deduction per 24-hour period for any assignment submitted late.* I will create turnitin.com accounts the first couple days of school so that you may upload your work by the end of that week. The title of the document you upload should be the name of the book you chose to read. The chapters from Foster's book and ***the analyses from your literary text should span the breadth of both books.*** ***Please also upload your completed work to Google Classroom.***

For five different Foster chapters and for five different sections from your chosen text:

- Cite the chapter from Foster's book you are using.
- Copy, verbatim, the complete quote to which you will be applying Foster's book and cite the page number from which the quote comes. If you are citing a particularly long or general moment from the book, summarize the moment in your own words and give the page number(s) on which this moment occurs.
- Detail how the chosen chapter from Foster's book helps you analyze this particular quote / moment from your chosen book.
- Explain how this analysis of this quote / moment leads to a larger, more thematic analysis of the novel as a whole.

Questions? Please feel free to contact me at:
clowenstein@serrahs.com

BE PREPARED FOR NOT ONE, BUT TWO IN CLASS ESSAYS ON YOUR SUMMER READING BOOK WHEN SCHOOL STARTS.

Checklist

_____I signed up for Google Classroom.
_____I read and annotated *How to Read Literature Like a Professor*.
_____I read and annotated a book of my choice from the list provided above.
_____I applied five different chapters of *How to Read Literature Like a Professor* to my book of choice and wrote the five assignments.
_____I uploaded these five assignments to TurnItIn.com (we will do this during class during the first week of school).

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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, etc)**.

• 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 to 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.

See next page for more strategies for annotation.

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Decide on Your Method

• Write in the margins if you own the book.
• If you don't own the book, sticky notes are good and can also easily be removed.
• Finally, you can write on a separate sheet of paper. Be sure to note the page number and passage you are referring to.

Passive vs. Active Annotations

• Passive Annotations do not involve much thought or comprehension. Avoid excessive underlining and highlighting.
• Active Annotations are written connections, questions, and observations. They require readers to think and express their ideas,

SIFTT Annotating

S – Symbols: A symbol is a literal thing that also stands for something else, like a flag, or a cross, or fire. Symbols help to discover new layers of meaning.

I – Imagery: Imagery includes words that appeal to one or more of the five senses. Close attention to imagery is important in understanding an author's message and attitude toward a subject.

F – Figurative Language: Figurative language includes things like similes, metaphors, and personification. Figurative language often reveals deeper layers of meaning.

T – Tone: Tone is the overall mood of a piece of literature. Tone can carry as much meaning to the story as the plot does.

T – Theme: In literature, a theme is a broad idea in a story, or a message or lesson conveyed by a work. This message is usually about life, society or human nature. Themes explore timeless and universal ideas. Most themes are implied rather than explicitly stated.

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AP English Literature and Composition Course Contract

Directions: Make a copy of this document. Read and initial the following statements, then fill out the bottom portion. Return your electronically signed contract to Mrs. Lowenstein by email: clowenstein@serrahs.com by May 29, 2020!

1. I understand that if I do not complete the required summer assignments, I will not be prepared to succeed in this course. If I do not complete the assignment I might not be able to earn an A in the first semester.
_____

2. I understand that **regular attendance in class is crucial** to understanding and mastering the skills I need to pass the AP Exam and to succeed in college. _____

3. I understand that this course is intended to challenge me and prepare me for the AP Literature test.
_____

4. I understand that I will be asked to come up with original ideas and analysis, to read, understand, and analyze literature that is written at the college level, and to write with superior control of the English language. I understand that if I am behind my grade level in reading or writing skills, this is not the course for me.
_____

5. I will not use the internet, Spark, Cliff, or any other note product. _____

6. I will purchase PRINTED COPIES all books for the class so that I can take notes in them and keep them for future reference. If I cannot purchase them, I will find print copies available at local libraries or the school's library. _____

7. I understand that I will need to spend an average 3-5 hours a week on homework in order to be successful in this course. _____

8. I understand that this course will include reading, analyzing, and writing about fiction, drama, and poetry, writing papers, and doing assignments to prepare for the AP test. _____

9. I agree to take the AP Literature test at the end of the year. _____

10. I will not whine or complain about the work load of this class, because I am entering into this course of my own choice and free will, and I am prepared to do the work it requires. _____

Students: I agree to abide by the class rules, the guidelines set forth in this document, and all directions of the teacher. I hereby commit to the requirements of this course.

Student signature: _____ Student's name (printed) _____ Date: _____

Parents: I have read this paper and understand the commitment that my child has made to this course. I think he/she can handle these responsibilities. I will do my best to help him/her uphold the commitment.

Parent signature: _____ Date: _____