

AP English IV: Literature and Composition
Summer Assignment
Mrs. Bowen

Welcome to AP English Literature! I am so excited to have the opportunity to work with you. I know it will be a wonderful and successful school year. It is essential that you keep your minds active this summer through analytical reading. Therefore, you are required to read two books and a variety of poems for this course. Outlined below are the assignments that will accompany these texts. These must be turned in on the **first day of class in January**. We will be working with these texts for the first few weeks of class.

***Important: Students will NOT have access to their student accounts over the summer. All passwords will be changed. Do this with a personal account or with Microsoft word.**

Required Text:

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

*Will need a composition notebook or a spiral notebook

Choice Novel- Choose one novel from the list below:

1984 by George Orwell

Pride and Prejudice by Jane Austin

Choose three poems from the link below:

<https://edsitement.neh.gov/feature/twenty-one-poems-ap-literature-and-composition>

Assignment 1:

How to Read Literature Like a Professor is an easy-to-read introduction to the patterns of symbolic meaning in literary texts, and it is a helpful secondary source for AP English Lit students. I recommend reading this before you read your novel of choice, as it will make some parts of your novel more meaningful to you. As you read, dedicate a page in your journal/composition notebook for each chapter. Include a paragraph summarizing the chapter's central idea and key details. Additionally, in a bulleted list, come up with examples from literature and film that come to mind with an explanation. Lastly, provide your reactions, insights, thoughts, and questions. While your writing may be informal or take on a stream-of-conscious style, each journal should not be superficial. Show me your interaction with this text.

*We will continue to use these journals throughout the semester for bell-ringers.

Assignment 2:

Choose any three chapters from *How to Read Literature Like a Professor* that you think apply to your choice novel, and analyze your novel using the literary techniques you learned in these three chapters. Discuss the application to your novel by using specific textual evidence from both books to support your interpretation. Do not be obvious or just point out basic details. Analyze the text thoroughly. Look for the larger meaning created via the use of these three literary techniques. For example, why or how is it important to the overall understanding or meaning of the novel? This assignment will consist of three separate analyses. These will each be in MLA format. This means you must include in-text citations for both works. If you need a refresher on MLA, please reference the OWL Purdue website. Each analysis should be between 500-750 words.

<https://owl.english.purdue.edu/owl/resource/747/01/>

Assignment 3:

Write a poetry précis for each poem. The précis is a highly structured five-sentence paragraph that records the essential elements of a unit of spoken or written discourse, including the name of the speaker/writer, the context of the delivery, the major assertion, the mode of development and/or support, the stated and/or apparent purpose, and the relationship established between the speaker/writer and the audience (the last element is intended to identify the tone of the work). Each of the four sentences requires specific information; students are also encouraged to integrate brief quotations to convey the author's sense of style and tone.

The voice used in a précis is an academic voice. There should be no personal pronouns (no 1st person narrative. You should disappear as a narrator). Language is all Standard English, and the tense for poetry analysis is always **present tense**. (The poem is still in existence, even if the poet is deceased). The format and examples can be found on the following page.

Poetry Précis Format:

1. Name of poet [optional: a phrase describing author], genre and title of work [date and additional publishing information in parenthesis]; a rhetorically accurate verb (such as "asserts," "argues," "suggests," "implies," "claims," etc.); and a THAT clause containing the major theme of the work. Consider: What idea about life or experience has the poem articulated? What is relevant to the human experience that this poem offers?
2. An explanation of how the poet develops and/or supports the theme. This sentence should address elements of style and poetic devices (for example, figurative language, imagery, sound devices, allusion etc.), listed in chronological order, moving progressively through the poem. Be sure to consider the title of the poem in your analysis. This can call for more than one sentence if needed.
3. A statement that identifies the overall structure of the poem. This may be identified through shifts in subject and/or tone, stanza-form, and sometimes (as in the case of a sonnet, for example) a prescribed rhyme pattern.
4. A statement of the author's apparent purpose followed by an IN ORDER TO phrase in which you explain what the author wants the audience to do or feel as a result of reading the work.
5. A description of the speaker of the poem and the attitude the speaker has towards his or her subject. This may include an explanation of the tone progression. Poems rarely sound a single note and acknowledging the complexity of tone is indicative of "a mind at work".

Example of Poetry Précis for "Penelope" by Dorothy Parker

Dorothy Parker, in her poem "Penelope" suggests that the archetypal role of women has not changed throughout time and that what is valued in society are the heroic "manly" feats rather than the trying and tedious "womanly" tasks. She develops this idea by first alluding to Odysseus's wife Penelope from The Odyssey in the title of the poem; second, by personifying the sun and the breeze that lead her husband on his journey; third, by describing a glorious image of him as he metaphorically "ride[s] the silver seas" and "cut[s] the glittering wave"; fourth by contrasting the image of him on his journey with her daily tasks and alluding to Penelope's long wait during Odysseus's twenty years away when she was forced to allow suitors in her house and delayed accepting any of them in marriage by weaving and unweaving his father's funeral shroud; fifth, by using the symbolic bleaching of the linens of her bed as a reference to her chastity; and lastly, by stating that "they will call him brave". The structure of the poem can be classified as a description of her husband's adventures in stanza one, a description of her daily activities in the first four lines of stanza two, and a shift back to him in the last line that implies they (not she), will call him (not her) brave. Although the speaker of the poem, the wife who has been left behind, seems admiring of her husband's feats in the first stanza, the description of her daily duties suggests that she is dissatisfied with her position, but the definitive connotation of "he shall" "I shall" and "they will" suggests that she is resigned to the fact that it will not change.

***Gentle Reminder: Both assignments are due on the first day of class in January. Have fun reading. Both books and their accompanying assignments are a great precursor for what you can expect from an AP Literature class. Expect to have at length discussions, research, and writing assignments in regards to these texts.**

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Assignment 1 Rubric

- Paragraph summarizing chapter’s central idea and key details = .25 points
- Examples from literature and film with an explanation = .25 points
- Reactions/Insights/Thoughts = .25 points
- Questions = .25 points

1 point per chapter x 26 chapters= ____/26= _____

Assignment 2 Rubric

| | Outstanding: 9-8 | Exceeds Expectations: 7-6 | Meets Expectations: 5 | Approaching Expectations: 4-3 | Unacceptable: 2-1 |
|--|--|--|---|---|--|
| Commentary: Application from chapter ___ of <i>How to Read Literature Like a Professor</i> | Creative/original ideas and insights; extensive commentary, refreshing; goes beyond obvious and basic commentary. | Analysis is believable and convincing, a few assertions may lack specific examples, but assertions are still clearly connected to the argument | Analysis supports your argument, but ideas are obvious and basic. | Ideas lack development; misunderstanding of prompt or text; illogical argument. | Analysis not present simply plot summary Analysis does not address the prompt |
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| Textual Evidence | You have chosen, for the most part, the best evidence to support your point o Evidence is highly persuasive and effective in supporting your argument. | Your evidence is believable and convincing and supports your argument. | Evidence is present, but superficial. | Evidence chosen does not support thesis/topic sentences o Textual evidence is irrelevant. | Little or no evidence. |

Assignment 3 Rubric

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| Sentence One ____/2 | Includes author, genre, and title of work. Includes a clear statement of the author’s theme. |
| Sentence Two ____/2 | Explains how the poet develops/and or supports the theme by identifying and explaining the elements of style or poetic devices. |
| Sentence Three ____/2 | Includes a statement that identifies the overall structure of the poem. |
| Sentence Four ____/2 | Includes a statement of the author’s purpose. Includes what the author wants the audience to do or feel |
| Sentence Five ____/2 | Includes a description of the speaker of the poem. Explains the speaker’s attitude towards his/her subject. |
| Grammar/Mechanics ____/2 | Writing maintains a formal and academic tone. |