

**AP English Literature and Composition, Mr. Ledesma Summer Assignment
2021-2022
(joe_ledesma@chino.k12.ca.us)**

Welcome to AP Literature and Composition!

I'm sure you can't wait for your summer to begin. However, before you get lost in your own literary world, you have a summer reading assignment for class next fall.

I hope to send you off this year with a challenging and thought-provoking summer reading experience. After reading *How to Read Literature Like a Professor* by Thomas C. Foster and a selection of short stories, you should be ready to enter AP Literature in August prepared to share ideas you gleaned from each text. Please follow the directions below:

Required Texts: (Purchase or check out of library)

- [How to Read Literature Like a Professor](#) by Thomas C. Foster
- Electronic versions of the short stories

End Products:

1. A *How to Read Literature Like a Professor* journal or graphic organizer of written responses that connect specific chapters or concepts to each of the eight short stories, (50 points)
2. Thorough annotations of *How to Read Literature Like a Professor* (10 points)

Reading *How to Read Literature Like a Professor*

As the title indicates, this text provides insights that will help you complete a mature reading of any piece of meaningful literature. *How to Read Literature Like a Professor* is an easy-to-read introduction to the patterns of symbolic meaning in literary texts and is a helpful source for AP Literature. This book will be referenced throughout the year, and it is expected that you are familiar with the themes of all of the chapters.

Reading and Annotating

While reading HTRLLAP and the short stories, annotate for figurative language, symbols, tone, and diction as well as for specific connections you see to chapters in *How to Read Literature Like a Professor*. Also, write questions and comments in the margins; have a running conversation with the text. Use the guidelines and develop your own style of annotation. Your annotations will help you complete the journal/graphic organizer assignment.

Here are some tips for annotating: ***Highlight** or underline notable words, phrases, and/or sentences and write questions, comments, connections, and reactions in the margins. ***Question**-ask about something you don't understand * **Comments**-note instances of interesting word choice, imagery, character motivations, and literary devices, etc. that might suggest an author's purpose or theme. ***Connections**-make text-text connections (ways the book relates to another book, a movie, television show, an article, etc.), text-self connections (ways the book relates to you), text-world connections (ways the book relates to things that exist in our society) * **Reactions**-this can be something you think is funny or interesting, something you agree with or disagree with.
**You can open the pdf copy of the book and annotate in Kami, if you cannot purchase your own copy of the book. However, consider buying your own because it will be useful to you in college.

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Connection to your novel - Journal/Graphic Organizer Assignment

In completing the graphic organizer, you must make connections from the short stories to nine of the chapters from *How to Read Literature Like a Professor*.

Example Entry (Your organizer could be set up just like below)

How to Read Lit Like a Prof. Ch. # and Title	HTRLPP Page# or #'s	
Ch.10 "It's More than Just Rain or Snow"	75	<p>Connection to story (The Road, by Cormac McCarthy) McCarthy begins The Road with the following lines: "When he woke in the woods in the dark and the cold of the night he'd reach out to touch the child sleeping beside him. Nights dark beyond darkness and days more gray each one that what had gone before" (1). The cold, dark, and gray imagery that is so prominent in the opening scene suggests a mood of despair and even death. With each day being grayer than the day before it, the bleak weather and lightless sky contribute to an ominous beginning to the novel. As Foster points out in HTRLPP, "weather is never just weather. It's never just rain. And that goes for snow, sun, warmth, cold" (75). Similarly, the rare occasion when the sun is mentioned in The Road, it disappears just as quickly, which mimics the father and son's journey of unknown dangers and darkness at any moment. They might occasionally have moments of hope, but they are soon diminished.</p>

Reminders / Requirements:

1. All work will be collected on the first day of the school year.
2. Be prepared for both an objective AP-style test and in class project on HTRLPP during the first full week of classes.
3. Your analysis and writing should reflect the advanced level of this class. Don't wait until the last week of summer, and do your best!

Advice: Don't wait until the last minute to start this work! Your grade will suffer and you will miss out on information that is vital to your success in this class. It must be finished and PRINTED the first day of class; NO exceptions, NO excuses.

The Internet is a wonderful resource, but your brain is better. Plus, I hate giving zeros for plagiarism.

The pace of this class is rigorous, especially at the beginning. Be prepared for homework with an organizational plan and time management. Late work is not acceptable!

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Read the chapters of *How to Read Literature Like a Professor* and the short stories in the order that they are listed. As you read, highlight and annotate (add explanatory notes to) each chapter and story. Your annotations could consist of: questions, comments (reactions), objections/arguments, connections, etc. You may also want to take notes on anything you wish to discuss further when we are together in class.

Both *How to Read Literature Like a Professor* and the short fiction selections will be discussed and analyzed during the first weeks of class. Failure to complete the summer assignment will hinder your ability to participate in class and affect your 1st six weeks grade.

For each chapter and short story pair, write one paragraph of analysis. You need to have AT LEAST 8 sentences per paragraph. See the model I have included. Note the format of the paragraph, as well as the analysis. Use the chapters to help you analyze the short story.

You will have nine paragraphs when you are finished -One per short story.

•These assignments ARE NOT meant to be research projects. Trust your own analytical -skills and write a response that reflects your personal reading of each text. I know you will have many insights, so show your stuff!

I. Plot

A. Introduction *How to Read Literature Like a Professor*

B. Chapter 1: Every Trip is a Quest (Except When It's Not) and "[A Worn Path](#)" by Eudora Welty

C. Chapter 11: ... More Than It's Gonna Hurt You and "[Sweat](#)" by Zora Neal Hurston

II. Character

A. Chapter 3: Nice to Eat You and "[Where Are You Going Where Have You Been](#)" by Joyce Carol Oates

B. Chapter 22: He's Blind for a Reason, You Know and "[Cathedral](#)" by Raymond Carver

C. Chapter 23: It's Never Just Heart Disease and "[Story of an Hour](#)" by Kate Chopin

III. Symbol

A. Chapter 12: Is That a Symbol? And "[Hills Like White Elephants](#)" by Earnest Hemingway

B. Chapter 7: Or The Bible and "[Young Goodman Brown](#)" by Nathaniel Hawthorne

C. Chapter 15: Flights of Fancy and "[A Very Old Man With Enormous Wings](#)" by Gabriel Garcia Marquez

D. Chapter 18: If She Comes Up, It's Baptism and "[How Far She Went](#)" by Mary Hood