

07 May 2018

Dear AP Literature Student:

It is my pleasure to welcome you to AP Literature and Composition. I must forewarn you, however, that AP Literature students read a *lot*; if reading is not your favorite activity, you may want to consider enrolling in a different senior English course. If reading *is* on your list of best-loved hobbies, and you're ready for a fun, challenging, and life-changing course, then read on!

In order to keep your analytical skills from becoming atrophied over the summer, and to ensure that you are prepared for our first unit in AP Literature, you will complete the following **TWO** summer assignments.

Assignment 1: Dialectical Journal

- **Step 1: Read and take careful notes on each chapter of *How to Read Literature Like a Professor* by Thomas C. Foster.** You will be keeping and *not* submitting these notes: my main concern is that you gain a strong understanding of the literary patterns Foster presents, but you will be expected to reference Foster frequently and substantively in your dialectical journal.
***See me in room 108 if you would like to check out a copy of this book over the summer instead of purchasing a copy.**
- **Step 2: Read and annotate (mark evidence of the patterns Foster describes throughout his book) ONE of the following dramas:**
 2. Henrik Ibsen's *Hedda Gabler*
 3. Anton Chekhov's *The Cherry Orchard*
 4. Eugene O'Neill's *Desire Under the Elms*

Your annotations will be graded according to the rubric that follows this letter. You must bring the actual texts with you to class on the first Wednesday of the school year and submit them with your dialectical journals.

- **Step 3: Create a dialectical journal for your chosen drama** (directions and criteria follow).

The dialectical journal will be due on the first Wednesday of the school year. Do not disappoint your instructor by failing to fulfill your summer reading duties.

If you use study aids (in print or on-line) such as Sparknotes, Cliff's Notes, Pinknotes, Monkeynotes, etc., in order to comprehend plot or to affirm your interpretations, be sure to cite these appropriately and to trace how these sources affected your intellectual output. Academic integrity is key to learning the skill of critical thinking and interpretation that will be required of you on the AP Literature exam, which is scheduled for Wednesday, May 8, 2019.

Assignment 2: Literary Terms Flash Cards

- You will create flash cards for each of the terms on the AP Literature Critical Terminology list (attached). The flash cards are due with the dialectical journal on the first Wednesday of the school year. Format the flash cards as follows:
 - Front: The **term**
 - Back: A **literary definition** and an **example** from a literary or rhetorical source.
- Bundle the cards for each list separately with a rubber band, binder clip, or paperclip.
- Include a cover card for each list to identify which list of words each packet of flash cards contains.
- You will have quizzes each quarter covering these terms: Quarter 1, Lists 1-3; Quarter 2, Lists 4-6; Quarter 3, Lists 7-9; Quarter 4, List 10. *You will not be tested on the "Overachievers" list, but these are terms that you should know for the AP Literature exam.*

Please don't hesitate to email me with questions. I look forward to meeting you—or seeing you again—in August!

Mrs. Wilson

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AP Literature and Composition: Critical Terminology

LIST 1

Abstract
Ad Hominem
Allegory
Alliteration
Allusion
Ambiguity
Amplification
Analogy
Anaphora
Anastrophe
Anecdote
Antistrophe

LIST 2

Antithesis
Aphorism
Apostrophe
Appositive
Archaism
Argument
Assonance
Asyndeton
Atmosphere
Attitude
Cacophony

LIST 3

Catachresis
Cause and Effect
Chiasmus
Classification
Cliché
Climax
Colloquial
Comic Relief
Conceit
Concrete
Connotation
Deduction
Definition
Denotation
Diacope

LIST 4

Dialect
Diction
Didactic
Ellipsis
Enumeratio

Epigraph
Epithet
Eponym
Euphemism
Euphony

LIST 5

Exemplum
Exposition
Extended Metaphor
Figurative Language
Figures of Speech
Form
Generalization
Hendiadys
Homily
Hyperbole
Hypotaxis

LIST 6

Image
Imagery
Induction
Inference
Invective
Irony
Litotes
Logic
Logical Fallacy
Loose Sentence
Metabasis
Metanoia
Metaphor
Metonymy
Monologue

LIST 7

Mood
Motif
Narrator
Onomatopoeia
Oxymoron
Parable
Paradox
Parallelism
Parataxis
Parenthesis
Parody
Pathos
Pedantic

LIST 8

Periodic Sentence
Person
Personification

Persuasion
Pleonasm
Plot
Point of View
Polysyndeton
Premise
Pun
Purpose
Reductio ad Absurdum

LIST 9

Repetition
Rhetorical Question
Sarcasm
Satire
Sentence Structure
Sententia
Setting
Simile
Slang
Stanza
Structure
Style
Subject
Subjective Writing
Syllogism

LIST 10

Symbol
Symploce
Synecdoche
Syntax
Tautology
Theme
Thesis
Tone
Topic Sentence
Transition
Understatement
Unity
Voice
Wit
Zeugma

OVERACHIEVERS

Antanagoge
Antimetabole
Antiphrasis
Apophrasis
Aporia
Aposiopesis
Brachylogy
Dirimens Copulatio
Distinctio

Enthymeme
Eplanalepsis
Epizeuxis
Hypallage
Hyperbaton
Hypophora
Hysteron Proteron
Paraprosdokian
Paranomasia
Praeteritio
Procatalepsis
Prolepsis

Rubric for Annotations

5: The text is extensively highlighted or underlined with many margin notes in addition to shorthand notations. The annotations demonstrate that the student has carefully read and considered the text's meaning. The margin notes serve as an abbreviated outline of what the text says and what the reader thinks about it.

4: The text is extensively highlighted or underlined with fewer margin notes compared to the most carefully considered readings. Shorthand notations are present. The annotations that are present demonstrate that the student has carefully read and considered

3: The text is less extensively highlighted or underlined with some margin notes and shorthand markings. The annotations demonstrate a less thorough reading of the work than the top two ratings.

2: The text is highlighted or underlined and the student uses shorthand markings. There are virtually no margin notes; consequently, it is impossible to determine how thorough the reading of the text has been.

1: Only shorthand margin notations are used **or** part of the text is unmarked **or** there are so few notations overall that the text may not have been read completely.

0: The text is unmarked

*When translated to a grade, each quality score will have a multiplier of ten.

Directions for Dialectical Journals

What is a Dialectical Journal? Simply put, a dialectical journal is merely a double entry journal; the difference between a dialectical journal and a double entry journal is that, while a double entry journal requires the reader merely to give a gut reaction (called "reader response") to passages throughout a text, a dialectical journal requires interpretation and analysis. The purpose of such a journal is to identify significant pieces of text and explain their significance. It should be used to think about, digest, summarize, question, clarify, critique, and remember what is read. It is a way to take notes on what is read using the actual text. In effect, you will be holding a discussion with yourself on key points, asking questions, and reacting to particular phrases that drew your attention.

How to Set Up Your Dialectical Journal: Create a chart with two columns. On the left hand side, record quotations or passages that seem significant to the author's purpose or to the effect that the author is trying to achieve. On the right hand side of the chart, interpret / analyze the quotation or passage you recorded. These entries may include genuine questions regarding—or reactions to—plot, characterization, relationships, or setting. You may also include personal reflections on the text or connections that you have been able to make between what is happening in the work and your own experiences. Further, you may want to comment on the literary qualities of the work, including those of descriptive language, metaphors, diction, plot development, characterization, or predictability. Finally, you may wish to interpret what

the author is trying to say in a particular passage.

Length/Scope: There is no specific number of entries required for this assignment. A thorough, but not excessive, dialectical journal will be around **800-1,000 words for a play** (about 4-6 sides of college-ruled paper, or 3-4 pages of Times New Roman 12 font, double-spaced type).

Rubric for Dialectical Journals

| Category | A | B | C | D/F |
|--|---|---|---|--|
| Left: Selection of detail | Selected passages are detailed, complex, and meaningful; reflect a variety of plot and quotation selections | Selected passages are meaningful; include both plot and quote selections | Selected passages include few meaningful details | Selected passages have little or no apparent significance or meaning |
| Left and Right: Literary Elements | Includes in-depth discussion of literary elements; addresses how elements such as tone, diction, organization and context contribute to purpose and meaning | Includes discussion literary elements; does not completely address how they contribute to meaning | Includes some identification of literary elements; has virtually no discussion of contribution to meaning | Includes few literary elements; has virtually no discussion of contribution to meaning |
| Right: Interpretation and commentary | Commentary provides thoughtful insight and connection to themes (avoids clichés) | Commentary intelligently addresses thematic connections | Commentary is vague and/or unsupported with little connection to theme | Commentary involves paraphrase or plot summary |
| Right: Personal connections and questions | Insightful personal connections and thought- provoking questions | Appropriate personal connections and pertinent questions | Limited personal connections and few or obvious questions | Limited personal connection and no good questions |
| Overall Effect: Appearance | Organized and professional | Neat and legible | Somewhat illegible | Sloppy and disorganized |
| Overall Effect: Coverage of text and assignment | Thoroughly and completely addresses all parts of the assignment; all directions are followed | Adequately addresses all parts of the assignment; most directions are followed | Not thorough (addresses most of the assignment); not all directions were followed. | Too short; directions not followed |
| Overall Score | | | | |