

AP English Literature and Composition Summer Reading Assignment 2021-22 School Year  
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Purpose:

- To give you, when you enter the class in the fall, an immediate basis for discussion of literature- elements like theme, narrative, viewpoint, symbolism, plot structure, etc.
- To set up a basis for comparison with other works we will read during the year
- To begin building a repertoire of works you can write about on the AP Lit exam next spring
- To get you thinking about great literature!

If you are able to purchase your own copies of the books, you can annotate as you read and will have the books to refer to later in the year. If not, you can find these works in the local library or in my classroom.

Grading: The summer assignment is worth 300 points. It will be graded based on thorough completion of the assigned tasks. Additional points will be earned through assignments and class discussions in the first few weeks of class. It is imperative that you do your own work on each assignment and that you are able to participate in class discussions and posts.

\*\*\*Plagiarism: Any student found to have used another person's ideas or words including classmates or online resources will receive a zero for the assignment. Sparknotes, Shmoop, and other resources can be helpful to get an overall idea of a work; however, using this in the place of doing the work yourself will never be beneficial. \*\*\*\*

1. **Write Your Reader Profile** - (50 pts.) Before beginning any of the reading for this summer, craft a well-written profile of yourself as a reader. Evaluate yourself as a reader. What are your strengths and weaknesses in reading, prose and poetry? What purposes does reading serve for you? What are your passions and peeves? Be as honest and forthcoming as you possibly can be. This portion of the assignment should be no more between 350 and 400 words.
2. ***How to Read Literature Like a Professor* by Thomas C. Foster.** (125 pts)  
Assignment: After EACH chapter summarize 2-3 main points and analyze those points in relation to works you have read (minimally a high school level work). Do not use the same work for all chapters (27 chapters).

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. Avoid merely summarizing plot.

3. ***Frankenstein*, by Mary Shelley:** (125 pts.) Purpose: In AP Literature and Composition, you are forced to revisit literary and rhetorical devices multiple times. Knowing what these devices are, how to find them, and how to analyze the purpose or added meaning will be the central to the work in this class. Reading: *Frankenstein* is a gothic novel of literary acclaim; come to class ready to enthusiastically and intelligently discuss it when school resumes. We will begin the school year discussing the novel and you should be prepared to discuss the themes, language, and literary devices in the novel. Annotate the novel by taking notes. Keep the notes in a binder or notebook you can add to throughout the year. There will be an assessment on *Frankenstein* within the first 2 weeks of class (75 points in class) in addition to class discussions.

Assignment: 25 entries, equally distributed over the entire book. Organize each entry in the following manner:

Heading: Entry # (1-25)

A. specific place in text (chapter number, page number)

B. quotation (direct quote)

C. literary device or rhetorical device

D. explain writer's intended effect on reader and how it adds meaning.

The following is a sample entry:

#3

A. Chapter 1, page 18

B. "He came like a protecting spirit to the poor girl, who committed herself to his care;"

C. simile

D. The man is being compared to a spirit that protects the girl from harm. This simile helps portray a positive tone and shows us more about Victor's father's characteristics. There are many references to spirits and heavenly attributes throughout descriptions of the characters in the novel. This gives the reader an overall sense that the ideas of a heavenly power or religious spirit will be important in the novel and determines a character's demeanor.

Reminder: Theme vs. Thematic Concepts. A thematic concept is the generalized idea from which we can derive a theme; a topic or subject. Items such as love or chaos vs. order are in fact thematic concepts and need to be referred as such. Themes are derived from thematic concepts. If one sees ideas of death or corruption, he or she may say the thematic concept is death or corruption. Now, we must go one step further to understand

the actual theme. What is the piece saying about death? What is it saying about corruption?

Theme examples: 1. Death is inevitable. 2. It is human nature to fear death.

4. **Additional reading:** Read one book from the reading list found at the end of this handout to annotate. These works are of “recognized Literary Merit” and come from the College Board in Princeton, New Jersey, in its guidelines for Advanced Placement English literature courses. The purpose of this assignment is to add to your reading experiences and to develop your critical thinking skills. Therefore, do not choose a book on this list that you have already read (such as the book from your AP Lang project)! 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. You will be assessed during the first week of school on the novel you have read for this assignment, using an AP exam prompt (75 point assignment in class). 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 not be collected; however, keep them in your notebook or binder in addition to the Frankenstein annotations/notes.

#### Ideas for annotating Literature

- 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 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.
  - 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 do not have your own copy of the books, you can still effectively annotate and take notes. Some strategies are listed below:

- Use sticky notes to mark pages, take notes on the stickies

- Use different colored flags or small sticky notes to note specific types of information.  
Example: pink flags indicate rhetorical devices, blue flags indicate important quotes, etc
- Use DEJ template for note taking of chapters
- Highlighter tape is a nonpermanent way to mark books in different colors.

**Choose ONE:**

Crime and Punishment by Fyodor Dostoevsky  
 Great Expectations by Charles Dickens  
 The Heart of Darkness by Joseph Conrad  
 Invisible Man by Ralph Ellison  
 Ceremony by Leslie Marmon Silko  
 Moby Dick by Herman Melville  
 Beloved by Toni Morrison  
 One Hundred Years of Solitude by Gabriel Garcia Marquez  
 Billy Budd by Herman Melville  
 Jane Eyre by Charlotte Bronte  
 King Lear by Shakespeare  
 Song of Solomon by Toni Morrison  
 Wuthering Heights by Emily Bronte  
 The Adventures of Huckleberry Finn by Mark Twain  
 As I Lay Dying by William Faulkner  
 The Awakening by Kate Chopin  
 Bless Me, Ultima by Rudolfo Anaya  
 Glass Menagerie by Tennessee Williams  
 The Mayor of Casterbridge by Thomas Hardy  
 Obasan by Joy Kogawa  
 All the Pretty Horses by Cormac McCarthy  
 Death of a Salesman by Arthur Miller  
 Ethan Frome by Edith Wharton  
 A Farewell to Arms by Ernest Hemingway  
 Lord of the Flies by William Golding  
 The Poisonwood Bible by Barbara Kingsolver  
 1984 by George Orwell  
 Animal Farm by George Orwell  
 The Stranger by Albert Camus  
 Pride and Prejudice by Jane Austen  
 The Scarlet Letter by Nathaniel Hawthorne