

Summer Reading 2011
AP English Literature and Composition

In AP English IV, we will continue our analytical journey by reading great literature and by writing, writing, writing. (Quick, what rhetorical device did I just use?) We will continue to apply all of the rhetorical analysis concepts we learned this year; however, we will be applying them to fiction rather than non-fiction. I have selected summer reading based on its ability to hone your literary analysis skills and, I hope, to provide enjoyment for those summer days when you choose to increase brain cells rather than deplete them.

The summer reading books are as follows:

- *How to Read Literature Like a Professor* by Thomas C. Foster (read this book first)
- *Frankenstein* by Mary Shelley

ALL ASSIGNMENTS ARE DUE ON THE FIRST DAY OF CLASS. All will be graded and included in your 1st quarter grade.

Please follow directions carefully! Since part of the assignment is to annotate all of your books, you must purchase/have your own copy of the book. Please note that these books will probably need to be ordered (Amazon.com is probably your best source); therefore, do not wait until the last minute to purchase them.

ASSIGNMENT 1: ANNOTATE EACH BOOK.

How to Annotate a Text: (Yes, I know you know how to do this, but I thought I'd remind you of a few things.)

Annotating a book is more than just marking it up with a highlighter. Incorporate any of the following **suggestions** that may apply as you develop your own personal style for annotations.

Things to do:

1. Have a conversation with your book.
 - a. Ask questions
 - b. Comment on meaning
2. Highlight important passages, but don't go overboard. If everything is highlighted, nothing stands out.
 - a. Make notes in the margin as to why you highlighted the passage.
3. Star/asterisk significantly important ideas. Try a system where one star is important, two is even more so, etc.

4. Types of Passages/things to Mark/Underline
 - a. Important plot elements: Make a note at the top of the page/margin to explain element.
 - b. Key ideas + your reflection about them.
 - c. Questions: If you have a question, write it on the page when the question occurs to you.
 - d. Unfamiliar words: circle the word and write it in the margin with its definition.
 - e. Theme: note its occurrence and comment on it in the margin
 - f. Any significant use of rhetorical device, figurative language; any literary device that you can identify, or anything that seems to be a device even though you do not know what to call it.
 - g. Characters/key people: any insights into those who people your reading.
 - h. Any repeated patterns/symbols/motifs.

5. At the end of each chapter, make a VERY brief outline of the significant points covered; bulleted key words/phrases will work well.

SUGGESTION: You **may** want to use a color-coded system (put the key on the inside cover). Use a different color for each different concept you want to focus on; for example,

- a. all of your devices (rhetorical, literary, etc.)
- b. all vocabulary words
- c. themes/main ideas
- d. character development

ALL BOOKS WILL BE COLLECTED AND EVALUATED BASED ON YOUR ANNOTATIONS. All of the following features will be present in a well-annotated book:

- Highlighting.
- Short reflective responses throughout.
- Thoughtful questions posed in the margins.
- Vocabulary words identified and defined
- General, but useful, notes next to highlighted or bracketed sections of text about the importance of those passages.
- Markings, highlighting, and notes **spread evenly throughout** the entire book instead of being heavily concentrated sporadically through the novel.
- All annotations appear to be original and the work of the student.

In other words, to borrow from Mortimer Adler's *How To Mark A Book*, I expect to see "**a mind at work**" as I read your annotations.

ASSIGNMENT 2: *How to Read Literature Like a Professor* –READ THIS BOOK FIRST!!!

I found this book an illuminating jaunt into the world of tropes and symbols; it eagerly awaits the critically-thinking mind and will improve your literary analysis skills.

To Do: Read the Test Case in Chapter 27 and complete the exercise on pages 265-266, FOLLOWING THE DIRECTIONS EXACTLY. **DO NOT CHEAT BY READING AHEAD!!!** Your responses to the two questions can be in the form of bulleted notes. Compare your response to the three example essays, and evaluate how well you did. Briefly describe your strengths and weaknesses in analyzing literature.

ASSIGNMENT 3: *Frankenstein* and *How to Read Literature Like a Professor*

In chapter 21 of Foster's book, he discusses the monster in *Frankenstein*. Review your notes and/or re-read Chapter 21 **before** beginning *Frankenstein*. After reading *Frankenstein*, apply what you have learned from Foster's book to Shelley's as follows:

Apply *Frankenstein* to key points from chapters 1, 10, 11, 12, 19, 20, and 25 of *How to Read Literature Like a Professor*. In bulleted fashion, list two specific examples from *Frankenstein* that would apply to each of the above chapters and explain why/how they relate. Include page numbers for each example. Therefore, you will have selected 14 examples from *Frankenstein* that relate to points discussed in the seven chapters.

ASSIGNMENT 4: COLLEGE ESSAY BRAINSTORM

In order to prepare to write the college essay in the fall, you will be writing responses to topics listed below that show me the you everybody knows and the you nobody knows (except you). Make your responses extremely informative and do not edit out thoughts and ideas (within reason!). Do not be modest or shy, but do not put in anything that might require me to take some kind of administrative action! This brainstorm will help you prepare for the college essay and help me with recommendations for colleges, honors programs, scholarships, and awards that I may need to write for you.

Please type your responses using Times New Roman, 12 pt. font and follow all guidelines for formal writing (consider each response a mini-essay ranging from a few sentences to a paragraph or more). This should be a long and involved writing process that you work on over the course of many days/weeks. It must be detailed and specific.

Below, you will find twenty “life areas” that you will write about. For each topic, you want to express how the topic has impacted your life. If there are any other areas that you feel would contribute to telling the story of you, feel free to add them:

- Family
- Priorities
- Interests and hobbies
- Strengths and weaknesses
- Personal values
- Achievements and honors
- Responsibilities both in and out of school
- Work experience (both paid and volunteer)
- Things of which you are most proud
- Concerns you have for yourself and the world
- Academic and/or extracurricular experiences that influenced you
- Activities in/out of school (athletic, church, youth groups, drama, community, political, scientific, technical, medical, etc.)
- Hopes and plans for college
- Hopes and plans for after college
- Fears and worries
- Best atmosphere for writing
- At this time, what do you feel will be the most important choice you will have to make in life?
- In what areas do you hope your writing improves this year?
- If you were writing a letter of recommendation about yourself, what information NOT found on a transcript or resume would you want to include.
- Anything else you want me to know about you.

Additionally, here are a few actual college essay topics to help you think of more info to include:

- What work of art, music, science, mathematics, or literature has influenced your thinking and in what way?
- Tell about a situation where you have not been successful and what you have learned from the experience.
- First experiences can be defining. Cite a first experience that you have had and explain its impact on you.
- What has been your most profound or surprising intellectual experience?
- What do you think people who know you would be surprised to learn about you?

As you have probably noticed, this represents a plethora of information to think about. I am most interested in the quality of what you have to say, not the quantity. Write enough to convey your complete and detailed thoughts without repeating yourself.

Enjoy your summer (and your summer reading/writing)! I look forward to seeing you again in August. I will periodically (not daily) check my email over the summer in case you have any questions. Have fun! Mrs. Jodi Petersen jpetersen@pj23.org