



## 2019 AP Literature and Composition Summer Reading Assignments

Hello and welcome to 12<sup>th</sup> Grade AP Literature and Composition! I'm excited to be sharing the upcoming school year with you all. While I wholeheartedly encourage you all to relax and enjoy these last fleeting moments of your youth this summer, know that there lurks the ever-present nemeses of an enlightened, sagacious mind--sloth and procrastination--so it is imperative that you keep your mind sharp and agile as AP Lit. & Comp. will prove to be a taxing, rigorous class. I encourage you to pace yourself with your readings and assignments; getting copies of the books ASAP is a very good idea.

**ASSIGNMENTS: 3 required reading assignments, 5 journal entries, & 3 one-page analyses to be completed this summer.**

**I. BUY & READ:** *How to Read Literature like a Professor* by Thomas C. Foster

This book will serve as a *guide* on how to analyze literature using classic archetypes, common symbols, and various literary devices—skills well-read, seasoned scholars develop from years of reading GOOD literature that promotes critical thinking. This is what how you should expect to read and analyze literature this next year. ***HTRLLAP* is how we'll abbreviate that book.**

*It is suggested that you read this book first in order to better analyze the assigned novels.*

**II. READ & ANNOTATE:** *The Awakening* by Kate Chopin **AND** *The Road* by Cormac McCarthy

1. **Annotate** *The Awakening* & *The Road* thoroughly, either in the margins of the book or on separate post-it notes. It is preferred that you purchase the books and annotate on post-its, but that's just a suggestion; annotate as you see fit. I do not want to limit your annotations, but instead foster your own individual style of interacting with a text; however, you are expected to go **beyond summarizing** (for the most part) when it comes to your annotations. ***Literary devices and writing conventions you should consider while annotating: tone; symbolism; metaphors; diction; imagery. Though, this is not an exhaustive list, it is a good start. Make sure your annotations are not pure summarization.*** See rubric at the end.

***The Road* annotations due: Th., 8/15/19**

***The Awakening* annotations due: Friday, 8/30/19**

2. **Trilectical Journals** with 5 entries for *The Road*. See chart and directions below (it's a dialectical journal with an extra column for peer response). **DUE: TH., 8/15/19**

3. **You will take a test on *The Road* on Thursday, 8/15/19.**

4. **3 one-page essays** applying 3 different theories outlined in *How to Read Literature Like a Professor* to *The Awakening*. You will reference and cite (in MLA format) both books (*The Awakening* & *HTRLLAP*) in your essay(s). Directions for this assignment are below. I'd like you to begin reading and annotating your novels first. You will submit all 3 essays **to turnitin.com by Fr. 8/30 by 7:30 am and bring a hardcopy to class Friday, 8/30/19** as well. Let Foster's theories float around in your brains as you read *The Awakening* and subsequent literature. The directions for these 1-pagers are below.

**DUE: FRI., 8/30/19**

### III. EXTRA CREDIT OPPORTUNITY:

#### 1. UC Drafts

If you'd like to start the year with some extra credit, you can begin composing your UC Personal Insight Question responses.

<http://admission.universityofcalifornia.edu/how-to-apply/personal-questions/freshman/index.html>

Follow the link above. It will lead you to 8 UC prompts. Choose 4 prompts and follow the instructions for each. This is to be typed and submitted to **turnitin.com** by **11:59 pm on Friday, 8/2/19**. *Please type out the prompt above each of your responses.* You **do not** need to bring a hardcopy of these to class; the turnitin submission will suffice.

**DUE: FRI., 8/2/19**

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#### Academic Integrity and Plagiarism Warning:

**\*\*Because we live in The Age of Information, resources are abundant. It is our expectation that you complete these assignments without the use of any study guides, Internet or print. However, you MUST cite any sequence of ideas or quotations from any Internet resources you used to affirm or help your findings. Failure to do so is plagiarism and is in direct violation of DHS policy. You will receive an immediate 0 and will be considered for removal from the class. All of your other teachers will be notified of the offense and consequences will be dealt accordingly. If you'd like to read either/both text(s) with a buddy, we encourage you do so as these novels are challenging. If you choose to do so, your annotations/essays/journals must be your own!**

#### Technology Requirements:

**turnitin.com**

\*AP Literature Summer Assignments

\*class id: 18095465

\*Enrollment Key: Gonzales (make sure to spell my last name correctly and capitalize it)

\*Be mindful of due dates and plan accordingly; ***late assignments will not be accepted***. Happy reading, and have a great summer! ☺

\*\*After you've read through these directions thoroughly, you may email if you still have questions [cgonzales@dusd.net](mailto:cgonzales@dusd.net). Allow a few days for a response.

#### IMPORTANT:

**ALL ASSIGNMENT DIRECTIONS ARE BELOW. EVERYTHING IS TO BE TYPED AND SUBMITTED TO TURNITIN.COM. YOU MUST ALSO BRING A PRINTED HARDCOPY TO CLASS. YOUR TURNITIN.COM SUBMISSION SHOULD BE THE SAME EXACT DOCUMENT AS YOU BRING TO CLASS. BOTH AN ELECTRONIC SUBMISSION AND A HARDCOPY ARE REQUIRED FOR CREDIT. YOUR WORK WILL NOT BE ACCEPTED IF EITHER REQUIREMENT IS NOT MET. INCOMPLETE WORK WILL EARN A SCORE OF A ZERO.**

## The Awakening and (HTRLLAP) 1-Pager Directions

You are to compose 3 separate, one-page analyses in which you will apply **3 of Foster's theories** found in *HTRLLAP* to Chopin's *The Awakening*. **3 one-pagers, using 3 theories—a separate theory for each one-pager.**

### Writing Requirements:

- make a claim/argument applying a theory (chapter from *HTRLLAP*) to the text (*The Awakening*)
- support your claim using textual evidence from **both texts**
- integrate and cite evidence (use <https://owl.english.purdue.edu/owl/> to help you) properly
- be bold and take a risk, really stretch your analytical skills here (this will be a large portion of the grade)
- each paper is to be 1 page in length—**no more, no less, hence the name 1-Pager**

### Formatting Requirements:

- one page, MLA format heading and spacing (see <https://owl.english.purdue.edu/owl/> for help)
- the title of each paper should include which chapter of *HTRLLAP* you are connecting to *The Awakening*; we should be able to tell from your title what chapter (and theory) you're applying
- one-page always sounds awesome until you get caught up in your thoughts and examples and cites and analyses; this is a rhetorical exercise that will force you to be concise and focused in your analysis, eliminating "excess". Fun, fun! No wonder writing is an art form. ☺
- label your claim in the first brief paragraph, then analyze said claim in subsequent paragraph
- **see example format below for help; all 3 need to be formatted the same. Yes, you need an MLA heading for each page.**
- **keep all 3 one-pagers on 1 document to be submitted through turnitin.com by Fr. 8/30 by 7:30am. A hard copy of all 3 are due to class Fr., 8/30/19**

### Content Requirements:

- **Claim:** This is Foster's theory you are arguing applies to Chopin's book. It should be focused, concise, and argumentative in nature—meaning that one could oppose the notion.
- **Analysis:** Analyze the claim you've made in a paragraph. Use evidence from both texts to support your claim, BUT make sure you explicitly state/explain how/why the evidence proves your claim.
- **Evidence & Cites:** You must use at least 2 quotes, one from each text. Not to exceed 3 quotes total. This is a one---pager, and your analysis, **boldness in your claim**, and attempt at challenging yourself is what we're looking at most of all; however, quotes must be cited and integrated properly. Check out <https://owl.english.purdue.edu/owl/> for help.

### SAMPLE:

Joe Smith	Smith 1
Teacher's Name	
AP Literature	
25 August 2015	
<i>Nice to Eat You: Acts of Vampires and Jane Eyre</i>	
<b>Claim:</b> In <i>Jane Eyre</i> , Mr. Rochester functions as a vampire, preying on the young, unmarried protagonist.	
<b>Analysis:</b> [One---page; no more than 3 quotes, one from each text; cite and integrate evidence properly]	

**Submission Requirements:**

- **DUE: Fr., 8/30/19 BY 7:30 AM TO TURNITIN.COM**
- **You are submitting *one* document that contains all 3 one-pagers.**
- Please make sure to abide by the due date and time; **early submissions will be accepted, late ones will not.**
- Submit to your class's turnitin.com account. You are also bringing a hardcopy in to class **Friday, 8/30/19.**

**Postscripts and Such:**

- Use Chapter 27 of *HTRLLAP* as a guide for these one-pagers.

**Happy reading and writing and writing and reading, all!**

## Trilectical Journal Directions

**Directions:** you will complete 5 journal entries on *The Road*. For each journal entry, you will choose a passage from the book that reflects the given focus. See the list below for what to do in each cell. **NOTE: leave the last cell blank as these will serve as our in-class activity the first week of school.** These are to be typed and submitted to **turnitin.com by 7:30 am on Th., 8/15/19**. You will need to bring a hardcopy to class on **Th. 8/15/19** as well; I will not print these for you. ***You may email Mrs. Gonzales for a Word template you can type into or you may make your own as long as it is formatted like the one below. You should have 5 pages—one for each entry.***

Focus for Entry #1: Symbol

Focus for Entry #2: Author’s Tone

Focus for Entry #3: Extended Metaphor

Focus for Entry #4: Theme

Focus for Entry #5: Significance of Title

\*\*see academic integrity notes on the first page to avoid plagiarism of ideas as well as text\*\*

Each journal entry should have 3 columns: one for a cited passage of the book; one for your analysis of the cited passage; and one for your peer’s response the first week of school. Leave the Peer Response column blank. See the example below.

<b>Focus</b>	<b>Cited Passage</b> Find a passage that illustrates the focus	<b>Critical Thinking</b> After reading the chapter, explain and analyze key words, phrases, imagery, or other major elements in the passage you have selected. How does it illustrate the focus? What is its purpose in regards to the entire novel?	<b>Peer Response</b> Examine your peer’s analysis, discuss the points in his/her analysis you agree/disagree with, and explain why. Then, offer some new insight on the same cited passage, based on his/her response
<b>SYMBOL</b>	“But I didn’t call to him, for he gave a sudden intimation that he was content to be alone — he stretched out his arms toward the dark water in a curious way, and, far as I was from him, I could have sworn he was trembling. Involuntarily I glanced seaward — and distinguished nothing except a single green light, minute and far away, that might have been the end of a dock” (Fitzgerald 5).	This is the first time in the book the narrator Nick sees his neighbor Gatsby. Though Nick is not formally acquainted with Gatsby, he notices that he is reaching towards a distant green light, so much so that he appears to be trembling. The mystery and intrigue of his neighbor Gatsby is heightened by this curious scene—a man alone on his dock, thinking no one is watching him stretch out longingly towards a light, transfixed. This man is reaching for something out of his grasp, and so the green light becomes a symbol of something he does not possess—something he desperately wants, desires, strives for—reaches for. A green light seems too mundane an object for any man to yearn so desperately for, let alone a man who seemingly has it all—except that green light. Fitzgerald ends the first chapter of this book with the eponymous character, silent, mysterious, and discontent. This green light will prove to be a symbol of Gatsby’s desires—Daisy and their enchanted past—throughout the book.	<b>LEAVE THIS BLANK</b>

Annotation Rubric (to be used on both books) – annotations will be worth 25 points:

Excellent (A): 23-25 points	Proficient (B): 20-22	Adequate (C): 18-19	Inadequate (D): 17-	Far Below (F)
<ul style="list-style-type: none"> <li>• Text has been thoroughly annotated with questions, observations, and reflections of the content as well as the writing; variety of topics marked for discussion; variety of stylistic devices marked (see Summer Assignment directions)</li> <li>• Comments demonstrate analysis and interpretation – thinking goes beyond the surface level of the text. Thoughtful connections are made to other texts, theme, etc.</li> <li>• Marginal comments accomplish a great variety of purposes.</li> <li>• Consistent markings appear throughout text (not bunched)</li> </ul> <p>*demonstrates superior effort and thought</p>	<p>Text has been annotated reasonably well with questions, observations, and/or reflections of the content as well as the writing.</p> <ul style="list-style-type: none"> <li>• Comments demonstrate some analysis and interpretation – thinking somewhat beyond the surface level of the text. Attempts at making connections are evident.</li> <li>• Marginal comments accomplish a variety of purposes.</li> <li>• Some lapses in entries exist; may be sporadic</li> </ul> <p>*demonstrates above average effort and thought</p>	<ul style="list-style-type: none"> <li>• Text has been briefly annotated.</li> <li>• Commentary remains mostly at the surface level. The commentary suggests thought in specific sections of the text rather than throughout. There is little or no attempt to make connections.</li> </ul> <p>*fulfills requirements and demonstrates acceptable effort and thought</p>	<ul style="list-style-type: none"> <li>• Text has been briefly annotated.</li> <li>• Commentary never goes beyond surface-level. The commentary suggests thought in specific sections of the text rather than throughout. There is little or no attempt to make connections.</li> </ul> <p>*minimal effort and thought</p>	<ul style="list-style-type: none"> <li>• Students annotations are incomplete.</li> <li>• Student does not meet the minimum requirements.</li> </ul>

**\*\*Large chunks of books that are unannotated will be deemed incomplete and, hence, will result in an ‘F’**

**\*\*annotations should not be just summary—see assignment directions**

**\*\*annotations will be grade on 1) completion, 2) thoroughness, 3) depth, and 4) appropriateness**