

AP ENGLISH LITERATURE

All summer reading assignments will be due the first day of school. Please plan on assessments and class assignments that require your close reading and analysis of the assigned texts the first few weeks of school. Be ready to discuss both texts in class.

ASSIGNMENT #1: How to Read Literature like a Professor by Thomas C. Foster (non-fiction NEW/CLEAN COPY in PRINT only- ISBN-13: 978-0062301673)

Part 1: In-depth Annotations- You will do at least one annotation per spread, which is two pages side-by-side. You may write directly in your book or use post-it notes by placing them directly on top of your highlighted text. These annotations are done to mark the major concepts and devices Foster teaches you. It is a work of non-fiction, so your annotations will be based on information gleaned from your reading. **You will not use the word bank below for this reading.**

Part 2: Glossary of Terms- Create a hand-written glossary of **twenty** literary terms and concepts from the book by following the format below. Focus on literary terms and concepts that are new to you or that you are the least familiar with. This is meant to stretch your knowledge of literary concepts, analysis, and theory.

Literary Term or Concept	Definition or Explanation of Literary Term or Concept	Literary Text Example from Reading
Place term or concept here. (pg. # it appears on)	Define term or explain concept here in your own words .	Include at least one example of the term or concept as it is presented in the reading through a literary example , such as the novels and poems Foster uses to elucidate his points.

ASSIGNMENT #2: Frankenstein by Mary Shelley (fiction NEW/CLEAN COPY in PRINT only- ISBN-13: 978-0486282114)

Part 1: In-depth Annotations- READ **AFTER** YOU READ *HOW TO READ LITERATURE LIKE A PROFESSOR*. You will do at least one annotation per spread, which is two pages side-by-side. You may write directly in your book or use post-it notes by placing them directly on top of your highlighted text. Annotate for the concepts below in the word bank AND literary terms and concepts you learned while reading *How to Read Literature Like a Professor*.

Part 2: Literary Analysis- You will write a 3-4 page MLA literary analysis essay on *Frankenstein* by answering the following prompt, which is fashioned after the Free Response essay on the AP Literature exam: In literature, a literal or figurative transformation is a significant factor in the development of character and meaning of a work. In a well-organized essay, with at least six direct quotes and engaging commentary, discuss the literal and figurative transformation of Frankenstein and his wretch and how their transformations create theme. Be certain you clearly communicate *what the theme is specifically*. **NOTE:** This is original work; you may not use any outside sources or study guides. Also, this is not a rhetorical analysis. You will focus on the characters and their evolution, rather than the author's craft. See the Purdue OWL online for help with MLA format and creating your Work Cited page for the novel.

How to Create In-depth Annotations:

- 1) Find meaningful text and highlight it.
- 2) Reread the text closely for meaning, purpose, and rhetorical or literary devices.
- 3) Label the highlighted text for a particular term or idea you'd like to offer commentary on.
- 4) Write 1-3 sentences of commentary about your annotation. Commentary addresses the "so what" factor or provides analysis. Use the acronym RIFE to help you create commentary on the devices or element you'd like to analyze: Relationships, Importance, Purpose, and Effect.

Literary Word Bank: Use the word bank below to create your annotations in *Frankenstein* with a variety of terms. If you are unfamiliar with a term, please add it to your glossary from Assignment #1. You will need to know ALL of these terms for class.

Literary Devices: imagery, simile, metaphor, extended metaphor, metonymy, synecdoche, catharsis, personification, hyperbole, purpose, theme, symbols, motif, tone, verbal irony, dramatic irony, situational irony, juxtaposition, internal conflict, external conflict, exposition, rising action, climax, falling action, resolution, archetypes (look up all the various ones), protagonist, antagonist, direct characterization, indirect characterization, setting, dynamic character, static character, allegory, allusion, foreshadowing, hubris, social commentary, ethos, pathos, logos, diction, syntax, style

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AP ENGLISH LITERATURE

Dear Students and Families,

First, I'd like to express how excited and blessed I am to be working with this group of students for a third or fourth year in a row. In my twelve years of teaching, these students certainly stand out as a very special group. They are bright, interesting, and a joy to spend my days with.

In AP English Literature, we will be reading a collection of texts which are not only a part of the canon but are frequent texts that appear on the AP English Literature exam: *Frankenstein*, *Hamlet*, *Their Eyes Were Watching God*, and *1984*. For instruction and exam preparation, we will be using the standard *How to Read Literature Like a Professor* and *5 Steps to a 5: AP English Literature*. AP English Literature is a course that analyzes and confronts the many layers of the human experience as it appears in literature, which means there will be times we will cover mature themes. Please rest assured that these themes will be handled through a biblical and scholarly perspective. Mature themes that are not in line with the Bible or God's best for our lives will be handled in a way that does not glorify or excuse such matters and will be used as opportunities to reflect on the nature of sin and the need for God's goodness in our lives.

It is my hope that this course grows your child as a writer, reader, and thinker. But more importantly, I pray that it prepares your child to be successful in college and beyond, as a strong young adult who can stand firm in their beliefs and faith no matter what they may be confronted with.

Please feel free to contact me at any time. The summer reading assignment is attached.

Blessings,

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Annotations and Point-Data-Commentary Tutorial

STUDY AGAIN: Remember annotations **analyze. They do not **summarize**. Pay close attention to **step number four below**. This is where many of us need to improve. Be certain all of your annotations follow all four steps for an A in the grade book. Be sure all annotations have a **VARIETY of terms** from the word bank on your summer reading handout.**

How to Create In-depth Annotations:

- 1) Find meaningful text and highlight it.
- 2) Reread the text closely for meaning, purpose, and rhetorical or literary devices.
- 3) Label the highlighted text for a particular term or idea you'd like to offer commentary on.
- 4) ***Write 1-2 sentences of commentary about your annotation. Commentary addresses the "so what" factor or provides analysis. Use the acronym RIPE to help you create commentary on the devices or element you'd like to analyze: Relationships, Importance, Purpose, and Effect.***

Here's an example from the novel *My Antonia* (text to left/annotation to right in margin)

The feelings of that night were so near that I could reach out and touch them with my hand. I had the sense of coming home to myself, and of having found out what a little circle man's experience is. For Antonia and for me, this had been the **road** of Destiny; had taken us to those early accidents of fortune which predetermined for us all that we can ever be. Now I understood that the same **road** was to bring us together again. [a1]Whatever we had missed, we possessed together the precious, the incommunicable past.

PASSAGE (Author pg. #)	Point-Data-Commentary
<p>“I had the sense of coming home to myself, and having found out what a little circle man’s experience is... This has been the road of Destiny... Now I understand that the same road was to bring us together again... Whatever we had missed, we possessed together the precious, the incommunicable past” (Cather 222).</p>	<p>In her novel <i>My Antonia</i>, Willa Cather uses the metaphor of a road traveled in order to conclusively communicate the theme of time and our complicated relationship with the past. Cather writes, “This has been the road of Destiny,” to figuratively speak of the past and Jim’s journey through life (Cather 222). The idea of travel is manifested in Jim’s “little circle” in which he follows, like the road, back to Antonia and their “precious incommunicable past” (Cather 222). The road that led them away and led them into adulthood is indeed the “same road [that brought them] together again” (Cather 222). Jim has come full “circle” as he sees Antonia, and the metaphor of the road beautifully depicts the nostalgic and meditative relationship Jim has with the past.</p>

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YELLOW: POINT

GREEN: DATA

BLUE: COMMENTARY (RIPE)