

AP LITERATURE AND COMPOSITION SUMMER READING ASSIGNMENT

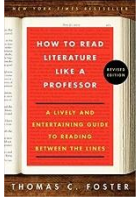
All assignments will be due the first day of school. Please plan on assessments and assignments that require your close analysis of the texts the first several weeks of school. Be ready to discuss both texts in class.

All summer reading assignments will be graded as assessments.

If you have any questions, please feel free to contact me at kphinney@ccslancers.com.

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- READ THIS BOOK FIRST. You will read and annotate the Preface, Introduction, all numbered chapters, the Postlude, and Envoi. You will complete the “Test Case.” You will do **50 numbered and evenly spaced annotations**. You may write directly in your book or use post-it notes by placing them directly on top of your highlighted text. **These sorts of 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 on page 2 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. **This work must be original.** 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 based on your reading of HTRLLAP. Do not use an outside source.	Include at least one example of the term or concept as it is presented in the reading through a literary example , such as the specific novels and poems Foster uses to elucidate his points. Provide page number(s).
Term: Faustian bargain (pg. #)	Definition: According to Foster, the Faustian bargain is the classical archetypal foil between man and an evildoer. Often referred to as a “deal with the devil,” it happens when an otherwise well-meaning protagonist submits to some fatal flaw of their own, such as pride or envy, and surrenders their own goodness or autonomy for something the “devil” promises.	Literary Example: In <i>HTRLLAP</i> , the Faustian bargain gets its name from the German tragic play, <i>Faust</i> , written by Johann Wolfgang von Goethe. In the play, Faust is a successful academic who is dissatisfied with his life. This spiritual malaise leads him to make a “deal with the devil” when he tragically exchanges his soul for unlimited knowledge and worldly pleasures (pg. #).

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 HTRALLAP. You will do **50 numbered and evenly spaced annotations**. 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 in the word bank on page 2 **AND** specific literary terms and concepts you learned while reading *How to Read Literature Like a Professor*. **You must successfully apply NEW terms and concepts from HTRLLAP through the text to earn an “A.”**

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. Please contact me for help or if you have questions. ****IMPORTANT: You will submit a hardcopy of your Frankenstein essay the first day of school and post it to TurnItIn upon my forthcoming directions.****

WATCH THESE HELPFUL LITERARY ANALYSIS TUTORIALS:

How to write an introduction: https://www.youtube.com/watch?v=PWnoWpbyXSs&ab_channel=Ms.PeerEditor

How to write body paragraphs: https://www.youtube.com/watch?v=V0GS9rVRXFQ&ab_channel=Ms.PeerEditor (follows PDC model)

How to write conclusions: https://www.youtube.com/watch?v=VPE5omOu6RI&ab_channel=Ms.PeerEditor

RESOURCES & ADDITIONAL SUPPORT: PLEASE READ ALL DOCUMENTS BEFORE STARTING WORK!! THANK YOU!!

[A Letter from Your English Teacher](#)

[AP Literature and Composition Letter](#)

[English Generic Essay Rubric](#)

[A Rationale for Summer Reading](#)

[A Note on Grading, Checklists, & Rubrics](#)

ANNOTATION DIRECTIONS & EXEMPLARS

REVIEW- ANNOTATION DIRECTIONS:

How to Create In-depth Annotations:

- 1) Find meaningful text and highlight or underline 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 about 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.

Annotations analyze. The definition of analysis is as follows: *a systematic examination and evaluation of data or information, by breaking it into its component parts to uncover their interrelationships*. Thus, annotations and reading logs do not merely summarize your reading or provide commentary about your personal feelings. **Annotations are the beginning of analytical thought and your "proof of purchase" that you did—indeed—closely read and analyze your text.** Please pay close attention to step number four above. This is where many of us need to improve. Be certain all your annotations follow all four steps for an "A" in the gradebook. Be sure all annotations have a **VARIETY** of terms from the literary word bank below.

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, and paradox

ANNOTATION EXEMPLARS:

See both the typed annotation exemplar below from *My Antonia* and the picture to the right from *Hamlet* submitted by Caroline Wright Quarter 4 in AP Literature and Composition.

Excerpt from the novel *My Antonia* (text used for annotation highlighted in gray):

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. Whatever we had missed, we possessed together the precious, the incommunicable past.

Annotating for symbolism & theme:

The **purpose** of the road is to **symbolize** Jim's connection to the past and to Antonia. The **effect** is highly sentimental (pathos) as the novel ends, showing Jim's strong nostalgia for the past and his friendship with Antonia. This is important because it brings the theme—the complexities of life and coming of age—to a conclusion.

