



Dear Parents,

As the end of the year quickly approaches, it is time to get ready for summer reading. Summer reading is an essential part of the English curriculum at Cambridge Christian School. The National Center for Summer Learning at Johns Hopkins University has found that "without ongoing opportunities to learn and practice essential skills, kids fall behind on measures of academic achievement over the summer months" (McLaughlin and Smink 1). Therefore, the goal of our summer assignments is to maintain the momentum that is gained during the school year. While studying the effects of summer on academic achievement, Harris Cooper estimated "that summer loss for all students equals about one month on a grade-level equivalent scale" (qtd in Fairchild and Boulay 4). Because we do not want to spend the first month of school getting our students back up to grade level, we assign literature that is appropriate to the curriculum that the students will be studying when they return to school.

Each summer book is specifically chosen to give a preview of the next year's course of study while maintaining the educational level achieved during the previous year. The novels chosen will be discussed and assessed at the start of the year to varying degrees based on grade level and placement; however, the novels will not be reread in their entirety in the classroom. The English Department takes great care in the choice of each novel, especially the summer novel as it is entirely student directed. Please refer to the course sheet to find the readings that are assigned to your students this summer and the summer work they will need to complete and bring with them on the first days of school. We would like to thank you for your ongoing support of this summer learning initiative, and we look forward to working with you and your student.

Sincerely,

Cambridge Christian 9-12 English Department

Fairchild, Ronald and Matthew Boulay. "What If Summer Learning Loss Were an Education Policy Priority?" 24th Annual APPAM Research Conference. 9 Nov. 2002, Whatkidscando.org, www.whatkidscando.org/archives/whatslearned/WhatIfSummerLearning.pdf. Accessed 11 May 2017.

McLaughlin, Brenda, and Jeffery Smink. "Summer Reading: Moving from the Periphery to the Core." *Progress of Education Reform*, vol. 10, no. 3, June 2009, pp. 1—6. , www.ecs.org/clearinghouse/80/99/8099.pdf. Accessed 11 May 2017.



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 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.

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

Term or Concept	Definition or Explanation	Literary Example from Text
Place term or concept here.	Define term or explain concept here.	Include at least one example of the term or concept as it is presented in the reading through a literary example.

ASSIGNMENT #2: *Frankenstein* by Mary Shelley (fiction in *PRINT* only- ISBN-13: 978-0486282114)

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.

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.

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 RIPE to help you create commentary on the devices or element you'd like to analyze: Relationships, Importance, Purpose, and Effect.

Rhetorical and 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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