

AP Literature and Composition 2019 Summer-Reading Assignment

Purpose: In Conroe ISD, we encourage all students to read over the summer in order to enrich learning and provoke thought. Summer reading strengthens reading skills, increases academic achievement, fosters a love for reading, and empowers students to become lifelong learners. Additionally, students who enroll in a Pre AP, AP, and DC English course are expected to engage in summer reading as it prepares students for the upcoming school year and creates an initial common framework for classroom discussion and instruction.

Each student is required to work with hard copies of the summer-reading texts (no e-books or electronic downloads will be accepted). I highly encourage you to purchase your own copies so that you can annotate freely and well. However, if you find that you are unable to purchase them, you may check them out from the library and use post-it notes for annotation purposes. (Note: you must have access to the books for at least the first three weeks of school.)

FIRST ASSIGNMENT:

Text: *How to Read Literature Like a Professor* by Thomas C. Foster.

Paperback: 336 pages

Publisher: Harper Perennial; Revised edition

ISBN-13: 978-0062301673

Assignment: After EACH chapter (there are 26!) summarize 2-3 main points, and consider how those points relate to a work you have read. If the work you've read applied to a chapter, consider how it might connect with that chapter. You may also wish to consider chapters that apply to *Candide*.

Purpose: Most of you are probably not going on to become English majors, and I get that. This book is designed to help you navigate some of the basics of literature, including symbols, themes, and contexts. Most of my students find this information helpful throughout the school year.

Here is a sample for Chapter 1:

Chapter 1: "Every Trip Is a Quest (Unless It's Not)"

Main Ideas:

- There is usually a quester, a place to go and a stated reason to go there.
- The quester usually encounters numerous challenges and trials that help him/her on the journey.
- The ultimate reason for the quest is to gain self-knowledge and understanding.

SECOND ASSIGNMENT:

Text: *Candide* by Voltaire

Assignment: You will read and annotate the text. In an effort to support a fuller understanding of the novel, annotate the work well, paying particular attention to literary devices and overall theme(s). For annotation guidelines, see below.

Purpose: In AP Literature and Composition, your purpose in reading is to understand a text at a deeper level. Close reading of texts is an integral part of this class and the AP exam. In order to reach a deeper understanding, you must annotate. This text will also help you on the essay portion of the AP test.

***Both texts and assignments should be complete and ready to work with for the first few weeks of school.**

Annotating 101

What is the point of annotation?

- Annotation—taking notes while reading—encourages active, more thoughtful reading.
- The reader gets a deeper initial reading and an understanding of the text that lasts.
- Annotation provides a useful overview to consult before discussions or writing assignments.

Important Caveat: The most common complaint about annotating is that it slows down your reading. Yes, it does. That's the point. If annotating as you read annoys you, read a chapter or other designated section, then go back and annotate.

What should you annotate? The possibilities are limitless. Your annotations **must include comments**. I want to see evidence of **thinking**. Here are some ideas about what you can annotate:

1. Look for **patterns** and label them (word choice, sentence patterns, symbols, images, etc.).
2. **Literary devices:** themes, similes, metaphors, personification, images, foreshadowing, symbolism, allusions, point of view, tone, mood, etc. **Do not just label, but also comment on the effect of its usage.**
3. **Summarize** key events - at the ends of chapters or sections, write a bulleted list of key plot events.
4. Write an alternative title for each chapter or section and explain your thinking.
5. **Vocabulary:** circle words you want to learn or that jump out at you for some reason. You don't have to write out a full dictionary definition; it is actually more helpful to put the definition into your own words.
6. **Make connections** to movies, news events, other texts, & your life
7. The actions or development of a **character**. Does the character change? Why? How?
8. Something that **intrigues, impresses, amuses, shocks, puzzles, disturbs, repulses, aggravates**, etc.
9. Mark & comment on passages you think are especially **significant, powerful, or meaningful**.
10. Express **agreement or disagreement**.
11. Make **predictions**.
12. Note anything you would like to know more about or **do not understand**. Ask questions.
13. Intriguing sentence patterns, a key moment in the plot, a bit of dialogue that reveals character, clues about the setting, passages that reveal theme, etc.

Suggestions about how to use the margins and blank pages:

- Reserve the tops of pages for brief summaries/plot points.
- Side margins provide room for observations, insights, and questions as well as notes on style and the effect of literary devices.
- The bottom of a page might be just the place for definitions of unfamiliar words.
- Blank pages and inside covers provide room for lists of characters, charts of symbols, themes, and such.