

## **AP English Literature and Composition / AP English 12 Summer Reading Assignment 2019-2020**

Welcome to AP English Literature and Composition. The summer reading assignment serves several purposes. One such purpose is to allow you to make a deliberate and thoughtful first impression. This assignment is also critical for adding to your arsenal of works to draw upon for successful participation in the essay questions on the AP exam. Reading with rigor this summer will help you sharpen and accentuate the critical skills you have developed thus far. Seize this opportunity. This assignment will set the tone for your success in AP Literature and Composition.

### **Dart I: Write Your Reader Profile**

Due: July 17, 2019

Before you begin the reading for this summer, craft a well-written profile of yourself as a reader. Please follow the attached assignment directions and rubric to ensure your success on this assignment. E-mail your profile to [s1davis@randolph.k12.nc.us](mailto:s1davis@randolph.k12.nc.us) as an attachment.

### **Dart II: Read *How to Read Literature Like a Professor* by Thomas C. Foster**

Due: First Day of School

As you read *How to Read Literature Like a Professor*, please complete the *How to Read Literature Like a Professor* Journal which is outlined further into this document. You will turn this journal in on the first day of school as proof of effort, but you will also use it to support further in-depth reading and writing in class. Make sure it is useful for both purposes. You can find this book at most major bookstores and online for purchase and at local libraries for check out. If possible, I prefer that you purchase the book as we will be using it throughout the year. The text is also available via PDF on the Randleman home page. Please do not read chapters 16 and 17.

### **When School Begins**

Be prepared to apply several of Foster's lessons to the content and style of the literary works we will read in class. You will be tasked with an in-class writing assignment within the first weeks of school to demonstrate your depth of understanding of both Foster's writing and the novels read. **Do not delay. Start your summer reading early and take time to enjoy the reading and to truly provide your best effort.** Contact me as soon as possible with any problems, questions, or concerns: [s1davis@randolph.k12.nc.us](mailto:s1davis@randolph.k12.nc.us)

# Reader's Profile

## What is a Reader's Profile?

A Reader's Profile is a reflection of who you are as a reader. Throughout time, reading has had a large impact on you either negatively or positively and will continue to do so in the future. By creating your reader's profile, you will be able to analyze how reading has impacted you and why you react to reading the way that you do to reading thus ensuring that you have success as a reader in your future endeavors.

## How do I create a Reader's Profile?

This profile needs to be taken very seriously as you will continue to reflect and reconsider who you are as a reader throughout the remainder of the semester. It is important to be honest, thoughtful, and detailed in your description of yourself as a reader. To create your Reader's Profile, select questions to answer from the following list. You do not have to answer a specific number of these questions, but be sure to pick the ones that inspire you most. Be thorough in your responses. Your profile needs to be in paragraph form. Be sure to incorporate your responses into a well written structure with an introduction, body, and conclusion and do not simply number and answer the questions. Your reader's profile should be **at least** three full pages in length.

1. What are your strengths and weaknesses as a reader?
2. What do you believe impacted your reading most growing up?
3. What do you read more of: fiction or nonfiction? Why? What draws you into the type of reading you like to do?
4. What genres of stories and books did you read this summer (adventure, romance, mystery, etc.)?
5. How do you determine which book to read? Have you ever quit reading a book? If so, why? If you haven't ever put a book down you didn't enjoy, why didn't you?
6. List the different types of reading you do outside of school. Which ones do you enjoy the most and which do you enjoy the least?
7. What do you like reading more: the texts the teacher chooses for you in class or the books you pick on your own? Why?
8. Think about your favorite books. What makes them your favorites? What types of emotions do you experience when reading them? How did your feelings/responses to those books affect the reading process?
9. Describe a book that taught you more about yourself or taught you more about community, society, or the world. Did this book make you question your beliefs, how you act, or how you treat people? Why?
10. What makes a book "good" in your opinion? What makes a book "bad"? Why?

## It is mandatory that you respond to these prompts within your Reader's Profile:

1. How have you grown as a reader throughout your life? How has your reading changed and developed?
2. Set one reading goal for yourself. Be sure it is a goal you can accomplish by the end of the semester. In that case, saying you want to read 100 books wouldn't really be reasonable. Saying you will read a novel from a different author with each book you read, is achievable.

## Reader's Profile Rubric

	A	B	C	D
<b>Reflection:</b> Assignment considers the act of reading and personal reading identity.	Assignment analyzes the reading experiences, process, and beliefs to identify areas of growth and learning in skills and enhancing personal reading identity.	Assignment analyzes reading experiences and personal reading identity	Assignment considers the act of reading on an average level. Assignment does not consider personal reading identity.	Assignment does not consider the act of reading. Simply states reading that has occurred.
<b>Goal-Setting:</b> Assignment consider future reading exploration.	Assignment sets a future reading goal that includes areas of learning and explanation of why the goal is important.	Assignment sets a future reading goal that includes areas of learning.	Assignment implies a future reading goal.	A goal is not present.
<b>Audience:</b> Assignment considers organization, sentence structure and convention uses.	Assignment leads audience down a path of reflective consideration without confusion. Writer provides detail enhances the reader's understanding of the reflection	Assignment is not confusing to the reader; however, does include some spelling and grammatical errors. Writer provides detail. Connections to reflection are not always present.	Assignment contains simply, choppy sentences. Numerous spelling and grammatical errors exist making it confusing at times. Details do not clearly connect to reflection.	Assignment is extremely confusing to the reader due to the excessive amount of errors. Details are not present or lack connection to reflection.
<b>Compliance:</b> Assignment meets all of the assignment requirements outlined in the directions.	Assignment follows directions and is titled Senior Reader's Profile. Profile follows MLA format: Times New Roman, 12 pt. font, headers, etc.	Assignment follows directions but is missing the correct title or has some MLA formatting issues.	Assignment attempts to follow directions but is not completed correctly and has numerous MLA formatting issues.	Assignment does not meet any of the requirements outlined in the directions. MLA formatting is absent.
<b>Grammatical Awareness:</b> Assignment meets all standard grammatical expectations.	Assignment demonstrates a command of the English language through varied sentence structure and has minimal to no grammatical errors.	Assignment demonstrates an understanding of the English language through some varied sentence structure but contains a few grammatical errors.	Assignment attempts to demonstrate an understanding of the English language but struggles to meet basic sentence structure and includes run-ons, fragments, and limited syntax range. Numerous grammatical errors exist that distract reader.	Assignment does not contain varied sentence structure and has serious repetitive grammatical errors that cause misreading and misunderstanding.

Comments to the Writer:

## ***How to Read Literature Like a Professor Journal***

(Adapted: Thanks to Kathryn Hutchinson of Buffalo Grove High School, Buffalo Grove, IL and to Bonita Blair)

Over the summer, I would like you to keep a "Summer Reading Journal" in conjunction with your reading of *How to Read Literature Like a Professor* by Thomas C. Foster. This will NOT BE a personal response journal in which you simply write down random thoughts about how you are feeling about the reading. It is much more than that. This journal is designed to help you further develop your critical thinking and reading skills, become aware of your growth in these skill areas, and ultimately improve your ability to discover and articulate legitimate readings of a text through the process of metacognition.

Metacognition is defined as the act of thinking about one's own thinking; in other words, the self-conscious cognition in which we engage when we try to understand why we think the way we do in certain situations and environments. As you read this book, I would like you to chart the progress of your thinking in an organized fashion.

### **Step One: The New Notebook**

You will need to purchase a new notebook designated as your journal. No exceptions to this. If you need help with this purchase, please let me know as soon as possible. Please put your name and the course on the front cover in a clear print. Neatness in this journal is absolutely essential and will count as credit: It is the evidence of a clear, concentrated mind. Therefore, your journal should be free of drawings and doodles, with good titles, and clear demarcations.

You will put your focus into doing the reading and complete journaling for *How to Read Literature Like a Professor*.

### **Step Two: Organization**

Student Question: "How do I organize my journal?"

Throughout the left-hand pages of your notebook, you will be taking notes about the text. (I'll address specifics in Steps Three and Four of this handout.) On the right-hand pages, you will also be writing down your metacognition work which you will achieve by answering guided questions (Step Five).

### Example Organizational Structure:

Notes:	Metacognition
(Left-hand page)	(Right-hand page)
Guided Question:	

### Step Three: What to note on the left-hand journal pages for *How to Read Literature Like a Professor*:

This is the page on which you will take your **copious** notes concerning *How to Read Literature Like a Professor*. Analyze the data presented to you, chapter by chapter, and write down all of the main ideas, either as you read, or after you have read. Do not use bullet points or fragmented language. Please write everything down in complete sentences, with strict attention to grammar and syntax. Points will be taken off for sloppy English. Organize your journal by chapters, for example:

“Chapter 9: It’s Greek to Me”

### Step Four: Guided Questioning

In addition to these left-hand page notes, I would like you to answer the following chapter questions on the bottom left-hand journal pages (don’t worry if you use up more than one page on these; that’s actually good – you’re investigating with purpose). Be careful to clearly mark your designated areas when answering a guided question. Respond to the follow chapters:

Introduction: How’d He Do That? – “Discuss a time when your appreciation of a literary work was enhanced by understanding symbol or pattern.”

Chapter 1 -- Every Trip Is a Quest (Except When It’s Not) – “Apply the five aspects of the “Quest” to something you have read (or viewed).”

Chapter 6 -- When in Doubt, It’s from Shakespeare... – “Discuss a work that you are familiar with that alludes to or reflects Shakespeare. Show how the author uses this connection thematically.”

Chapter 8 -- Hansel and Gretel -- "Think of a work of literature that reflects a fairy tale. Discuss the parallels. Does it create irony or deepen appreciation?"

Chapter 10 -- It's More Than Just Rain or Snow -- "Discuss the importance of weather in a specific literary work, not in terms of plot."

Interlude -- Does He Mean That -- "Reflect deeply on the issue of an author's intentions. What do you think of what Foster says? Why?"

Chapter 11 -- ...More Than It's Gonna Hurt You: Concerning Violence -- "Present examples of the two kinds of violence found in literature. Show how the effects are different."

Chapter 12 -- Is That a Symbol? -- "Use the process described in the chapter and investigate the symbolism of the fence in "Araby." (Mangan's sister stands behind it.)"

Chapter 19 -- Geography Matters... -- "Discuss at least three different aspects of a specific literary work that Foster would classify under 'geography.'"

Chapter 20 -- ...So Does Season -- "Think of a story or novel that mentions a specific season. Then discuss how the writer uses the season in a meaningful, traditional, or unusual way."

Chapter 21 -- Marked for Greatness -- "Figure out Harry Potter's scar. If you aren't familiar with Harry Potter, select another character with a physical imperfection and analyze its implications for characterization."

Chapter 26 -- Is He Serious? And Other Ironies -- "Select an ironic literary work that you have already read and explain the multi-dimensional nature of the irony in the work."

These questions are designed to allow you to practice immediately the kind of textual analysis you will perform in the course. Whenever I ask for a "work" I am asking for an example from a short story, a novel, a play, or a film. You may use the personal pronoun "I" in your responses, but I would advise you to steer clear of it. Instead of saying, "I believe that Captain Ahab is a cruel man," simply say, "Captain Ahab is a cruel man." It's actually very easy to drop the "I" with a little practice. Regarding length, think at least one paragraph of 6-8 sentences for every question.

### **Step Five: What to note on the right-hand page for metacognition:**

Here is where the metacognition part comes in. You will write about the following in close, specific detail as it happens to you in relation to either Foster's text or any text you reviewed for your guided questionings:

1. Times when you note changes in the text or how you are reading it. E.g., When...

a. You see something you didn't see before.

b. You recognize an 'idea pattern' – i.e., the images start to overlap or reappear, some

gestures or phrases reoccur, or some details seem associated with one another.

- c. You discover that you were misreading.
- d. The writer introduces a new context or a new perspective.

2. Times when you are surprised or puzzled. E.g., When...

- a. something just doesn't fit. Explain clearly why this is so.
- b. things do not make sense. Pose explicitly the question you have.

3. Details that seem important and make you look again. And again.

4. Author's style devices you notice – how do they enhance the sense of what the author says?

5. Anything else that happens to you, mentally, as you slowly read and understand. This is a big one and should allow a lot of focus points.

Again, as always when writing in your journal, use complete sentences. This will force you to draw out your thoughts fully. Be explicit about your thoughts; cite text and page numbers in MLA format.

The journal will seem less like an intrusion if you use it in a way that fits naturally with your reading. For some of you, this will mean keeping a pen in hand at all times and jotting as you read. For others, this might mean reading a chapter or a chunk of pages, and then reflecting and writing on what you read. Or it may be a combination of both methods. Keep in mind:

Good readers of good literature stop and reflect as they read!

Some advice...

1) Begin this project early in the summer. There is much thoughtful work to be done. Don't wait till summer's end. If you do, you're only making things unnecessarily hard for yourself, and continuing poor habits of mind that will severely impact your education in the years to come. Just sit down and begin working, early.

2) As for the length of journal notes and entries: I expect students to take the time to do proper thinking and writing. This kind of effort is never shallow or brief. Dig deeply.

3) If you skim the book and do only so-so journaling, I will know and so, of course, your grade will suffer. More important, you'll be hobbling yourself with respect to the rest of the year, not to mention wasting your summer time. Start learning well now and put yourself ahead of the curve. If you do, you will thank yourself for it later, especially around the time of the AP Exam. Trust me.

4) The use of SparkNotes, CliffsNotes, or any other "study guide" service, is prohibited... now and for the entire year. This is plagiarism. This is cheating. Any student caught cheating in any

way will be guilty of academic misconduct and will be dealt with according to school policy.

5) The journal and the reading of the text is due the first day of school unless special stipulations are put into place due to your late arrival to the class.

6) If you have questions or problems, please e-mail me at: [s1davis@randolph.k12.nc.us](mailto:s1davis@randolph.k12.nc.us)