“Every Text is a lazy machine asking the reader to do some of its work.” – Novelist Umberto Eco

**2018-2019 AP English Literature and Composition Summer Assignments**

**Materials Needed:**

Notecards (digital or paper), composition book for notes or section in your binder

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| --- | --- |
| *Rule of the Bone* by Russell Banks ISBN-13: 978-0060927240 | $13 |
| *The Adventures of Huckleberry Finn* by Mark Twain ISBN-13: 978-0486280615 | $6 |
| **Both mandatory books (package price—2 books)** | **$19** |
| *How to Read Literature Like a Professor* by Thomas C. Foster **(OPTIONAL & Extra Credit)**ISBN: 978-0062301673 | $11 // in package $30 |

*Please use MLA format for all of your assignments*

Name

AP English Literature and Composition

Mrs. Stone

(Title)

Date

**Grading Rubric – journal, annotations, novel analysis:**

**“A” 90-100% -** This grade will be awarded to students who follow the directions as outlined above with great care. Their writing will reflect organization, structure, and depth of thought and analysis. Students receiving this grade will also turn in work that is neat and organized in its presentation and that is free of excessive and distracting errors in its technical merit.

**“B” 80-89% -** This grade will be awarded to students who follow the directions as given above, but may include students who have difficulty producing writing that reflects the organization, structure, and depth of thought found in the “A” grading range. Responses at this level may have slight, but not distracting problems in the area of technical merit.

**“C” 70-79% -** This grade will be awarded to students who have minor issues in following the directions as outlined above, but who still manage to give attention to and respond to all required reflection prompts. These students may show more significant issues in organization, structure, or analytical depth than those receiving the “B” grade, or may have frequent and repeated problems with the technical merit of their assignment.

**“D” 60-69% -** This grade will be given to students who fail to complete all required responses or who do not produce focused or coherent responses to the required prompts. Students receiving this grade may also have major and distracting errors in organization, structure, depth of thought, command of language, or technical merit.

**“F” 59% or below -** This grade will be given to students who submit responses that are mostly incomplete, completely unfocused or incoherent in relation to the required prompts, or that display little to no skill in organization, depth of analysis, command of language, or technical merit.

**Assignment One:**

Study the AP Lit Prose Vocabulary.

Create either physical or digital flash cards. Extra credit for physical flashcards (word/definition/image).

**Assignment Two:**

***The Adventures of Huckleberry Finn* by Mark Twain—journal responses**

Assignments must be typed and will be submitted on turnitin.com. (86 points)

Purpose: In AP Literature and Composition, you are encouraged to revisit literary and rhetorical devices multiple times.

Knowing what these devices are, how to find them, and to show how they add meaning will be the heart of the work in this class.

Reading: I strongly recommend reading *Huck Finn* multiple times over the summer. Try to have your final reading take place shortly before school starts, that way it will be fresh in your mind. Show up ready to enthusiastically discuss *Huck Finn* when school resumes. We will begin Quarter 1 discussing this novel and you should be prepared to intelligently discuss the themes, language and literary devices in the novel.

Assignment (86 points or 2 points per entry – elements C & D are graded): Close read the novel: 43 entries, equally distributed over the entire book, about 1 entry per chapter.

Organize each entry in the following manner:

Heading: CHAPTER \*

Entry # \_\_\_\_\_

A. place in text

B. quotation

C. label (literary/rhetorical device)

D. explain writer’s intended effect on reader and how it adds meaning.

***The following is a sample entry:***

(Under CHAPTER 1 heading)

# 1

A. page 1

B. “The widow she cried over me, and called me a poor lost lamb.”

C. allusion

D. This is an example of a Biblical allusion which compares Huck to a lost lamb. This alludes to the Huck being a lost lamb needing to be saved. In the Bible the lamb would be saved by the shepherd (Jesus) and in the novel Aunt Polly is essentially saying she needs to save Huck. This sets up the relationship between Aunt Polly and Huck.

Close reading should follow your first reading of *Huck Finn*. Ideally you will understand the story to some degree before you start this.

**Helpful Hints**

Theme vs. Thematic Concepts/ Topics

A thematic concept is the generalized idea from which we can derive a theme. For many years you may have thought that these concepts were actually themes, but in reality they are not. We have all seen them. We search Sparknotes for important themes and are given items such as love or chaos vs. order. These are in fact thematic concepts/topics and need to be referred as such.

Themes are derived from thematic concepts. If one sees ideas of death or corruption, he or she may say the thematic concept is death or corruption. Now, we must go one step further to understand the actual theme. What is the piece saying about death? What is it saying about corruption? Theme examples: 1. Death is inevitable. 2. It is human nature to fear death.

A theme must:

1. Be a complete sentence 2. Be universal 3. Be about life or human nature

4. Never be a moral 5. Never be a cliché

**Assignment Three:**

Read, annotate, and complete 25 entries in the theme tracker double entry notes. The novel reading form must be submitted to turnitin.com (50 points)

Template (downloadable on my website):

|  |  |  |
| --- | --- | --- |
| **Literary Device** | **Quote/Evidence** | **Analysis/Reasoning**  |
|  | **Be sure to cite your evidence.** | **Aim for 2 sentences.** |
| **Theme: Non-Conformity** | **Chappie says,** “I was already driving her and Ken crazy with my lousy grades in school and… getting a Mohawk haircut and nose rings and being a general pain in the royal ass…” **(7).** | **This reveals** that Chappie does not follow the norms that his parents expect him to adhere to. **This suggests** that he is attempting to rebel against his parents and does not feel the need to conform to society.  |

Use a pen so you can make circles brackets and notes. If you like highlighters use one for key passages, but don’t get carried away and don’t only highlight.

• Look for patterns and label them (motifs, diction, syntax, symbols, images, and behavior, whatever).

• Mark passages that seem to jump out at you because they suggest an important idea or theme‐ or for any other reason (an arresting figure of speech or image an intriguing sentence pattern, a striking example of foreshadowing, a key moment in the plot, a bit of dialogue that reveals character, clues about the setting etc.).

• Mark phrases, sentences, or passages that puzzle, intrigue please or displease you. Ask questions make comments talk back to the text.

• At the ends of chapters or sections write a bulleted list of key plot events. This not only forces you think about what happened, see the novel as whole, and identify patterns, but you create a convenient record of the whole plot.

• Circle words you want to learn or words that jump out at you for some reason. If you don’t want to stop reading, guess then look the word up and jot down the relevant meaning later. You need not write out a full dictionary definition; it is often helpful to put the relevant meaning in your own words.

• The Harvard College Library has posted an excellent guide to annotation, “Interrogating Texts: Six reading habits to Develop in your First Year at Harvard.” http://guides.library.harvard.edu/sixreadinghabits

• If you still need help, please visit this supportive essay on how to annotate a text. http://www.tnellen.com/cybereng/adler.html.