

AP Literature & Composition- Mrs. Shipe

Summer Reading Assignment 2014

Welcome to AP Lit & Comp. I am looking forward to spending the year with you.

This course is a college-level course, not a college prep class, and includes a heavy workload, especially outside reading. Be prepared to schedule reading into your study time and to receive frequent writing assignments.

Please send me an email (bshipe@everettsd.org) by 6/18/14. I will be communicating with you during the summer and throughout the year.

This summer you need to read/reread and respond to TWO books that frequently show up on the free response section of the AP Lit Test. They are **Mary Shelley's *Frankenstein*** and **F. Scott Fitzgerald's *The Great Gatsby***. Both of these books are available for check out in the library and are also accessible online. If you decide to purchase your own copies on **Amazon.com** or at **Half-Price Books**, you will be able to write in them, which will make the responses easier to complete. Stay away from CliffNotes, SparkNotes, etc. I want to read your responses to the texts.

I am also strongly recommending buying and reading ***How to Read Literature Like a Professor* by Thomas C. Foster** (2003). This book is the foundation text for most AP Lit Courses across the country. It will help you learn how to analyze texts at a collegiate level. If you start analyzing the required books and run into difficulty, stop and read Foster's book to help you.

Assessment Activities: Bring completed assignments with you the first day of class.

1. Dialectical Journal (200 points)

You need to keep a dialectical journal as you read through each of the two required novels, *Frankenstein* and *The Great Gatsby*. A college-ruled composition book or a heavy duty spiral notebook will work well for this. See below for specifics about the journal and the rubric that explains how it will be graded. The more detailed your journal, the better able you will be to complete the essays that you will write during the first weeks of the year and of course, the better your grade. Reading the Foster book will help you figure out what to write.

2. Vocabulary (50 points)

As you are reading the two required novels, compile a list of at least 25 vocabulary words along with the sentences in which they appear. These words should be new to you. After the sentences, list a definition for the word. Be sure that the definition you list fits with how the word is used in that sentence. You may include this in your dialectical journal in the back section.

3. Analysis Questions (25 points each)

For each novel, you need to answer two of the questions listed below. Each response should be at least 250 words (approximately one page, typed, double spaced). That means you will be turning in two questions per book or 4 typed sheets of paper total. Your writing should reflect a depth of understanding of the text and themes. Each response should include a minimum of three quotes that support your opinions and ideas.

1. Choose one character from the novel to analyze in depth. What are the attributes, motivations, and conflicts for this character? Do you classify this character as a hero, villain or something else? Why?
2. What is the significance of the title of this work? What moment, character, or passage best exemplifies the title?
3. What do you feel is the most important word, phrase, or paragraph? Explain why it is important to the central themes of this novel? Note for this question, you may choose up to three words, phrases or paragraphs to discuss in your response.
4. What is the overall theme (moral, message or life lesson) of the book? What moment or character best exemplifies this all to you?
5. What does this novel say about the time period/historical context of the novel? If the novel was written in a different time than when it was set, also examine what the time period in which it was written.
6. Choose the scene in the book that was most meaningful to you. Analyze that scene in terms of the wider themes of the novel.

RUBRIC

A	<ul style="list-style-type: none"> Detailed, meaningful passages, plot and quote selections Thoughtful interpretation and commentary about the text; Avoids clichés. Includes comments about literary elements such as diction, imagery, syntax, and how these elements contribute to the meaning of the text. Makes insightful personal connections and asks thought-provoking, insightful questions Coverage of text is complete and thorough Journal is neat, organized and professional looking; student has followed directions in the organization of journal
B	<ul style="list-style-type: none"> Less detailed, but good plot and quote selections Some intelligent commentary; addresses some thematic connections Includes some literary elements, but less on how they contribute to the meaning Some personal connection; asks pertinent questions Adequately addresses all parts of reading assignment Journal is neat and readable; student has followed directions in the organization of journal
C	<ul style="list-style-type: none"> Few good details from the text Most of the commentary is vague, unsupported, or plot summary/paraphrase Some listing of literary elements; virtually no discussion on meaning Limited personal connection; asks few, or obvious questions Addresses most of the reading assignment, but is not very long or thorough Journal is relatively neat, but may be difficult to read. Student has not followed all directions in journal organization: loose-leaf, no columns, not in separate notebook, etc.
D or F	<ul style="list-style-type: none"> Hardly any good details from the text All notes are plot summary or paraphrase Few literary elements, virtually no discussion on meaning Limited personal connections, no good questions Limited coverage of the text: way too short Did not follow directions in organizing journal; difficult to read or follow

1. DIALECTICAL JOURNALS

Dialectical journaling simply means “dialoguing with or talking to your text!” Make dialectical journal pages by drawing a line down your notebook page 1/3 the width of the paper. On the left side of the line, record important lines from the text. On the right side of the line, react to those lines: why are they significant, striking, confusing? What do they remind you of? What connections can you make between these lines and the over-all work?

Dialectical Journal Page

Example:

In the right column, copy down quotes from the text that you find surprising, intriguing or otherwise significant.

Requirements:

- | |
|--|
| <ul style="list-style-type: none"> <i>Frankenstein:</i>
2-3 quotes per chapter <i>The Great Gatsby:</i>
2-3 quotes per chapter |
|--|

9/2/02	
<i>Jane Eyre</i>	Chapter 1
quote	analysis

In the left column, write your response to these quotes. Why are they significant, striking, confusing? What other texts do they remind you of? How do they fit into the over-all work? Use terminology found in Foster’s *How to Read Literature Like a Professor*. Speak like a scholar!