

AP English Literature & Composition

Summer Project 2018-2019

Welcome to AP Lit!

You are required to complete a Summer Literacy Project which will help you prepare for the rigor of the coursework ahead. You will be required to read three texts and complete an assignment over the summer. This will ensure that you stay engaged with the reading, writing, and analytical skills that are necessary at the college level. It is expected that students be both well-read and committed to the learning process. You will be responsible for obtaining and reading the texts listed as well as completing the assignments on time.

The goal of this project is to use books from summer reading as a platform to engage in discussion of ideas, develop quality writing, and have fun while displaying your learning in a public forum.

PART ONE

The Books

Everyone will read the following texts:

1. *How to Read Literature Like a Professor* by Thomas Foster
2. *1984* by George Orwell

In addition to the two required texts, choose **one** of the following to read:

1. *Brave New World* by Aldous Huxley
2. *All Quiet on the Western Front* by Erich Maria Remarque
3. *Pride and Prejudice* by Jane Austen
4. *Wuthering Heights* by Emily Bronte
5. *Things Fall Apart* by Chinua Achebe

The Annotation

While reading each book, you should annotate either directly in the book or on paper (example: 2-column notes, sticky notes, etc). The ideas, questions, and analysis you annotate should be reflected in your online posts. **This will be due on the first day of school.** (See Annotation Guide for details).

PART TWO

While you are reading, you will need to keep track of various literary devices used in your choice novel. You will need to identify at least 20 examples of literary devices as well as the effect that it has on the reader. You may use a device more than once. You may consider creating a chart like the following:

	Book	Device	Example (page)	Effect
1.	<i>1984</i>	Simile	"Winston poured out nearly a teacupful, nerved himself for a shock, and gulped it down like a dose of medicine." (7)	By comparing the gin to medicine, it shows that Winston needs the drink. This emphasizes how bad his life is.

A list of literary devices and definitions is attached. You should keep this list and bring it with you to class.

You will turn this in on Google Classroom by the first day of school.

PART THREE

The Technology

We will use the online tool Google Classroom. This allows for student interaction via discussion, sharing of writing, ideas, and work as well as communication via e-mail and text. Specifically, you will be using this to start a conversation about *1984* and *How to Read Literature Like a Professor*.

Online Discussion/Sharing

Please make at least **ten** discussion entries. These should be meaningful entries that serve as a mode of discussion, thought, and analysis. Please **DO NOT SUMMARIZE**. Your responses should be a personal reflection of feelings, thoughts, central themes, opinions, and other forms of analysis. Throughout the summer, questions about the texts will be added to Google Classroom. You can respond to any of these questions to fulfill the requirements of the assignment. The responses should each be **at least a solid paragraph in length**. You may also respond to other students' questions or reply to their responses to meet the required number of discussion posts. While they will not count towards your 10 required posts, you are encouraged to post any questions that you have about the books as this promotes discussion of the book and the ideas surrounding the titles. **This needs to be done before the first day of school.**

You need to register for Google Classroom by June 15th. The code is **2f2mi5r**

PART FOUR

During the first week of school, you will have an assessment over your choice book. You will be allowed to use your copy of the text and your annotations, but a copy of the text will not be provided for you. Make sure to plan for this if you check out a book from the library or download it on an e-reader. This will be your first achievement grade of the year.

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Text Annotation Guidelines/Strategies

BEFORE READING

- > Examine the front and back covers (books)
- > Read the title and any subtitles
- > Examine the illustrations
- > Examine the print (bold, italics, etc.)
- > Examine the way the text is set up (book, short story, diary, dialogue, article, etc.)

As you examine and read these, write questions, and make predictions and/or connections near these parts of the text.

DURING READING

Mark in the text:

- > Characters (who)
- > When (setting)
- > Where (setting)
- > Vocabulary
- > Important information
- > Symbols and motifs
- > Tone
- > Point of View

Write in the margins:

- > Summarize
- > Make predictions
- > Formulate opinions
- > Make connections
- > Ask questions
- > Analyze the author's craft
- > Write reflections/reactions/comments
- > Look for patterns/repetitions

AFTER READING

- > Reread annotations—draw conclusions

Text-Marking Code

- ✓ Confirms what you thought
- X Contradicts what you thought
- ? Raises a question
- ?? Confuses you
- ☆ Seems important
- ! Is new or interesting

If a word gets repeated, seems important or is unknown -
Box it

- > Reread introduction and conclusion—try to figure out something new
- > Examine patterns/repetitions—determine possible meanings
- > Determine what the title might mean

TEXT CODING

Why Do It?

Proficient readers often have ways of **marking or coding text** they want to remember. Maybe they use a yellow highlighter, underline or box words, or put marks in the margins to flag questions or exclamations as they read. If you are not the type of person to write in a book, use Post-It notes or take two-column notes on a separate sheet of paper.

Remember, text annotation is the same thing as “talking to the text”. Keep in mind, if you have alternate strategies that work for you, you have freedom to use those strategies. Come to class prepared to share those strategies with your peers.

Literary Devices and Definitions

ALLITERATION: repetition of the same or similar consonant sounds in words that are close together.

EXAMPLE: “When the two youths turned with the flag they saw that much of the **regiment** had crumbled away, and the dejected **remnant** was coming slowly back.” –Stephen Crane (Note how regiment and remnant are being used; the regiment is gone, a remnant remains...)

ALLUSION: reference to someone or something that is known from history, literature, religion, politics, sports, science, or another branch of culture. An indirect reference to something (usually from literature, etc.).

ANAPHORA: Repetition of a word, phrase, or clause at the beginning of two or more sentences in a row. This is a deliberate form of repetition and helps make the writer’s point more coherent.

APOSTROPHE: calling out to an imaginary, dead, or absent person, or to a place or thing, or a personified abstract idea. If the character is asking a god or goddess for inspiration it is called an **invocation**.

Josiah Holland ---“Loacöon! Thou great embodiment/ Of human life and human history!”

DIALECT: a way of speaking that is characteristic of a certain social group or of the inhabitants of a certain geographical area.

EPIGRAPH: a quotation or aphorism at the beginning of a literary work suggestive of the theme.

EPITHET: an adjective or adjective phrase applied to a person or thing that is frequently used to emphasize a characteristic quality. “Father of our country” and “the great Emancipator” are examples. A **Homeric epithet** is a compound adjective used with a person or thing: “swift-footed Achilles”; “rosy-fingered dawn.”

FORESHADOWING: the use of hints and clues to suggest what will happen later in a plot.

IMAGERY: the use of language to evoke a picture or a concrete sensation of a person, a thing, a place, or an experience.

IRONY: a discrepancy between appearances and reality.

VERBAL IRONY occurs when someone says one thing but really means something else.

SITUATIONAL IRONY takes place when there is a discrepancy between what is expected to happen, or what would be appropriate to happen, and what really does happen.

DRAMATIC IRONY is so called because it is often used on stage. A character in the play or story thinks one thing is true, but the audience or reader knows better.

JUXTAPOSITION: poetic and rhetorical device in which normally unassociated ideas, words, or phrases are placed next to one another, creating an effect of surprise and wit. Ezra Pound: “The apparition of these faces in the crowd;/ Petals on a wet, black bough.”

METAPHOR: a figure of speech that makes a comparison between two unlike things without the use of such specific words of comparison as like, as, than, or resembles.

IMPLIED METAPHOR: does not state explicitly the two terms of the comparison: “I like to see it lap the miles” is an implied metaphor in which the verb lap implies a comparison between “it” and some animal that “laps” up water.

METONYMY: a figure of speech in which a person, place, or thing, is referred to by something closely associated with it. “We requested from the crown support for our petition.” The crown is used to represent the monarch.

MOTIF: a recurring image, word, phrase, action, idea, object, or situation used throughout a work (or in several works by one author), unifying the work by tying the current situation to previous ones, or new ideas to the theme. Kurt Vonnegut uses “So it goes” throughout Slaughterhouse-Five to remind the reader of the senselessness of death.

OXYMORON: a figure of speech that combines opposite or contradictory terms in a brief phrase. “Jumbo shrimp.” “Pretty ugly.” “Bitter-sweet”

PARADOX: a statement that appears self-contradictory, but that reveals a kind of truth.

PARALLEL STRUCTURE (parallelism): the repetition of words or phrases that have similar grammatical structures.

PERSONIFICATION: a figure of speech in which an object or animal is given human feelings, thoughts, or attitudes.

SATIRE: a type of writing that ridicules the shortcomings of people or institutions in an attempt to bring about a change.

SIMILE: a figure of speech that makes an explicitly comparison between two unlike things, using words such as like, as, than, or resembles.

SYMBOL: a person, place, thing, or event that has meaning in itself and that also stands for something more than itself.

SYNECDOCHE: a figure of speech in which a part represents the whole. “If you don’t drive properly, you will lose your wheels.” The wheels represent the entire car.

UNDERSTATEMENT: a statement that says less than what is meant.

Example: During the second war with Iraq, American troops complained of a fierce sand storm that made even the night-vision equipment useless. A British commando commented about the storm: “It’s a bit breezy.”

Annotations Rubric

Expectations	10	8	6	4	2
Covers all reading -Annotations are evident from beginning, middle, and end of text -All texts are thoroughly annotated -There are enough annotations to demonstrate close reading	Exceeds Expectations	Meets Expectations	Most Expectations Met	Some Expectations Met	Few Expectations Met
Substance -Can include emotional reactions, but annotations also include close reading -An attempt at analysis is made -A variety of strategies (questions, summarizing, etc) are demonstrated	Exceeds Expectations	Meets Expectations	Most Expectations Met	Some Expectations Met	Few Expectations Met

Google Classroom Rubric

Expectations	10	8	6	4	2
Requirements -At least 10 responses are submitted -Submitted by first day of school -Each response is at least one complete paragraph	Exceeds Expectations	Meets Expectations	Most Expectations Met	Some Expectations Met	Few Expectations Met
Substance -Not just summary -Each post adds something new to the discussion -Posts reflect the student has read previous posts	Exceeds Expectations	Meets Expectations	Most Expectations Met	Some Expectations Met	Few Expectations Met

Lit Devices Rubric

Expectations	10	8	6	4	2
Requirements -20 examples of devices are included -Direct quotes from text -Page numbers included -Devices are correctly identified	Exceeds Expectations	Meets Expectations	Most Expectations Met	Some Expectations Met	Few Expectations Met
Explanation of Effect -Explanations thoroughly describe the effect on the reader or what the reader is supposed to learn.	Exceeds Expectations	Meets Expectations	Most Expectations Met	Some Expectations Met	Few Expectations Met