

## AP Literature and Composition Summer Reading Assignment 2019

You are required to read **2 books** for your summer reading assignment.

1. Read *How to Read Literature Like a Professor* by Thomas C. Foster. We recommend that you annotate as you read.
2. Choose **one** of the texts from the following reading list. You should be doing a close read of the text, which requires marking up the text, annotating, and taking notes. It is recommended that you purchase your own copy of the book so that you can mark it up as you read. If you are unable to purchase your own copy, please see Mr. Pontes or Mrs. Porter.

### Book Options:

*The Grapes of Wrath* - John Steinbeck

*The Sun Also Rises* - Ernest Hemingway

*Dracula* - Bram Stoker

*My Antonia* - Willa Cather

*The Color Purple* - Alice Walker

*The Poisonwood Bible* - Barbara Kingsolver

*Middlesex* - Jeffrey Eugenides

3. You are required to complete a dialectical journal for your choice text, which will be due the first week of school. You will also be allowed to use your dialectical journal for the in-class assessment on summer reading when we return to school.

### **Dialectical Journals**

The term “Dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer. The process is meant to help you develop a better understanding of the text as you read.

#### **Requirements:**

- ❖ Quantity of entries: 10 (minimum)
- ❖ Include entries from beginning, middle, and end of the book
- ❖ Write a fully developed paragraph for each entry
- ❖ Due: Week of September 4th (will let you know specific date on the 1st day of school). Students will be required to submit the journal to [turnitin.com](https://www.turnitin.com); teachers will provide instructions once students return to school. Assignments that are submitted late will automatically lose 25%, which means the highest possible grade will be a 75%. Please do not wait until the last minute to begin this assignment.
- ❖ You will be allowed to use your dialectical journal on the in-class writing assessment.

#### **Procedure:**

- ❖ As you read, choose passages that stand out to you and record them in the left-hand column of a T-chart (ALWAYS INCLUDE PAGE NUMBERS).
- ❖ In the right column, write your response to the text: ideas/insights, questions, predictions, reflections, and analysis.
- ❖ You may address the following literary devices in your responses: characterization, narrative voice, significance of setting/atmosphere, mood, point of view, imagery, conflict, irony, symbolism, theme, and tone.

**Sample Journal Entry:** *The Things They Carried* by Tim O’Brien (Sample journal entry taken from Lenape Regional High School AP Lit materials.)

TEXT	RESPONSE
<p>“-they carried like freight trains; they carried it on their backs and shoulders-and for all the ambiguities of Vietnam, all the mysteries and unknowns, there was at least the single abiding certainty that they would never be at a loss for things to carry.” (35)</p>	<p>O’Brien chooses to end the first section of the novel with this sentence. He provides excellent visual details of what each soldier in Vietnam would carry for day-to-day fighting. He makes you feel the physical weight of what soldiers have to carry for simple survival. He accomplishes this effect through the repetition of “they carried” as well as the length of the sentence. When you combine the emotional weight of loved ones at home, the fear of death, and the responsibility for the men you fight with, with this physical weight, you start to understand what soldiers in Vietnam dealt with every day. This quote sums up the confusion that the men felt about the reasons they were fighting the war, and how they clung to the only certainty - things they had to carry - in a confusing world where normal rules were suspended.</p>

### Choosing Passages from the Text:

Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- ❖ Effective/Creative use of stylistic or literary devices
- ❖ Structural shifts or turns in the plot
- ❖ A passage that leads to a realization
- ❖ Examples of patterns: recurring images, ideas, colors, symbols, or motifs
- ❖ Passages with confusing language or unfamiliar vocabulary
- ❖ Events that are surprising or confusing
- ❖ Passages that illustrate a particular character or setting
- ❖ If you find an extremely long passage, use ellipses (...) to shorten your writing load.

You can respond to the text in a variety of ways. The most important thing to remember is to be **specific and detailed**.

### The Target: Higher Level Responses

- ❖ Analyze the text for use of literary devices and how they contribute to themes
- ❖ Make connections between different characters or events in the text
- ❖ Discuss the words, ideas, or actions of the author or character(s)
- ❖ Consider how events would be relayed from a different character’s point of view
- ❖ Analyze a passage and its relationship to the story as a whole