

Dear Students,

Congratulations! You have taken the first step towards success in college by accepting the challenge of Advanced Placement English Literature and Composition. You are about to begin a great adventure that will broaden your horizons. The work begins now, as you plan to complete summer readings and assignments prior to the start of the school year. I am really looking forward to a terrific year and you are a talented group. Thus, we can not loose! Remember, this course offers rewards far beyond the ordinary class so please don't be daunted by the work. Have fun completing the summer readings and assignments! If you have any questions, please feel free to email me.

Why read during the summer?

- ☞ Researchers have proven that reading increases vocabulary and that reading and writing skills are inextricably connected to each other
- ☞ Good writers are good readers. Written and oral communication is most effective when you have a command of language and a broad vocabulary; reading gives you exposure to descriptive and rich vocabulary used in well-written and powerful phrases and sentences.
- ☞ The accuracy and effectiveness of your communication is determined by your ability to read critically.
- ☞ Reading can be one of the most satisfying and personal life-long habits you will ever develop.
- ☞ Reading gives you knowledge and knowledge is power.

Tips for Reading Critically

These reading assignments require that you “**read to remember.**” As you complete the assignments attached, be aware your hard work will be rewarded. *******Those not completing the assignments will be dismissed from the program. All assignments are due the first day back to school.**

To that end you will want to:

- √ Complete the reading prior to the first day of school
- √ If possible, purchase a copy of the books so that you can write in them
- √ Mark the text so that you remember key elements
- √ Take notes on the plot, literary devices, etc

While reading, you may want to look for the following and mark them in your book:

- Underline important terms
- Circle unknown words

- Write key words and definitions in the margin
- Signal where important information can be found with key words or symbols in the margin (such as !, ?, or any other symbol you wish)
- Write short summaries in the margin at the end of sub-units or chapters
- Write any questions you have regarding a text in the margin

Summer Reading Assignment for AP Students

Purpose: The AP examination in English Literature and Composition requires extensive preparation and reading. Your summer reading is an important part of that preparation to help you grow as a reader and thinker.

Before you start reading, do a little research: What is a dystopic or dystopian novel?

You are expected to read the following **four** books:

White Noise by Don DeLillo

Winner of the National Book Award in 1985, this novel is the story of Jack and Babette and their children from their six or so various marriages. They live in a college town where Jack is Professor of Hitler Studies (and conceals the fact that he does not speak a word of German), and Babette teaches posture and volunteers by reading from the tabloids to a group of elderly shut-ins. They are happy enough until a deadly toxic accident and Babette's addiction to an experimental drug make Jake question everything. *White Noise* is considered a postmodern classic and its unfolding of themes of consumerism, family and divorce, and technology as a deadly threat have attracted the attention of literary scholars since its publication.

Fahrenheit 451 by Ray Bradbury

This novel offers a frightening vision of the future in which firemen don't put out fires--they start them in order to burn books. Bradbury's vividly painted society holds up the appearance of happiness as the highest goal--a place where trivial information is good, and knowledge and ideas are bad. Fire Captain Beatty explains it this way, "Give the people contests they win by remembering the words to more popular songs.... Don't give them slippery stuff like philosophy or sociology to tie things up with. That way lies melancholy."

1984 by George Orwell

Thought Police. Big Brother. Orwellian. These words have entered our vocabulary because of George Orwell's classic dystopian novel, *1984*. The story of one man's nightmare odyssey as he pursues a forbidden love affair through a world ruled by warring states and a power structure that controls not only information but also individual thought and memory, *1984* is a prophetic, haunting tale. More relevant than ever before, *1984* exposes the worst crimes imaginable--the destruction of truth, freedom, and individuality.

You can choose one of the two below for your fourth book.

Anthem by Ayn Rand

Catch -22 by Kurt Vonnegut

ASSIGNMENT:

- *1. Read and annotate each book;
- *2. Complete Summer Reading Journal activities;

I. Reading Directions: Annotate each book thoroughly (either make notes (I like to use sticky notes in the book) or mark your personal copy of the book to identify important events, characters, stylistic devices, recurring themes, etc.) because we will work extensively with specific details and passages. You may use your annotations as a resource on the timed summer reading test, and a personal copy of the book that is annotated will allow you to quickly locate important information without having to painstakingly search for details. (Note: Inexpensive copies of the books are available for \$3.50 or less from www.doverpublications.com.)

Or Coach Marco's son sells books...contact him at jameymarco@yahoo.com

Methods of annotation include the use of post-it notes, notes in margins, symbols and abbreviations used to mark common elements and ideas, and highlighting of important passages (highlighting does not work a well without explanations in the margins).

1. Look for examples of the following **stylistic elements** and address how these elements contribute to the effect of your various marked passages?

- a. **tone/attitude/mood**—the attitude of the author toward his/her subject or audience; the emotion evoked in the reader by the text.
- b. **diction**—the author's choice of words that impact meaning; e.g., formal vs. informal, ornate vs. plain/matter of fact, simple vs. complex, etc. With diction, discuss the connotation of the words and how each word adds to meaning.
- c. **figurative language/figures of speech**—language that describes one thing in terms of something else (e.g. **metaphor, simile, personification, symbolism, metonymy, synecdoche**, etc.).
- d. **detail**—concrete elements of the text relating to such matters as setting, plot, character. Items would be details that contribute significantly to such elements as revealing character, establishing tone, and communicating meaning.
- e. **imagery**—language that creates a mental picture of some sensory experience.
- f. **point of view**—the vantage point from which a story or poem is told
- g. **organization**—how an author groups and orders his/her ideas.
- h. **irony**—a discrepancy between what is said and what is meant (**verbal**), between what a character thinks and what we as an

audience know (**dramatic**), or between what a character and we as an audience expect and what actually happens (**situational**).

- i. **syntax/sentence structure/phrasing**—the way a writer orders his/her words; patterns in grammar (including the use of repetition of words, images, phrases, and the use of parallel structure), ideas, punctuation, etc.
- j. **motif**—a recurrent allusion, image, symbol, or theme.
- k. **symbol**—a person, place, thing, or event that stands for itself, but has a broader meaning as well; that is, something that has both a literal and a figurative meaning.
- l. **allusion**—a reference to a past historical person, place, event, or literary work used for the purpose of both comparing and enhancing the idea discussed.
- m. **theme**—a life insight, issue, or lesson.

2. Look also for potentially symbolic objects and events, and how they add to the message(s) of the story.

3. Characterization is essential in understanding the motivations of the major and minor characters of the novel; make special note of the physical and psychological traits of these characters—try to understand why they say what they do, why they act the way that they do (understanding conflict is vital to understanding characterization, and conflicts are prevalent in this novel).

II. Summer Reading Response Journal Directions:

*This journal is due on the first day of class next school year, and will be scored as 2 **major** test grades.* It will seriously affect your grade if you do not put much thought into it, if you do not complete it, or if you fail to turn it in.

A. Materials

- Large binder (2-3 inches)
- 12 dividers—3 for each book
- post it or sticky notes to mark pages if you do not own the book.

B. Process

1. **First Divider—Label—Interesting/Valuable Quotes and Reading Response Journal**

Find at least **5** (five) significant quotes (no more than 1 in any chapter). Quotes can be phrases, clauses, sentences, or passages that you feel represent some universal or important statement that the novel makes. Include page numbers for all quotes and explain **WHY** you find the quotes interesting or valuable (give extended commentary analysis of at least 1 developed paragraph in length for each quote, as opposed to a few hastily written sentences).

What should I do as I read to make me a better reader and writer?

Prepare a **READING RESPONSE JOURNAL**. A reading response journal is a notebook to explore your thoughts and feelings about what you are reading. It also allows teachers to see how you think when you read and how you approach the story.

What are the requirements of a reading response journal?

- (1) Stop **about** every 25 pages and write a response to what you have read. (see suggestions below to help you think about your responses)
- (2) Before each entry, write the date and the page number where you stopped to respond.
- (3) Your response journal will NOT be graded for grammar or writing skills, but you should make connections to specific aspects of the book.
- (4) Entries should be $\frac{3}{4}$ to 1 full page of writing
- (5) The responses should be “free” writing – not free of thought, but do not revise or write “final drafts” – your initial response is what I want to see.
- (6) There should be a minimum of 6 responses to the reading AND a FINAL response
- (7) The FINAL response is a reflection on the book as a whole and its effect on you -- not a “thumbs-up” or “thumbs-down”!

What can you write about in your journal?

First always write about anything you feel strongly about. Here are some other “prompts” to think about or “finish,” but I encourage you to create original responses you would like to write about....

- *If I were the main character right now...*
- *What is really happening here is.....*
- *I like/don't like/ (any personal reaction to the story or characters).....*
- *This character has changed (how)... because...*
- *This phrase or quote is interesting or cool because....*
- *I wonder what this means....*
- *I don't understand....*
- *This reminds me of someone or something...because...*
- *This part is very believable (or unbelievable) because...*
- *This character or situation reminds me of a similar situation in my life....*
- *This section makes me question or think about...*
- *This character reminds me of another character in (book or movie) because....*
- *This scene/event made me think of...*
- *I love the way....*
- *I wonder why...*
- *I noticed...*
- *I wish...*
- *It seems like...*
- *It reminds me of a picture of....*
- *If I were...*
- *My best friend in the book would be....*
- *Why in the world...*
- *I agree (or disagree) with __ because __*

2. Second Divider—Label—Author Research

Provide a brief research write-up on the author and his attitudes/concerns.

3. Third Divider—Label—Significant Language Devices in the Novel

Find examples of at least 5 significant language devices (use the Stylistic Elements list above...or the terms list I have attached) that add to the meaning of particular passages throughout the novel (no more than 2 in a given chapter, and no more than 1 in a selected passage). **(A)** Write out the quote/textual evidence

~~and provide MLA parenthetical citation with the textual quote you select;~~ **(B)** name the literary element you are discussing; **(C)** provide at least 2 sentences of apt commentary that analyzes and explains the effect/impact of that device in the passage—discuss the idea thoroughly.

As you read, mark different devices/passages that you might use, either by underlining or highlighting, and annotate them in the margins (write down narrator's emotions, your analysis, interpretation, lit devices used, etc.). You will find yourself remembering more of the novel by reading what you have marked, and you will find that you have many good ideas from which to choose when completing your journal.

As long as you connect your response to something specific in the text, you cannot be **WRONG** in any response you write – be honest...have a strong voice of your own... don't write what you think a teacher wants to hear... write what you think about something or someone in the story, what you notice, or what you feel at a certain point about what is going on. Most importantly, relate what is going on in the book to **YOU** so that you are thinking about the characters and the plot, what the author must be like, what the author thinks....