

# AP LITERATURE AND COMPOSITION

## Summer Reading Assignment



Welcome to AP Literature and Composition!

Discovering and cultivating a love of language is at the heart of the AP Literature class. Through engagement with a variety of complex literary texts, we will develop our critical reading and writing skills during the coming school year. Essentially, this class is an examination of the “what” and “how” writers communicate within imaginative literature.

To achieve this goal, the FCS AP Literature class examines texts from the British Literature Cannon as well as a variety of World Literature texts in an effort to expand the breadth and scope of our literary discussions.

We will begin this examination during the Summer Break with three texts that will continue to feature heavily and connect with other texts throughout the coming school year.

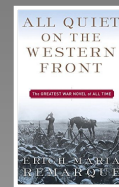
All of the offered Summer Reading texts have been selected with the AP Literature course objectives in mind and will be assessed in a variety of ways within the first two weeks of the school year. There are two parts to the Summer Reading Assignment. Please read each part carefully and take note of all due dates.

### Part 1: The Literary One-To-One

Step 1: Select a novel from the Book Club Reading List...

Choose ONE novel from the following book list and then complete the assignments detailed in Steps 2 and 3.

#### Book Club Reading List



All Quiet on the Western Front  
by Erich Maria Remarque



Madame Bovary  
by Gustave Flaubert



Things Fall Apart  
by Chinua Achebe



The Good Earth  
by Pearl S. Buck

Reading is that fruitful miracle of a communication in the midst of solitude.”

—Marcel Proust

## Step 2: Significant Quotes Notebook

The significant quotes notebook is your opportunity to keep track of key moments within the novel you are reading. When completed, the notebook should read like a conversation between yourself and the novel.

These notebooks are to be completed by hand. Please note that **digital notebooks will NOT be accepted.**

On the left-hand side of the paper, copy quotations (with quotation marks) from the book that you think reveal something important about a character, theme, or symbol.

Keep these in the order they occur in the book. Remember to write down page numbers for each quotation.

On the right-hand side of the paper, directly opposite the quotation, write what you think the significance of

the quote is in light of the character, theme, or symbol. In other words, what does this quote reveal about the character, theme, or symbol?  
\*Keep quotations and your comments lined-up on the page to prevent confusion.

\*You should have at **least 25 quotes** from the novel, and they should represent the **full course** of the novel. Choose wisely.

\*\*A helpful hint...I'm not looking for huge quotations. I want to see that you are reading with a critical mind and are able to pick out some important ideas. I am also looking to see how your ideas might be different from your classmates', so please complete this assignment independently.

**DUE DATE: FIRST DAY OF SCHOOL, AUGUST 8<sup>th</sup>.**



"Polonius: What do you read, my lord?"

Hamlet: Words, words, words."

-William Shakespeare

## Step 3: Prepare for the Literary One-to-One

Discussion is a vital part of the AP Literature classroom and contributions by every student are needed for the class to succeed. While the majority of discussions throughout the school year will be student lead, we will begin the year with Literary One-To-One discussions between each student and myself. On the first day of class, students will receive a Google Form allowing them to sign up for a twenty-minute appointment during which you and I will discuss what you learned from your selected Summer Reading Book Club text.

The spirit of the discussion is not to "catch" students who did not read, however I do expect students to come to the one-to-one prepared to discuss a text they have in fact read. This will simply make for a far more rich and worthwhile discussion. Attached is a list of **possible** questions that could be asked during the One-to-One discussion to further help you prepare, but (again) the way to prepare is to read.

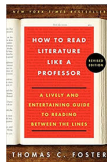
**DUE DATE: AUGUST 9<sup>th</sup> – 17<sup>th</sup>**

## Part 2: How do we read literature?

The Summer Reading Part 2 Assignment is an introduction to the type of literary concerns covered in the AP Literature and Composition class. The skill of reading complex literature involves knowing the signals and significant elements commonly found within a story. Students will read about these elements and then seek to find them within the novel *The Razor's Edge* by Somerset Maugham.

Step 1: Choose ONE academic text and read the assigned chapters.

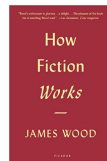
A. How to Read Literature Like a Professor  
By Thomas C. Foster



Assigned Chapters:

The Introduction "How'd he do that?," "...or the Bible," "It's Greek to Me," "It's More Than Just Rain or Snow," "Is That a Symbol?," "It's All Political," "Geography Matters," and "Marked for Greatness." (8 total)

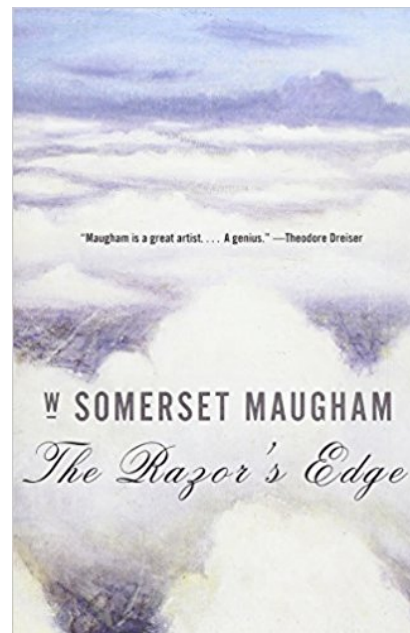
B. How Fiction Works  
By James Wood



Assigned chapters:

Narrating, Detail, Character, Dialogue (4 total)

Step 2: Read *The Razor's Edge* by Somerset Maugham



### Step 3: Write a one-page essay

You are to compose an essay in which you respond to a particular idea that either Thomas Foster or James Wood raises in a particular chapter of *How To Read Literature Like a Professor* or *How Fiction Works* based on your reading of *The Razor's Edge*. Consider the following in your essay (use this as the basis for your organization):

1. What claim(s) does Foster/Wood make regarding this particular idea as it relates to literature?
2. How does this idea relate specifically to *The Razor's Edge*?
3. Does Foster or Wood's claim hold true for *The Razor's Edge*? Explain why it does or does not.

**Due Date: First Day of School, August 8th**

**Directions:** Carefully follow these guidelines as you prepare your essay:

- ✦ The essay must be exactly ONE PAGE in length. A deduction will be given for essays that are shorter or longer than one page. The essay must extend to at least half of the final line on the page.
- ✦ You do not need a formal introduction on this essay. The first sentence of your essay should be your thesis statement; the rest of the essay should be the body (or meat) of the essay.
- ✦ You do not need a formal conclusion on this essay. The final sentence of the essay should serve as your conclusion for the essay.
- ✦ The essay should be formatted according to MLA guidelines:
  - 1" margins on all sides - Correct page number- ing
  - Times New Roman, 12- point font
  - Printed on white paper in black ink
  - Creative title included (do not put the title in bold)

**\*\***The only exception to the MLA rule above is that your paper should NOT include a full heading. In the interest of space, put **ONLY YOUR NAME** as the heading to the essay.

**Keep this in mind:**

(essay = 100 pts)

1. You must identify the claim(s) Foster makes regarding the idea you have chosen as it relates to literature generally. (25 points)
2. You must explain how this idea relates specifically to either Hamlet OR Choice Reading. (25 points)
3. You must evaluate whether Foster's claim(s) holds true for either text. If it does, you must explain how. If it doesn't, you must explain why it doesn't. (50 points)

## Literary One-To-One Discussion Questions To Consider\*

What is the plot line of the novel?

Describe an important event from the novel and explain why it is important.

What are the main settings of the novel?

What is the most interesting thing you know about the main character of the novel?

Who is your favorite character? Why?

If you could give the main character in your novel some advice, what would you tell him or her?

What is the point of view of the novel?

What are two main conflicts in the novel?

Describe the nature of the relationships of the supporting characters to the main character.

Which characters in the novel have the most "voice" or "power"?

Which characters in the novel lack a "voice" or "power" in the story?

Maturity, sincerity, honesty, sensitivity, and/or courage become important criteria in determining the worth of literature and art. Is the author and his/her treatment of subject (both character and theme) mature, sincere, honest, sensitive, or courageous? How so, and how does knowing this help us approach the text in a meaningful way?

Does the text seek to corrupt or negatively influence the reader? How so and/or why?

What moral lesson or ethical teaching is the author presenting in the text or through character, plot, or theme?

How do paradox, irony, ambiguity, and tension work in the novel?

Is there a central or focal passage that can be said to sum up the entirety of the work?

\*These are possible questions and do not reflect the exact flow of the one-to-one discussion.

(Thank you Bradley Craddock, Rachel Lynette, and OWL Purdue)

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