

Advanced Placement Literature and Composition Expectations and Summer Reading 2015

Greetings! Welcome to your senior year of English. This information is for those students who plan to take the challenge of AP Literature and Composition. Your senior year will be busy, full of exciting activities and responsibilities. Success with AP Literature will depend much on your dedication to remain organized and motivated to complete the course's requirements. Below is a concise description from The College Board lucidly explaining the demands for AP Literature. Please read carefully in order to fully appreciate the requirements of AP Literature :

Advanced Placement Literature is a college-level course that "engage[s] students in the careful reading and critical analysis of imaginative literature." This class will explore mature, adult-level, thought-provoking works of high literary value which encompass a variety of genres, time periods and language usage. All students are expected to "read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form." Intelligent interpretation and evaluation of the literature is absolutely required. " In short, students in an AP English Literature course should read actively. The works taught in ... [this] course ... [will] require careful deliberative reading. And the approach to analyzing and interpreting them ... [will] involve students in learning how to make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inference leading to an interpretive conclusion [a thesis] about the work's meaning and value."

Quality writing is a must and "should be an integral part of an AP English Literature and Composition course ... Writing assignments ... [will] focus on the critical analysis of literature and ... [will] include expository, analytical, and argumentative essays ... Critical essays ... [will] make up the bulk of student writing." The approaches to writing will vary, from notebook response to in-depth reaction papers. Most assignments will be relatively brief, but thorough. In essence, the goal of this course "is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. To that end, writing instruction ... [will] include attention to developing and organizing ideas in clear, coherent, and persuasive language." Moreover, writing is a shared experience as students work together to develop and refine their critical-thinking skills. ("Much writing should involve extended discourse in which students can develop an argument or present an analysis at length.")¹

Finally, AP Senior English prepares students for the Advanced Placement exam (held in May). Learning to read, respond and write intelligently under time constraints remains essential. Effective practice and classroom discussion concerning timed reading and writing approaches will be emphasized.

¹ Advanced Placement Course Description, English, May 1998, May 1999. The College Board. 1997. 39-42.

AP English Literature desired skills

Students should be able to:

- read up to 30 pages a night with comprehension and insight
- have some familiarity with the Bible and Greek and Roman mythology
- become well read in a variety of literature of significant literary merit
- annotate texts with insight
- exhibit a stylistic maturity in writing skills
- produce compositions that introduce a central idea and develop it with appropriate and specific evidence, cogent explanations, and clear transitions
- use a wide-ranging vocabulary and show familiarity with literary terms
- make evaluative connections in response to literature
- be able to stand up to considerable pressure with focus and drive
- have a realistic understanding of your skill level, including a clear-eyed idea of how much extra work you will need to do to be successful on the AP Exam. Consider carefully your total course load.

You can find sample Exams and much more information by visiting the College Board's website:

AP Central - <http://www.collegeboard.com> Follow the links to the English Literature sections.

Summer Reading

This summer, you are responsible for reading two works of literature in addition to Hamilton's *Mythology*. Reading these books will help you prepare to do well on the AP Literature Exam as well as laying a foundation for those concepts used throughout the year. *Mythology* and *Invisible Man* are available in the library. You will have to purchase your own copy of the play. You will show proficiency in these works by completing the following assignments and by taking a multiple choice test on *Mythology* the first day of school followed by two essays during the first week of the fall semester. Everyone is responsible for completing the Summer Reading. Claiming ignorance about the assignment is not an acceptable excuse. Newly enrolled students must complete the Summer Reading within the first six weeks of the fall semester.

Have a great summer! If you need to contact me, you can e-mail me at:

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Assignments for Summer Reading

Mythology (Edith Hamilton)

Please carefully read this overview of Greco-Roman mythology. Through your own research, completely familiarize yourself with the Trojan War, The Odyssey, and the mythological heroes and deities. You will take a test on the entire book the first week of class. A study guide for the test is attached.

- *A Doll's House* (Ibsen) or *Importance of Being Earnest* (Oscar Wilde)
- *Invisible Man* (Ralph Ellison)

As you carefully read you will keep a dialectic journal for *Invisible Man* and your chosen play. The dialectic journal is like annotations, instead of highlighting in your book you will be writing the passage/sentence and page number on the left hand side of your paper with your observation/analysis on the right. Your analysis should indicate what you think the passage means, what ideas and questions each passage raises, and how it contributes to the work as a whole. Include your personal reactions to the text.

The two dialectic journals will be due the second day of class. Remember, the dialectic journal is like annotation except you will be writing in a journal form rather than marking your book. Your (50) entries for *Invisible Man* should be spread out across the entire novel as does your (50) entries for the play. See the attached Dialectic Journals for Text Analysis for further instructions and format.

Mythology Study Guide

1. Know all the Greek and Roman names for the major and minor gods and goddesses.
2. Know the basic qualities, symbols and realms of the deities.
3. Know the creation myths.
4. Know the major heroes and their tales, such as Jason and the Golden Fleece, Perseus, Theseus, Hercules, Odysseus, Aeneas, and Achilles.
5. Know the tales of love and adventure (Part Two of the text).
6. Know about the great families of Greco-Roman mythology, such as the houses of Atreus, Thebes, and Athens.
7. Know about the Greek concept of the afterlife.
8. How many Muses are there, and what are their names and responsibilities?
9. How was Athena/Minerva born?
10. Who were The Nereids, Naiads, Dryads, and Oreads?
11. Who was Aeolus?
12. Who were the Cyclopes and Hecatonchires ?
13. What was the last ingredient in Pandora's box?
14. How was Prometheus punished?
15. What myth explains the seasons?
16. Explain how Dionysus is the god of joy and the god of savagery.
17. What was Hercules' chief character flaw?
18. Who was Icarus and what happened to him?
19. Why did Pelias' daughters cut him up?
20. What power did the Gorgons have?
21. Who were the Fates?
22. Why did Hera hate Hercules?
23. What is the Midas touch?
24. What is a lotus-eater?
25. What is an Achilles heel?

* Assessment: You will show proficiency in these works by completing the following assignments and by taking multiple choice on Mythology the first day of school followed by two essays on both *Invisible Man* and *A Doll's House* or *Importance of Being Earnest* during the first week of the fall semester.

**Refer thoroughly to the attached Rhetorical Strategies/Devices and Reading Strategies for Dialectical Journals for Text Analysis

Suggested Reading for College-Bound Students

You may wish to read more than the required works. The more you read the better prepared you will be for the AP Exam and for college. Attached is a list of suggested reading you may enjoy.

Chinua Achebe - *Things Fall Apart*

James Agee - *A Death in the Family*

Margaret Atwood - *The Handmaid's Tale, Cat's Eye, Surfacing*

Jane Austen - *Pride and Prejudice, Sense and Sensibility, Emma*

Saul Bellow - *Seize the Day, Adventures of Augie March, Dangling Man,*

Emily Bronte - *Wuthering Heights*

Caleb Carr - *The Alienist*

Willa Cather - *My Antonia*

John Cheever - *Wapshot Chronicle, Bullet Park*

Joseph Conrad - *Lord Jim*

Charles Dickens - *Oliver Twist, David Copperfield, Great Expectation*

James Dickey - *Deliverance*

John Dos Passos - *Manhattan Transfer, U.S.A. Trilogy*

Fyodor Dostoevsky - *Notes from the Underground, Brothers Karamazov*

Theodore Dreiser - *An American Tragedy, Sister Carrie*

George Eliot - *Adam Bede, Silas Marner, Middlemarch, The Mill on the Floss*

Nicholas Evans - *The Horse Whisperer*

James Farrell - *Studs Lanigan*

William Faulkner - *The Sound and the Fury, Light in August, As I Lay Dying,*

F. Scott Fitzgerald - *The Beautiful and the Damned, This Side of Paradise, The Great Gatsby, Tender is the Night*

Ford Madox Ford - *The Good Soldier*

E.M. Forster - *Howard's End, A Room with a View, A Passage to India*

John Galsworthy - *The Man of Property*

William Golding - *Lord of the Flies, Pincher Martin, The Inheritors, The Spire*

Gunter Grass - *The Tin Drum*

Graham Greene - *The Heart of the Matter, The End of the Affair*

David Guterson - *Snow Falling on Cedars*

Thomas Hardy - *Return of the Native, Far From the Madding Crowd, Jude the Obscure*

Nathaniel Hawthorne - *House of the Seven Gables*

Joseph Heller - *Catch 22*

Ernest Hemingway - *For Whom the Bell Tolls, A Farewell to Arms, The Sun Also Rises, To Have and Have Not, The Old Man and the Sea*

Herman Hesse - *Steppenwolf, Demian*

Khaled Hosseini - *The Kite Runner, And the Mountains Echoed, A Thousand Splendid Suns*

Tsao Hsueh-Chin - *The Dream of the Red Chamber*

Victor Hugo - *The Hunchback of Notre Dame, Les Miserables*

Zora Neale Hurston - *Their Eyes Were Watching God*
K. Ishiguro - *Remains of the Day*
Henry James - *Washington Square, Portrait of a Lady, Turn of the Screw*
James Joyce - *Portrait of the Artist as a Young Man*
Franz Kafka - *The Trial, The Castle*
Nikos Kazantzakis - *The Last Temptation of Christ, Zorba the Greek*
Jack Kerouac - *On The Road*
William Kennedy - *Ironweed, Legs*
Jerzy Kozinski - *The Painted Bird*
Wally Lamb - *She's Come Undone*
D.H. Lawrence - *Sons and Lovers*
Sinclair Lewis - *Main Street, Babbitt, Elmer Gantry, Arrowsmith*
Elinore Lipman - *Into Love and Out Again, The Way Men Act, Then, She Found Me*
Norman Mailer - *The Naked and the Dead*
W. Somerset Maugham - *Of Human Bondage, The Razor's Edge, Moon and Sixpence*
Carson McCullers - *The Heart is a Lonely Hunter, Member of the Wedding*
Herman Melville - *Moby Dick, Billy Budd*
Scott Momaday - *House Made of Dawn*
Toni Morrison - *Song of Solomon, Beloved, The Bluest Eye*
R.K. Narayan - *The Guide*
Joyce Carol Oates - *Wonderland*
Michael Ondaatje - *The English Patient*
Flann O'Brien - *The Third Policeman*
Tim O'Brien - *The Things They Carried, Going After Caciato, If I Die in a Combat Zone*
Boris Pasternak - *Doctor Zhivago*
Ayn Rand - *The Fountainhead, Atlas Shrugged*
Arundhati Roy - *The God of Small Things*
William Saroyan - *The Human Comedy*
John Steinbeck - *The Grapes of Wrath, Winter of Our Discontent, In Dubious Battle*
Amy Tan - *The Joy Luck Club, The Kitchen God's Wife*
William Thackeray - *Vanity Fair*
Leo Tolstoy - *War and Peace, Anna Karenina*
Dalton Trumbo - *Johnny Got His Gun*
John Updike - *Rabbit Run*
Kurt Vonnegut - *Slaughterhouse Five, Slapstick, Mother Night, God Bless You, Mr. Rosewater, Breakfast of Champions, Deadeye Dick,*
Alice Walker - *The Color Purple*
Robert Penn Warren - *All the King's Men*
Nathaniel West - *Miss Lonelyhearts, Day of the Locust*
Edith Wharton - *The Age of Innocence, Ethan Frome*
Oscar Wilde - *The Picture of Dorian Gray*
Thomas Wolfe - *Look Homeward Angel*
Virginia Woolf - *To the Lighthouse, Mrs. Dalloway*
Richard Wright - *Native Son*

Reading Strategies - Dialectical Journals for Text Analysis

What is it?

Dialectical Journals ask you to make good use of active reading strategies while you read, and recognize that use in writing. They help to make you more aware of what strategies you are using, and thereby encourage you to use a greater variety of strategies increasing your awareness of the way writers use stylistic elements .

How to do it

You need to recognize a variety of reading strategies and styles, such as those listed on the chart below and in the instructions that discuss style. As you read, record the use of these strategies creating a graphic organizer, such as the one on the next page. At the bottom of the page, you can use your notes to predict what type of questions you would anticipate if you were to be tested on this subject. This helps you to apply what you have learned from your reading.

STRATEGIES	STUDENT DEFINITION	What Good Readers Are Thinking...
Making Connections	Good readers connect what they know with what they are reading.	<ul style="list-style-type: none"> Does this remind me of something? Has this ever happened to me? Am I like this character? Have I ever felt this way? What do I already know that will help me understand what I'm reading?
Predicting	Good readers think about what's going to happen and make predictions based on what they know and what they have read.	<ul style="list-style-type: none"> What do I think will happen next? While looking over the material before reading, I predict I will learn about _____. This title/heading/picture makes me think _____. I'm guessing this will be about _____.
Questioning	Good readers ask themselves questions when they read.	<ul style="list-style-type: none"> is the author saying _____? Why is that happening? Why did this character...? This makes me wonder _____. How does this information connect with what I have already read?
Monitoring	Good readers stop to think about their reading and know what to do when they don't understand.	<ul style="list-style-type: none"> Is this making sense? Wait, what's going on here? Do I need to reread? How do I say this word? What does this word mean? What clues help me?
Summarizing	Good readers identify the most important ideas and restate them in their own words.	<ul style="list-style-type: none"> This story is mainly about _____. The author's most important ideas were ... What are the key words? How does the text's organization help me? Are the ideas in the text supported with convincing evidence?
Visualizing	Good readers picture what is happening while they read.	<ul style="list-style-type: none"> What are the pictures/scenes in my mind? What do the characters, setting, and events of the story look like? What do I hear, taste, smell or feel? Can I picture the information?

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***The more you do it, the better you will get at discerning the literary clues a writer uses (called *style*) beyond just understanding the plot. Types of notations to make are:

1. Style (writing tools) such as figurative language; imagery; diction; syntax; poetic devices
2. Predictions
3. Character analysis and traits
4. Recurring motifs, images, themes
5. Connections and/or questions the text raises
6. Commentary (your opinion of events/characters)

Reading Strategies - Dialectical Journals for Text Analysis

Title:

Author:

Active Reader Strategies (ARS): (S) Summarizing, (Q) Questioning, (C) Connecting,
(P) Predicting, (I) Interpreting, (Ch) Challenging, (E) Extending
Style Analysis: Diction (D), Detail/Imagery (DI), Figurative Language (FL), Syntax (SX)

Page #	Quote/Description from Text	Reader Response	ARS

Possible Test Questions:

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