

Advanced Placement Literature and Composition
Summer Assignment
2019

Dear AP Literature Student,

We are excited to welcome you to the Advanced Placement (AP) English Literature and Composition course. It should come as no surprise that, as an AP course, this class offers a college-level curriculum. As such, a student enrolled in this course needs to be aware of the level of rigor involved in the undertaking – the summer assignment enclosed in this document is intended to provide a reasonable expectation of the level of work in AP Literature. The summer assignment will also serve as the foundation we will build on as the year progresses. We do ask that you take it seriously.

The Advanced Placement English Literature and Composition course surveys a wide range of challenging works of literary merit (novels, novellas, poems, and the like), which will allow students to deepen their understanding and appreciation for literature. You will develop the skills necessary to comprehend fictional texts from a variety of time periods and genres; in turn, you will also develop the skills necessary to appropriately and meaningfully analyze these texts through the composition of several types of essays. Ultimately, by the end of the course, you should be well-prepared to tackle the difficult and multifarious texts required of a college student.

Throughout the year, you will be asked to fulfill tasks such as analytical reading, writing, and discussion. As stated above, the following summer assignment was constructed to offer a reasonable preview of the expected workload, and the sort of texts you will be asked to study in the 2019-2020 school year. While the summer assignment will not be collected until the second week of school, it is highly recommended that the student complete this assignment during the summer interim, as classwork in the first weeks of school will be based in part on the assigned readings.

The summer is upon us, and we hope you find merriment and rest in the following months; we look forward to working with you next year as we prepare for the AP Literature Examination in May 2020. If you have any questions, please do not hesitate to email one of us as we will do our best to check our email routinely throughout the summer. Additionally, we will be providing two days of summer assignment support prior to the start of school. Please look for additional information regarding the dates. We wish you a safe and healthy summer!

Sincerely,

Kelly Coleman and Molly Menickelly

Summer Reading Assignment

We suggest you read the texts in the following order.

1. *How to Read Literature Like a Professor* by Thomas C. Foster
 - a. We suggest you finish this book and the accompanying notes by the end of June.
2. *Who's Afraid of Virginia Woolf?* by Edward Albee (1962)
 - a. We suggest you finish the play and the personal essay responses to the play by the middle of July.
3. *Their Eyes Were Watching God* by Zora Neale Hurston (1937)
 - a. We suggest you finish this novel and the required essay by the end of July.
4. *Catch-22* by Joseph Heller (1961)
 - a. We suggest you finish this book and the annotations by the start of the school year (but please start reading before mid-August).

What to do with each text:

- For *How to Read Literature Like a Professor*, we ask that you make three annotations for each chapter which articulate the main points. There are multiple editions of this book, but they are close enough that you should choose whichever one you find at the most reasonable price. As the year proceeds, you will be asked to refer back to your annotations to continually add examples.
- *Who's Afraid of Virginia Woolf?*:
 - For each act of the play, complete a personal response that takes into consideration the movement and structure of the individual acts ("Fun and Games" "Walpurgisnacht" and "The Exorcism"). A personal response should not exceed one page, but should include specific examples from the act to bolster your interpretation.
- *Catch-22* should be annotated, per the instructions. Please take note that the annotations will be collected; but, also make the notes helpful for your own use. This annotation style will allow you to remember the text for future essays and is also good practice for future texts.
 - Keep a running list of important characters in the front of the book. This space would also be a good place to keep a running list of important scenes (i.e. page numbers)
 - Construct a list of the novel's themes; include a list of the major themes in the back of the book.
 - Summarize the chapter events in bullet points at the end of each chapter.
 - Examine the text for the following: symbols, metaphor, personification, theme, tone, and examples of "Catch-22's" :) You will not necessarily find each in every chapter nor are you expected to find each in every chapter.
 - When you discover a significant example -- or anything that sparks your interest -- highlight or underline and make a note.

- *Their Eyes Were Watching God*: while reading the novel, identify *one* issue or theme in the text that pairs with major current events. There are a wide range of issues in the text for you to pick from.
 - Collect *at least* three outside sources that follow this theme/issue, and use them in conjunction with Hurston's novel to compose a *multi-paragraph* essay based on a central thematic argument.

All notes and the essay will be due within the first two weeks of school. Specific dates will be posted on the Google Classroom site. The code for the Google Classroom is cp2bww. Please join for pdfs of the works available.

Writing Assessments:

- Within the first TWO blocks of class, you will complete a written assessment, based on the exam, to assess your writing abilities. Reading the summer texts will be an asset to your writing but not a necessity to complete this assignment.