

AP Literature and Composition 2019 Summer Reading Assignment DUE DATE: Tuesday, August 6

"Books have to be heavy because the whole world is inside of them." –Cornelia Funke

Teacher Contact

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Assigned Texts:

- *How to Read Literature Like a Professor* by Thomas C. Foster
- Compilation of Short Stories

Assignment #1: *How to Read Like a Professor* Study Guide

1. Purchase and read *How to Read Like a Professor*. Annotate the text and highlight the strategies and insights Foster articulates, as they will enrich the way you read and analyze literature across a variety of mediums.
2. Create a study guide for *How to Read Like a Professor*. Create a chart that includes the **title** of each chapter, the most meaningful **quote** from each chapter, and conduct a mini **analysis**, briefly, but thoroughly analyzing how the core principle of each chapter functions within a **complex** film or TV series (ex: *Black Panther*, *Game of Thrones*, *The Walking Dead*, *This is Us*, *Us*, *Get Out*, *Thor*, etc).

There is flexibility with the film or series you chose (as long as you are familiar with your choice and can analyze with specifics), but the operative word is **complex**, which means that your choice should *be multi-layered* and have *depth* that *allows* for sophisticated analysis and interpretation. The goal is for you to begin to recognize how literary archetypes and tropes are not limited to books, poems, and short stories; they are essential to all types of media we consume.

Your study guide should be a quality resource that we will use and reference throughout the year, but it should also reflect the depth of your reading and understanding. Don't just skim the surface.

Assignment #2: Short Story Compilation

"I Stand Here Ironing" by Tillie Olsen
"Sweat" by Zora Neale Hurston
"Reunion" by John Cheever

"The Cold Equations" by Tom Godwin
"The Lottery" by Shirley Jackson

1. **Annotate** each of the short stories (5 total).

*Please Note: **Annotating is more than highlighting and underlining; highlighting without commentary is just coloring.** The objective is to read actively and to engage with the text, making your thoughts and interpretations visible. When annotating your text, use any space available— margins, blank pages, empty space on the page, etc. I suggest that you use post-it notes and bright pen colors. Your annotations should focus on literary devices and techniques AND apply *How to Read Like a Professor* to each short story.*

You MUST have print copies of each story. The short stories will be available on eClass and you can also do a Google search and print. Your annotations MUST be on the text, not on a separate sheet of paper.

Before You Read

- **Number** your paragraphs, for each short story.
- **Conduct** light research on the author. Who are they? What experiences shaped their perspectives? What world, social, and/or cultural events did the author grow up during? It's important to establish a **context** for your reading.
- **Make predictions** about the title. What insight does it offer? What tone does the title seem to set? What do you expect the story to be about?

While You Read

- Note how the author uses **literary devices** and **techniques**:
 - Allusions
 - Characterization
 - Figurative language
 - Imagery
 - Juxtapositions
 - Mood
 - Motifs
 - Motifs
 - Symbolism
 - Themes
 - Tone and tone shifts
- Note how the short story exemplifies aspects of *How to Read Like a Professor*
- **Ask Questions.** What confuses you? What do you need clarity about? What questions do you have that would generate thoughtful, provocative discussion? Write them down.
- **React to what you read.** Did something make you upset? Challenge you? Resonate with you? Write down your reactions.
- **Highlight power quotes.** What lines from the text have great impact or significance? Indicate what motivated you to highlight this quote.
- **Make connections.** How do the details of the story or characters resonate with you personally? Do any other works of literature come to mind? Are there historical connections you can make?
- **Define unfamiliar vocabulary words.** It's important to build and enrich your vocabulary. It's essential to your written and verbal communications, readings, and assessments.

After You Read

- **Summarize** sections.
- **Respond** to what you have read.
- Note **epiphanies** and “ah ha” moments.
- Identify **themes** addressed and developed within the text.
- Revisit the **title**. Explain what you think to be the meaning behind the title
- Identify the **universal appeal** within the text.

Annotation Rubric

<input type="checkbox"/> Exceeds Expectations (95-100 A)	<ul style="list-style-type: none"> ○ Completes assignment thoroughly with obvious effort and reflection ○ Text is marked throughout ○ Annotations include questions, predictions, text connections, and reactions (i.e. “aha” moments) ○ Identifies literary and rhetorical devices; comments reflect analysis of the devices ○ Annotations accurately identify motifs and/or themes of the text ○ Reader has identified and <u>defined</u> unfamiliar vocabulary ○ Reader answers questions and predictions as they gain clarity ○ Reader consistently shows depth of thought and analysis
<input type="checkbox"/> Meets Expectations (85-89 B)	<ul style="list-style-type: none"> ○ Assignment is complete but lacks the insight, depth, or thoroughness of an “exceeds” assignment ○ The text is marked but the commentary is brief; demonstrates an attempt at analysis ○ Identifies literary and rhetorical terms but lacks sufficient commentary and analysis ○ Commentary and notations appear less frequently ○ Annotations may not accurately identify motifs or themes of text
<input type="checkbox"/> Partially Meets Expectations (75 C)	<ul style="list-style-type: none"> ○ Text is not consistently marked throughout and/or the commentary is very short ○ Highlights and/or underlines passages, but lacks sufficient commentary ○ Random passages appear to be marked; passages selected often have no real significance ○ Annotations include minimal marginal comments or comments that are characterized by plot level questions and simplistic summary ○ Annotations include little or no attempt to identify motifs or themes of text ○ Annotations include little or no recognition of unfamiliar vocabulary ○ Annotations do not reflect careful reading of the text; annotations do not reflect interaction between the reader and the text
<input type="checkbox"/> Unacceptable (Below 50 F)	<ul style="list-style-type: none"> ○ Student annotated less than half of the text ○ Student has seemingly not put effort into the assignment or has not read the text ○ Copious underlining or highlighting, but little to no commentary

Please keep in mind, these texts will be the basis for our class in regards to instruction, examples, and analysis, so please come prepared. ** Of course, you are expected to complete this assignment using your own precious mind. This is an individual assignment. Submitting someone else’s work, in part or as a whole, is plagiarism and will be dealt with according to GHS policy. ** This is your teacher’s first insight into your writing style and ability. Make that first impression count!