

AP/DC Literature and Composition Summer Reading

Summit Christian Academy

Due: Wednesday, August 10th, 2022

The AP/DC English Literature and Composition summer reading assignment(s) is required.

Course Description and Expectations: This course is run like a seminar and therefore, active class participation is expected. The following is true for students interested in the AP/DC Literature and Composition course offered at Summit Christian Academy.

- Students should be interested in stories and why we tell them; they should be prepared to consider the purposes of storytelling. This is a theme that will be explored throughout the year.
- Students are required to read closely and actively, participate regularly in class, write frequently, and reflect thoughtfully on their progress.
- Student writings will include literary analysis compositions, quarterly “personal thoughts” that are presented to the class, and informal reflections on the literature.
- Please note: Language & Composition prepares a student to analyze an author’s rhetoric and style to create meaning. In Literature & Composition, we will focus on analysis in order to create multiple, disparate meanings (themes) in the literature. Your summer reading assignment is designed to help you begin thinking in this way.

Summer Reading Assignment

Your summer reading assignment for Literature requires that you read two pieces of fiction literature (one prose novel, one drama/play) that are considered to have “Literary Merit” (see attached novel lists).

Literary Merit Book #1 Prose Novel: Choose ONE book from the attached lists of Literature books. Do not choose a novel you have already read or studied in school. Passing this class requires well-rounded readers and you are doing yourself a disservice if you do not read a new book.

Literary Merit Play/Drama Selection #2: Choose ONE play from the attached lists. Again, pick a play that you have not already read - Romeo & Juliet, Macbeth, Julius Caesar are common dramas previously read. Of course Shakespeare is a popular author, but you are not limited to only his work. There are many authors to choose from, from the ancient Greek writer Sophocles, to a more modern works of Arthur Miller. Pick one that interests you.

Reading Journal: Do this by hand. No typing. As you read your “literary merit” books, you need to keep a reading journal (or write in the novel if you own it) where you react, respond, and generally interact with your novel. Examples of what to include in your reading journal include: Important plot, character, setting, and theme details, your reactions to events in the novel, questions about what is happening and character motives, important sentences, passages, and anything else that pops in your head as you read. The reading journals should follow the progression of the novel and include page numbers connecting your thoughts to the location in the book. In other words, do this **AS YOU READ**; not after the fact. These do not need to be neat or even complete sentences, but they should be detailed and fill many pages by the time you have completed the novel. You should have evidence that you interacted with what you read. The reading journals are proof that you have completed your reading and will help you with the written assignment below. I recommend using either a composition book or spiral notebook.

AP/DC Literature and Composition Summer Reading

Summit Christian Academy

Due: Wednesday, August 10th, 2022

Written Response: Once you are done with both novels, you need to type a short essay defining “literary merit.” How are your books worthy of the title “literary merit”? Your written response should use the two books as evidence to support your definition of “literary merit.” (Avoid simply looking for a definition online. Try and come up with a definition of your own.)

The Specifics:

- Three (3) complete pages
- Typed
- Double-Spaced
- Size 12 Times New Roman (or equivalent font)

When school begins: You should be prepared to be an active participant in a Socratic Seminar focused on defining “literary merit” during the first week back to school. The written response and reading journals/annotations for your “literary merit” books are due during the first week of school.

SUPPORTING DOCUMENTS AND INFORMATION

Things to think about when Journaling or Annotating a LITERARY Text: Literature and Composition has a different focus than Language and Composition. In Literature, instead of focusing on rhetorical analysis that identifies the rhetorical devices that an author uses to produce an effect on the reader, students focus on literary analysis and the author’s use of literary devices to convey a theme. In your summer reading assignment, you will be asked to read and journal a novel, reading beyond the plot for the layers of meaning created by the literary devices used by the author.

Once again, if you need more information on HOW to do this than what is provided here, we recommend that you read *How to Read Literature like a Professor*. Annotating/Journaling involves interacting with the text and making meaning of what you are reading rather than simply reading for plot. Every so often, stop and record OBSERVATIONS about different elements that you see in your summer novel such as quests, acts of communion, archetypes, symbols, allusions, and themes of the novel. Don’t simply note the existence of these elements; write a few sentences to elaborate on your observations and connect those observations to the points that the author is making about humanity and life, including points about psychological, historical, political, and/or social issues. As you write these observations on a separate piece of paper, provide specific examples and quotes (always follow a quote with the page number) to support them. At this point, you have already had a discussion about the novel (in the margins of the text or on paper) and you are that much closer to understanding the BIGGER ISSUES in the text.

AP/DC Literature and Composition Summer Reading

Summit Christian Academy

Due: Wednesday, August 10th, 2022

Reminders

1. Underline important information, significant passages, and take notes on this information! Never just underline or highlight something without including a written note that explains the reason for its significance.
2. Questions are part of your notes! Write them down as you read; they may be answered as you continue to read, but if they are not, you can ask them during class discussions.
3. Reread sections that you do not understand and look up unfamiliar words. Whenever you annotate, you should consider the following elements:
 - Characters/ Characterization: As you read, make note of characters and analyze the author's characterization (Indirect/direct characterization; flat vs. round characters; static vs. dynamic characters; archetypes) – protagonist and antagonist and the names of other significant characters and try to analyze how the author creates his/her character.
 - Narrative Voice: Identify the POV (narrative voice) and shifts in POV. Note first person, third person omniscient, third person limited, alternating person, stream of consciousness, epistolary, reliable vs. unreliable.
 - Setting: Identify the setting, note changes in setting, and consider the importance of the setting to plot and development of ideas.
 - Identify juxtapositions: any noted differences between two subjects, places, persons, things, styles, or ideas.
 - The author's use of figurative language: metaphor, simile, personification, symbol, imagery.
 - The author's use of allusions: common cultural references, often historical, biblical, or mythological (for example, spring as a season of rebirth or representing youth, a journey as a quest, etc.).
 - The author's diction choices and tone (attitude toward his/her subject).
 - Irony: a discrepancy between what is said and what is meant (verbal), what should happen and what does happen (situational), or between what the characters understand and what the readers understand (dramatic).
 - All of the above should amount to theme and provide an understanding of the meaning of the work as a whole! Annotating a text is a necessary skill for this course and will help you glean the most meaning from a text!

AP/DC Literature and Composition Summer Reading

Summit Christian Academy

Due: Wednesday, August 10th, 2022

List of Literature Novels and Plays

Books by U.S. Authors

| Title | Author | Year | Brief Description |
|---------------------------------|-----------------|------|--|
| <i>The Jungle</i> | Upton Sinclair | 1906 | A fictionalized account of Chicago's meat-packing industry seen through the eyes of a Lithuanian immigrant, Jurgis Rudkis. |
| <i>A Tree Grows in Brooklyn</i> | Betty Smith | 1943 | A story following Francie Nolan through her formative years growing up in the slums of Williamsburg, New York, at the beginning of the 20 th century. |
| <i>Catch-22</i> | Joseph Heller | 1961 | A satirical antiwar, antigovernment novel set in Italy during World War II that follows bombardier John Yossarian who is desperate to avoid the perilous missions he's assigned. |
| <i>Beloved</i> | Toni Morrison | 1987 | The story of a black woman named Sethe who, despite escaping slavery in Kentucky and living a free woman in Ohio, remains haunted by the memories of her former life. |
| <i>All the Pretty Horses</i> | Cormac McCarthy | 1992 | The tale of John Grady Cole, the last in a long line of ranchers who sets off on a trip to Mexico with two companions. |

Plays by U.S. Authors

| Title | Author | Year | Brief Description |
|--------------------------------------|--------------------|------|---|
| <i>The Glass Menagerie</i> | Tennessee Williams | 1944 | A memory play based on the recollections of the protagonist Tom's memory of his mother and sister, and an evening Tom brings an acquaintance home for dinner. |
| <i>The Crucible</i> | Arthur Miller | 1953 | Based on real people and events, <i>The Crucible</i> is a portrait of the hysteria created by rumors of women practicing witchcraft in 17 th century Salem, Massachusetts, and intended to mirror events happening in Cold War politics. |
| <i>A Raisin in the Sun</i> | Lorraine Hansberry | 1959 | A drama about a working-class black family living on the South Side of Chicago, based on Langston Hughes' poem <i>Harlem</i> . |
| <i>Who's Afraid of Virginia Wolf</i> | Edward Albee | 1962 | A dark comedy focused on a middle-aged couple, George and Martha, and a night of drinking, arguments, insults, and secrets exposed. |
| <i>Angels in America</i> | Tony Kushner | 1991 | Really two full-length plays that explore the sexual, racial, religious, political, and social issues confronting the country during the AIDS epidemic. |

AP/DC Literature and Composition Summer Reading

Summit Christian Academy

Due: Wednesday, August 10th, 2022

Books by Non-U.S. Authors

| Title | Author | Year | Brief Description |
|--------------------------------------|------------------------|------|--|
| <i>Notes from the Underground</i> | Fyodor Dostoevsky | 1864 | An unnamed narrator's retreat from society and withdrawal into an underground existence that demonstrates how humans' free-will often works against their self-interest. |
| <i>Lord Jim</i> | Joseph Conrad | 1900 | The story of a man haunted by the guilt and cowardice of his actions as a young man. |
| <i>One Hundred Years of Solitude</i> | Gabriel Garcia Marquez | 1953 | Spanning a hundred years (1820-1920) and telling the story of the fictional Colombian town Macondoseven and the coinciding rise and fall of the town's founders, the Buendia family. |

Plays by Non-U.S. Authors

| Title | Author | Year | Brief Description |
|--------------------------|---------------------|------|---|
| <i>Twelfth Night</i> | William Shakespeare | 1623 | The comedic story of twin, each of whom thinks the other has drowned in a shipwreck; a love triangle; and mistaken identity. |
| <i>A Doll's House</i> | Henrik Ibsen | 1879 | Centered around the lives of Torvald Helmer, his wife Nora, and their three children who are living an ordinary-seeming life, until Torvald and Nora's roles are shifted and their lives upended. |
| <i>No Exit</i> | John-Paul Sartre | 1945 | A drama and unforgettable portrait of hell, where three individuals are locked in a room together to torture one another for eternity. |
| <i>Waiting for Gadot</i> | Samuel Beckett | 1953 | Two homeless men, Vladimir and Estragon, wait for the arrival of the mysterious Gadot. |