**Summer Reading Assignment 2020**

AP Literature and Composition

Welcome to AP Literature and Composition! I am so excited to challenge ourselves and learn from each other this year. The English department has carefully considered AP students’ needs in selecting this year’s required texts. It is vital and required that you complete all parts of the summer reading assignments. Keep in mind that your completion and effort on the summer reading assignment sets the tone for our year.

The Advanced Placement/College Board program encourages summer reading as it provides a jumpstart on the school year, improves critical reading abilities, and encourages vocabulary growth. This assignment is designed to help prepare you for college and the AP exam. This summer reading packet contains all assignment directions, descriptions, examples, and rubrics. Remember to pace yourself accordingly over the summer break, and do not wait until the last days of break to begin your assignments. This summer reading assignment is due on the first day of school; I do not take late work so if you are unable to complete the work required, you may want to talk to your college counselor about a change in course scheduling.

If you have any questions, please feel free to reach out to me! Have a wonderful summer.

Ms. Russell/Mrs. Bebout
hrussell@lexingtonchristian.org
hbebout@lexingtonchristian.org

**SUMMER READING ASSIGNMENTS**

**Part I**

Read and Annotate *The Screwtape Letters* by CS Lewis

CS Lewis’s work, *The Screwtape Letters*, offers some incredibly high level ideas on culture, ourselves, and the spiritual world. Through this assignment, we will learn to participate in classroom discussions with integrity and empathy, and to think about ourselves on a more philosophical level. As you read, please annotate your novel. When you annotate, consider:

* Questions
* Sections you enjoyed
* Connections to other texts (songs, films, novels, poems, etc.)
* Literary devices
* Themes
* Motifs

I will not collect these notes, but they will make your life easier when completing your assignments, studying your quiz and writing your diagnostic essay during the first week of class.

**Part II**

Complete a Dialectical Journal for *The Screwtape Letters*

As you read *The Screwtape Letters*, you are required to keep a dialectical journal. The term “dialectical” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your journal as a series of conversations with the texts we read. The process is meant to help you develop a better understanding of the text and you will find it is a great way to process what you’re reading, prepare yourself for group discussions, and gather textual evidence for your subsequent assignments. You must have 25 total entries and at least one entry from each letter. You will not receive credit for summaries and each entry is worth 2 points. You will receive 5 points for following the appropriate formatting. You are required to type your journals and follow the sample below. I do read each of your comments which means any duplicates from other students will be considered cheating and will receive an automatic zero.

How to Complete a Dialectical Journal

* As you read, choose passages that stand out to you and record them in the left-hand column of a t-chart (always include page numbers).
* In the right column, write your response to the text (ideas, insights, questions, reflections, and comments on each passage).
* Each entry must be at least 2 sentences long.
* Label each of your responses using the following codes:
	+ **(Q)** **Question:** Ask about something in the passage that is unclear (limit to only two)—be sure to reflect upon your question if/when you find your answer.
	+ **(C)** **Connect:** Make a connection to your life, the world or another text
	+ **(CL)** **Clarify:** Answer earlier questions to confirm/disaffirm a prediction
	+ **(R)** **Reflect:** Think deeply about what the passage means in a broad sense, not just about the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?
	+ **(E)** **Evaluate:** make a judgment about the character(s), their actions, or what the author is trying to say

Expectations

Below, you will find a list of my expectations for your dialectical journals. The goal of this assignment, remember, is to ensure you have a firm working knowledge of the text’s content, but also higher level information like literary devices, themes, etc.

*Choosing Passages from the Text*

Look for quotes that seem significant, powerful, thought provoking, or puzzling. For example, you might record:

* Effective and/or creative use of stylistic or literary devices
* Passages that remind you of your own life or something you’ve seen before
* Structural shifts or turns in the plot
* A passage that makes you realize something you hadn’t seen before
* Examples of patterns: recurring images, ideas, colors, symbols, or motifs
* Passages with confusing language or unfamiliar vocabulary
* Events you find surprising or confusing
* Passages that illustrate a particular character or setting

*Basic Responses*

* Raise questions about the beliefs and values implied in the text
* Give your personal reactions to the passage
* Discuss the words, ideas, or actions of the author or character(s)
* Tell what it reminds you of from your own experiences
* Write about what it makes you think or feel
* Agree or disagree with a character or the author

*High Level Responses*

* Analyze the text for use of literary devices (tone, structure, style, imagery)
* Make connections between different characters or events in the text
* Make connections to a different text (or film, song, etc…)
* Discuss the words, ideas, or actions of the author or character(s)
* Consider an event or description from the perspective of a different character
* Analyze a passage and its relationship to the story as a whole

A Word on Academic Integrity

 Throughout this process, there is to be NO collaboration with other students. Any assistance from the Internet, movies, or secondary sources such as Sparknotes, Shmoop, eNotes or BookRags will be viewed as cheating and you will receive a zero. If you have questions on this or formatting, email me at hrussell@lexingtonchristian.org.

Sample Dialectical Journal Entry: *The Things They Carried* by Tim O’Brien

|  |  |  |
| --- | --- | --- |
| **Passages from the text**  | **Pg#s**  | **Comments & Questions**  |
| “-they carried like freight trains; they carried it on their backs and shoulders-and for all the ambiguities of Vietnam, all the mysteries and unknowns, there was at least the single abiding certainty that they would never be at a loss for things to carry”.  |   Pg 2  | (R) O’brien chooses to end the first section of the novel with this sentence.  He provides excellent visual details of what each solider in Vietnam would carry for day-to-day fighting.  He makes you feel the physical weight of what soldiers have to carry for simple survival.  When you combine the emotional weight of loved ones at home, the fear of death, and the responsibility for the men you fight with, with this physical weight, you start to understand what soldiers in Vietnam dealt with every day. This quote sums up the confusion that the men felt about the reasons they were fighting the war, and how they clung to the only certainty - things they had to carry - in a confusing world where normal rules were suspended.   |

**Part III**

Class Discussion on *The Screwtape Letters*

In addition to the dialectical journal, you will be assigned to small groups upon your return from summer break. Your group will be assigned 1-2 letters from the novel, and will be responsible for leading the class through a discussion of the letter(s). More details will be given when you get to class; however, you must be very familiar with the content to lead a discussion. Therefore, it is important to closely read the novel and take notes/annotations (Part I) as you read.

**Part IV**

Independent Reading Choice

In addition to *The Screwtape Letters*, you will also **choose one** of the following novels to read over the break.

* [*Wuthering Heights*](https://www.amazon.com/Wuthering-Heights-Penguin-Classics-Bront%C3%AB/dp/0141439556/ref%3Dsr_1_5?dchild=1&keywords=wuthering+heights&qid=1618849364&sr=8-5) by Emily Bronte
* [*A Tale of Two Cities*](https://www.amazon.com/Tale-Two-Cities-Penguin-Classics/dp/0141439602/ref%3Dsr_1_5?dchild=1&keywords=a+tale+of+two+cities&qid=1618849381&sr=8-5)by Charles Dickens
* [*Heart of Darkness*](https://www.amazon.com/Heart-Darkness-Joseph-Conrad/dp/1673303056/ref%3Dsr_1_1?dchild=1&keywords=heart+of+darkness&qid=1618849394&sr=8-1) by Joseph Conrad
* [*Persuasion*](https://www.amazon.com/Persuasion-Penguin-Classics-Jane-Austen/dp/0141439688/ref%3Dsr_1_9?dchild=1&keywords=persuasion&qid=1618849418&sr=8-9) by Jane Austen
* [*Great Expectations*](https://www.amazon.com/Expectations-Penguin-Classics-Charles-Dickens/dp/0141439564/ref%3Dsr_1_4?dchild=1&keywords=great+expectations&qid=1618849438&sr=8-4)by Charles Dickens

As you read, please annotate your novel. When you annotate, consider:

* Questions
* Sections you enjoyed
* Connections to other texts (songs, films, novels, poems, etc.)
* Literary devices
* Themes
* Motifs

I will not collect these notes, but they will make your life easier when completing your diagnostic timed writing at the beginning of the semester. (You will have access to your notes during that time.)

**Part V**

Timed Writing

During the first week of class, you are required to write a timed writing on the novel of your choice. I will supply you with a prompt. [You may use this link to see a sample timed writing which scored an 8 (the highest score is a 9).](https://drive.google.com/file/d/1zev7vTsX5n2kTJLs8IQ9MBx4CQpVyONJ/view) The timed writing will take place the first day back to school.

**FINAL COMMENTS & CHECK LIST**

I am so excited you’ve chosen to take this course. AP Literature and Composition is rigorous but incredibly fruitful. We’ll not only hone in on our writing, but also read great literature, and learn to discuss our ideas and opinions at a high level.

Your assignments are due on the first day of class. I do not take late work, so it is a good idea to pace yourself throughout the summer and complete these assignments early. Please do not expect good grades for work thrown together the night before the due date.

My goal is to support you in any way I can. Throughout the summer, if you find you have questions over the assignments given, please do not hesitate to reach out to me (hrussell@lexingtonchristian.org or hbebout@lexingtonchristian.org).

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Point Value** | **Due Date** |
| Read and annotate *The Screwtape Letters* | N/A | August 11, 2021, at the beginning of class |
| Complete Dialectical Journal for *The Screwtape Letters* | 55 | August 11, 2021, at the beginning of class |
| Read and annotate your independent reading choice | N/A | August 11, 2021, at the beginning of class |
| Complete a timed writing over your independent reading choice | 50 | August 11, 2021, during class |
| Group assignment for *The Screwtape Letters* | 20 | August 27, 2021 |