

Summer Reading Assignment: AP English Language & Composition / English III AP

Ms. Coyne

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Required Reading:

- *12 Angry Men* by Reginald Rose
- *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Behind the Lines* by Thomas C. Foster

Assignment 1: Response Log

Complete a Response Log for *12 Angry Men*. (50 points)

The Response Log:

A response log is an effective way to keep a record of your reading responses (positive or negative, sure or unsure). It offers a chance to respond personally, to ask questions, to wonder, to predict, or to reflect on the characters, people, events, literary elements, writing techniques, or language of a text. Do not summarize! Instead, record your textual observations.

1. Either print out the template I have attached and fill it in, or type it in and print it out. Be neat!!!

2. Must have two columns (divide the page in 1/2)

- Title the column on the left “Quotations from the Text”
- Title the column on the right “Commentary/Responses to the Text”

Responses may start:

- “*The imagery reveals...*”
- “*The setting gives the effect of...*”
- “*The author seems to feel...*”
- “*The tone of this part is...*”
- “*The character(s) feel(s)...*”
- “*This is ironic because...*”
- “*An interesting metaphor or symbol is*”
- “*The detail seems effective/out of place/important because...*”
- “*An interesting word/phrase/sentence/thought is...*”
- “*This reminds me of...*”
- “*Something I notice/appreciate/don’t appreciate/wonder about is...*”
- “*The author emphasizes _____ in order to...*”
- Or you may start with something else you feel is appropriate

3. Generally each response to a quotation should be 3-5 sentences and should include your analysis of the literary and rhetorical techniques present in the quotations, the author’s attitude, purpose or tone, and relation to personal experience.

4. You must include a total of 20 entries that range from the beginning to the end. Show me that you have read the entire text by responding to the play from the first to the last page. This means you will need to have paper and pen with you as you read or mark your quotations and complete the log after completing the play.

5. Make sure that you note the page number for the quotes in the left-hand column. Your response log will be used to determine your comprehension of the text. Be sure that your responses are thorough and that you complete the journal for all chapters of the book. Please remember that these logs are not meant

to be personal diaries. They are meant to be read by others and should be related only to the assigned material. You will be sharing your log in class, so keep this in mind as you write. When sharing you will have the opportunity to confirm, clarify, and modify your responses through discussion. You will also find that your response logs can be helpful in writing literary and rhetorical analysis of the text.

****I do not expect you to be an expert at analyzing rhetorical techniques (yet), so don't panic if you don't know what to do here. We are going to spend nearly the entire class working with rhetorical analysis. Focus on using the analytical techniques you learned in your previous language arts classes.*

Sample Response Log: *To Kill a Mockingbird*

Quotations from Text	Commentary/Responses to Text
<p>“ ‘He might have hurt me a little,’ Atticus conceded, ‘but son, you’ll understand folks a little better when you’re older. A mob’s always made up of people, no matter what. Mr. Cunningham was part of a mob last night, but he was still a man...So, it took an eight-year-old child to bring ‘em to their senses didn’t it?’” (159-160)</p>	<p>The tone here is matter-of-fact. Atticus admits that Mr. Cunningham could have harmed him, but he explains that Mr. Cunningham’s actions were not entirely his own; he was influenced by the crowd as is common for many people. It takes Scout recognizing him and talking to him to make Mr. Cunningham realize that what he is doing is wrong.</p>

As with every class assignment, all summer reading work should be original. Do not wait until the last minute to begin your work. Most students plagiarize because they feel that they do not have enough time to be honest. I am interested in your original thoughts and ideas, so leave yourself enough time to carefully and thoughtfully complete this assignment.

Response Log Rubric:

A-B: 40-50 points

Successful: Synthesis and evaluation of the text

- Features detailed, meaningful passages and quote selections
- Coverage of text is complete and thorough
- Journal is neat, organized, and professional looking; student has followed directions for organization of the journal
- Uses thoughtful interpretation and commentary; avoids clichés
- Makes insightful personal connections
- Asks thought-provoking and insightful questions
- A strong interest in the material as evidenced through an awareness of levels of meaning
- Judgments are textually and experientially based
- Predictions are thoughtful and keenly observed
- Character analysis is consistent with the material presented
- Show an understanding of character motivation
- Comparisons and connections are found between text and other literary and artistic works
- Recognizes the author’s writing choices and reasons for those choices (rhetorical, stylistic)
- Recognizes the energy and deliberateness of the writing process
- Awareness that their own personal beliefs may differ from those expressed in the text
- Demonstrates an awareness of point of view

C: 35-39

Adequate: Some evidence, understanding and appreciation of the text

- Uses less detail, but good quote selections
- Adequately addresses all parts of the reading assignment
- Journal is neat and readable
- Follows directions for organizing the journal
- Uses some intelligent commentary
- Addresses some thematic connections
- Includes some personal connections
- Does not summarize, but rather reflects upon the narrative
- Predictions are plausible
- Demonstrates some understanding of character motivation
- Show student's engagement in the text

F: 0-34 points

Unsuccessful: Literal surface encounter with the text

- Only a few good details from text; quotes may be incomplete or not used at all
- Most commentary is vague, unsupported, or plot summary
- Journal is relatively neat, but may be difficult to read
- Student has not followed all directions for organizing the journal (no columns, no page numbers, etc.)
- Shows limited personal connection to text
- Asks few or obvious questions
- Address only part of the reading assignment
- Predictions are unrealistic or improbable
- Uses stereotypical responses
- Entries are too short
- Features off-topic responses

Name:
Class: English III AP
Date: August 12, 2010

Reading Log

12 Angry Men

Quotations From Text w/ Page Numbers	Commentary/Responses to Text

Assignment 2: Analysis of *How to Read Literature Like a Professor* by Thomas C. Foster

Taken from <http://homepage.mac.com/mseffie/assignments/professor/professor.html>

In Arthur Conan Doyle's "The Red-Headed League," Sherlock Holmes and Dr. John Watson both observe Jabez Wilson carefully, yet their differing interpretations of the same details reveal the difference between a "Good Reader" and a "Bad Reader." Watson can only describe what he sees; Holmes has the knowledge to interpret what he sees, to draw conclusions, and to solve the mystery.

Understanding literature need no longer be a mystery -- Thomas Foster's book will help transform you from a naive, sometimes confused Watson to an insightful, literary Holmes. Professors and other informed readers see symbols, archetypes, and patterns because those things are there -- if you have learned to look for them. As Foster says, you learn to recognize the literary conventions the "same way you get to Carnegie Hall. Practice." (xiv).

Note to students: These short writing assignments will let you practice your literary analysis and they will help me get to know you and your literary tastes. Whenever I ask for an example from literature, you may use short stories, novels, plays, or films (Yes, film is a literary genre). If your literary repertoire is thin and undeveloped, use the Appendix to jog your memory or to select additional works to explore. **Please note that your responses should be a few sentences to a paragraph -- not pages! Responses may be written or typed.**

Even though this is analytical writing, you may use "I" if you deem it important to do so; remember, however, that most uses of "I" are just padding. For example, "I think the wolf is the most important character in 'Little Red Riding hood'" is padded. As you compose each written response, re-phrase the prompt as part of your answer. In other words, I should be able to tell which question you are answering without referring back to the prompts.

Concerning mechanics, pay special attention to pronouns. Make antecedents clear. Say Foster first; not "he." Remember to capitalize and punctuate titles properly for each genre.

Name:

Class: English III AP

Date: August 12, 2010

Analysis of *How to Read Literature Like a Professor* by Thomas C. Foster

Introduction: How'd He Do That?

How do memory, symbol, and pattern affect the reading of literature? How does the recognition of patterns make it easier to read complicated literature? Discuss a time when your appreciation of a literary work was enhanced by understanding symbol or pattern.

Chapter 1 -- Every Trip Is a Quest (Except When It's Not)

List the five aspects of the QUEST and then apply them to something you have read (or viewed) in the form used on pages 3-5.

Chapter 2 -- Nice to Eat with You: Acts of Communion

Choose a meal from a literary work and apply the ideas of Chapter 2 to this literary depiction.

Chapter 3: --Nice to Eat You: Acts of Vampires

What are the essentials of the Vampire story? Apply this to a literary work you have read or viewed.

Chapter 4 -- If It's Square, It's a Sonnet

Select three sonnets and show which form they are. Discuss how their content reflects the form. (Submit copies of the sonnets, marked to show your analysis).

Chapter 5 --Now, Where Have I Seen Her Before?

Define intertextuality. Discuss three examples that have helped you in reading specific works.

Chapter 6 -- When in Doubt, It's from Shakespeare...

Discuss a work that you are familiar with that alludes to or reflects Shakespeare. Show how the author uses this connection thematically. Read pages 44-46 carefully. In these pages, Foster shows how Fugard reflects Shakespeare through both plot and theme. In your discussion, focus on theme.

Chapter 7 -- ...Or the Bible

Discuss a Biblical allusion that Foster does not mention that you have read or seen in a text, film or advertisement.

Chapter 8 -- Hansel and Gretel

Think of a work of literature that reflects a fairy tale. Discuss the parallels. Does it create irony or deepen appreciation?

Chapter 9 -- It's Greek to Me

Write a free verse poem derived or inspired by characters or situations from Greek mythology. Be prepared to share your poem with the class.

Chapter 10 -- It's More Than Just Rain or Snow

Discuss the importance of weather in a specific literary work, in terms of theme, not plot.

Chapter 11 --...More Than It's Gonna Hurt You: Concerning Violence

Present examples of the two kinds of violence found in literature. Show how the effects are different.

Chapter 12 -- Is That a Symbol?

Use the process described on page 106 and investigate an instance of symbolism within *12 Angry Men*.

Chapter 13 -- It's All Political

Assume that Foster is right and "it is all political." Use his criteria to show that one of the major works assigned to you as a sophomore was political.

Chapter 14 -- Yes, She's a Christ Figure, Too

Apply the criteria on page 119 to a major character in a significant literary work. Try to choose a character that will have many matches. This is a particularly apt tool for analyzing film -- for example, *Star Wars*, *Cool Hand Luke*, *Excalibur*, *Malcolm X*, *Braveheart*, *Spartacus*, *Gladiator* and *Ben-Hur*.

Chapter 15 -- Flights of Fancy

Select a literary work in which flight signifies escape or freedom. Explain in detail.

Chapter 16 -- Omit

Chapter 17 -- Omit

Chapter 18 -- If She Comes Up, It's Baptism

Think of a "baptism scene" from a significant literary work or film. How was the character different after the experience? Discuss.

Chapter 19 -- Geography Matters...

Discuss at least four different aspects of a specific literary work that Foster would classify under "geography."

Chapter 20 -- ...So Does Season

Find a poem that mentions a specific season. Then discuss how the poet uses the season in a meaningful, traditional, or unusual way. (Submit a copy of the poem with your analysis.)

Interlude -- One Story

Write your own definition for archetype. Then identify an archetypal story and apply it to a literary work with which you are familiar.

Chapter 21 -- Marked for Greatness

Figure out Harry Potter's scar. If you aren't familiar with Harry Potter, select another character with a physical imperfection and analyze its implications for characterization.

Chapter 22 -- He's Blind for a Reason, You Know

Chapter 23 -- It's Never Just Heart Disease...

Chapter 24 -- ...And Rarely Just Illness

Recall two characters who died of a disease in a literary work or film. Consider how these deaths reflect the "principles governing the use of disease in literature" (215-217). Discuss the effectiveness of the death as related to plot, theme, or symbolism.

Chapter 25 -- Don't Read with *Your* Eyes

After reading Chapter 25, choose a scene or episode from a novel, play or epic written before the twentieth century. Contrast how it could be viewed by a reader from the twenty-first century with how it might be viewed by a contemporary reader. Focus on specific assumptions that the author makes, assumptions that would not make it in this century.

Chapter 26 -- Is He Serious? And Other Ironies

Select an ironic literary work and explain the multivocal nature of the irony in the work.

Chapter 27 -- A Test Case

Read "The Garden Party" by Katherine Mansfield, the short story starting on page 245. Complete the exercise on pages 265-266, following the directions exactly. Then compare your writing with the three examples. How did you do? What does the essay that follows comparing Laura with Persephone add to your appreciation of Mansfield's story?

Envoi

Choose a motif not discussed in this book (as the horse reference on page 280) and note its appearance in three or four different works. What does this idea seem to signify?

Reading Analysis Rubric

A-B: 40-50 points

Successful: Synthesis and evaluation of the text

- Informative and original responses which demonstrate a high level of understanding.
- Skillfully uses specific examples and quotations from the book and outside texts.
- Shows evidence of critical thinking by demonstrating insight into themes and reflection on the structure of the book.
- Convention perfect response shows a superior ability to communicate information, feelings and carefully supported opinions about what is read.

C: 35-39

Adequate: Some evidence, understanding and appreciation of the text

- Response shows evidence of thought and effort to communicate is largely successful.
- Response may suffer from minor omission or error.
- There is a tendency to summarize rather than comment on the significance of the topics within the text.
- Examples and quotes are roughly attempted.
- 6-10 convention errors.

F: 0-34 points

Unsuccessful: Literal surface encounter with the text

- Responses are brief or carelessly completed.
- Tendency to write unclear summaries with little attempt to use examples or quotes to support your ideas.
- Work is characterized by difficulty communicating information, feelings and opinions.

***Both assignments are due on the first day of school August 12, 2010!!!**