Summer Reading Requirements 2013
English 11 AP Literature and Composition

Congratulations on your enrollment in the AP English Literature and Composition course for the 2013-2014 school year. Each English Advanced Placement course includes a summer reading component with required reading and written-response assignments. Getting started in the summer provides you with the initial preparation for the course you will take next year, and allows you the flexibility to progress on your own schedule and at your own pace.

The guidelines and requirements for English 11 AP Literature and Composition summer reading requirements are clearly explained below. ALL assignments must be complete and submitted by or on the due date. No late work is accepted!

I hope you enjoy the summer reading selections. Please feel free to read more than the required readings; as additional readings will expand your repertoire of literature and prepare you for the literary discussions we will have throughout the year and for third essay on the AP exam. Should you have any questions or comments you may email me at ekendall@coventryct.org. Please note I will be away throughout the summer but will periodically check my email; so please wait patiently for my response.

Additional Information:

I recommend that you purchase your own copy of Barron’s AP English Literature and Composition, 4th edition (2012) or The Princeton Review’s Cracking The AP English Literature and Composition Exam workbooks to prepare for this year’s course. Study and learn the literary terms in the glossary. Review the material and take the practice tests to familiarize yourself with the content and skills for the course and the exam.

Websites:
Mrs. Kendall’s website
https://sites.google.com/site/chskendalleng/Home

College Board- AP Literature and Composition Course Information
http://www.collegeboard.com/student/testing/ap/sub_englit.html

Dialectical Journal Formatting and HOW TO

A Note on Plagiarism:  As stated in Coventry High School’s handbook

Academic honesty is the cornerstone of an effective education, and cheating in any form will not be tolerated. Unless your teachers specify that your work may be done in collaboration with one or more partners, all work you submit is solely your own. This includes routine homework, as well as tests and papers. Although all cheating is wrong, the punishment for it may vary with the magnitude of the offense. You will receive a grade of zero on the entire test, paper, project, or homework on which you have cheated, and you will face disciplinary consequences. More serious consequences up to and including expulsion may be included. [Because this is an AP course] Written referrals of cheating will be entered into your personal files, which are reviewed by guidance counselor prior to writing letters of recommendation for post-graduate placements. Students who knowingly help or allow others to cheat are considered to be cheating and are subject to the same consequences of cheating.

Plagiarism is the representation of someone else’s work or ideas as your own. Common examples of plagiarism include, but are not limited to, entire papers or portions of papers which have been written by someone else or downloaded from the Internet and papers which contain work of another writer which has not been properly acknowledged. Note also that papers submitted for one course may not be submitted for another course without prior approval. Rules about cheating are meant to protect everyone by creating a learning environment which does not give dishonest students an unfair advantage over those who do their own work. Students who cheat deprive themselves of opportunities to perfect skills which will be valuable to them in their future academic and vocational
AP English Literature and Composition Summer Reading Assignments

Summer Reading Assignment #1  
**DUE: AUGUST 16, 2013**  
Personal Essay: An Introduction  
via email: ckendall@coventryct.org

Write a 300-500 word personal statement essay introducing yourself and highlighting your interests, accomplishments, and your strengths and weaknesses in English. Please include what you like about English and what you may dislike or struggle with. The more information you provide me with about yourself will enable me to better understand and help you as a learner. To learn more about me…please visit my website: https://sites.google.com/site/chskendalleng/Home. Please email your essay to me by August 16, or hand deliver by Friday, August 16, to the school. **No late work will be accepted!**

Summer Reading Assignment #2  
**DUE: AUGUST 28, 2013**  
**Thomas C. Foster’s, How to Read Literature Like a Professor**

Obtain a copy of Thomas C. Foster’s *How to Read Literature Like a Professor* and read it thoroughly. You will write a paragraph responding to each of the prompts below AND create an outline detailing information from every chapter. Whenever I ask for an example from literature, you may use short stories, novels, plays, or films (yes, film is a literary genre). I encourage you to refer to works you studied previous years in English. If your literary repertoire is thin and undeveloped, use Foster’s Appendix to jog your memory or to select additional works to explore. **Please remember these are paragraphs, not pages.** Make sure you use correct MLA citations when appropriate and always do your own work. These responses are due on Wednesday, August 28, 2012 when we return to school. **No late work will be accepted!**

**Introduction: How'd He Do That?**  
How do memory, symbol, and pattern affect the reading of literature?

**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 of the book.

**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 10 -- It's More Than Just Rain or Snow**  
Discuss the importance of weather in a specific literary work, not in terms of plot.

**Chapter 12 -- Is That a Symbol?**  
Use the process described on page 106 and investigate the symbolism in a work that you’ve read.

**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.

**Chapter 18 -- If She Comes Up, It's Baptism**  
Think of a "baptism scene" from a significant literary work. How was the character different after the experience?

**Chapter 19 -- Geography Matters...**  
Discuss at least four different aspects of a specific literary work that Foster would classify under "geography."

**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 a previous century with how it might be viewed by a contemporary reader. Focus on specific assumptions that the author makes that would not have meaning in this century.

Summer Reading Assignment #3  
**DUE: AUGUST 28, 2013**  
Your third summer reading assignment will be to read a novel of your choice from the attached list. You **must** keep a dialectical journal for a total of **10** quality entries. Select important passages (that you find interesting) and reflect on them in **great** depth. Merely paraphrasing or summarizing what the passage means will not be accepted. You need to analyze and think about the meaning and workings of the chosen passage. For more information on dialectical journals you may email me at ckendall@coventryct.org or visit: http://www.lychclay.k12.oh.us/Downloads/Guidelines%20for%20the%20Dialectical%20Journal.pdf  
**No late work will be accepted!**
Coventry High School: Summer Reading Book List
Advanced Placement Literature and Composition

It's a good idea to talk to your parents, librarians, teachers and counselors about your reading list. They can help you choose the best books for you from among your many options. Here are some suggestions to get you started.

- Agee, James: A Death in the Family
- Austen, Jane: Pride and Prejudice
- Baldwin, James: Go Tell It on the Mountain
- Beckett, Samuel: Waiting for Godot
- Bellow, Saul: The Adventures of Augie March
- Brontë, Charlotte: Jane Eyre
- Brontë, Emily: Wuthering Heights
- Camus, Albert: The Stranger
- Cather, Willa: Death Comes for the Archbishop
- Chekhov, Anton: The Cherry Orchard
- Cooper, James Fenimore: The Last of the Mohicans
- Crane, Stephen: The Red Badge of Courage
- Dante: Inferno
- Defoe, Daniel: Robinson Crusoe
- Dickens, Charles: A Tale of Two Cities or Great Expectations
- Dostoyevsky, Fyodor: Crime and Punishment
- Dreiser, Theodore: An American Tragedy
- Dumas, Alexandre: The Three Musketeers
- Eliot, George: The Mill on the Floss
- Ellison, Ralph: Invisible Man
- Faulkner, William: As I Lay Dying
- Faulkner, William: The Sound and the Fury
- Fielding, Henry: Tom Jones
- Flaubert, Gustave: Madame Bovary
- Ford, Ford Madox: The Good Soldier
- Hardy, Thomas: Tess of the d’Urbervilles
- Hawthorne, Nathaniel: The Scarlet Letter
- Heller, Joseph: Catch-22
- Hemingway, Ernest: A Farewell to Arms
- Hugo, Victor: The Hunchback of Notre Dame
- Huxley, Aldous: Brave New World
- James, Henry: The Portrait of a Lady
- James, Henry: The Turn of the Screw
- Joyce, James: A Portrait of the Artist as a Young Man
- Kingston, Maxine Hong: The Woman Warrior
- Lewis, Sinclair: Babbitt
- London, Jack: The Call of the Wild
- Mann, Thomas: The Magic Mountain
- Edith Wharton: The Age of Innocence or The House of Mirth
- Marquez, Gabriel García: One Hundred Years of Solitude
- Melville, Herman: Bartleby the Scrivener
- Melville, Herman: Moby Dick
- Morrison, Toni: Beloved
- O’Connor, Flannery: A Good Man Is Hard to Find
- O’Neill, Eugene: Long Day’s Journey into Night
- Plath, Sylvia: The Bell Jar
- Proust, Marcel: Swann’s Way
- Pynchon, Thomas: The Crying of Lot 49
- Remarque, Erich Maria: All Quiet on the Western Front
- Roth, Henry: Call It Sleep
- Shakespeare, William: Hamlet
- Silko, Leslie Marmon: Ceremony
- Solzhenitsyn, Alexander: One Day in the Life of Ivan Denisovich
- Steinbeck, John: The Grapes of Wrath or East of Eden
- Stowe, Harriet Beecher: Uncle Tom’s Cabin
- Swift, Jonathan: Gulliver’s Travels
- Thackeray, William: Vanity Fair
- Tolstoy, Leo: War and Peace
- Turgenev, Ivan: Fathers and Sons
- Wharton, Edith: The House of Mirth
- Wilde, Oscar: The Picture of Dorian Gray
- Williams, Tennessee: The Glass Menagerie
- Woolf, Virginia: To the Lighthouse
- Wright, Richard: Native Son
- Rudolfo Anaya: Bless Me, Ultima
- Albert Camus: The Stranger
- Willa Cather: Death Comes for the Archbishop
- Fyodor Dostoevsky: Crime and Punishment
- Ralph Ellison: Invisible Man
- Hermann Hesse: Siddhartha
- Henry James: The Portrait of a Lady
- Barbara Kingsolver: The Poisonwood Bible
- Ian McEwan: Atonement
- Frank McCourt: Angela’s Ashes
- Toni Morrison: Song of Solomon
- Amy Tan: The Joy Luck Club
- Leo Tolstoy: Anna Karenina

***Note to students and parents: All of the above selections are AP-quality literature. They have either appeared in various College Board preparatory materials and previous AP exams, or they are works by award-winning authors. However, some of the contemporary works may contain language and/or subject matter you find objectionable. If this is the case, please note that our older classics are included in this extended list so that you have a wide range of works from which to choose.

Although it is not mandatory, I urge you to buy copies of the novels we read in AP Lit and Comp. It is valuable to annotate these rich works of literature, both as you read them and as we discuss them in class.