

English 12 AP

Summer Assignment



Rationale for Summer Reading

In the York County School Division, we believe summer reading should empower students to develop an appreciation for reading and enable them to become lifelong readers and learners. The required English summer reading assignment allows students to broaden their scope and knowledge of novels and other literary works, and it provides an opportunity for students to engage in critical thinking and analysis of texts. For students who continue to take advanced courses, summer assignments develop progressively each year. By senior year, students are expected to be fully sophisticated in their knowledge and use of the major elements and characteristics of literature.

Required Summer Reading Assignment

York County students enrolled in English 12 Advanced Placement at **Bruton High School** for the next school year are required to read (prior to the beginning of school in September) **three full-length works** that have been identified by their school. The first book is a common reading for English 12 AP students across the division. The second book is selected by the school, and the third book is selected by the student from a list provided by the school (see below). The teacher will announce which book is selected for the essay topic when the essay is assigned. The essay will be assigned to students within the first interim. The teacher will select an appropriate writing prompt from previous prompts used by The College Board.

Book 1: *How to Read Literature Like a Professor* by Thomas C. Foster

Book 2: *Invisible Man* by Ralph Ellison

Book 3: Students will select a third text to read during the summer from the list below.

- *Life of Pi* by Yann Martel
- *Thousand Splendid Suns* by Khaled Hosseini
- *Like Water for Chocolate* by Laura Esquivel
- *The Book Thief* by Markus Zusak

Students will read and complete the annotation handout using **book one and book two** identified above. This assignment will be collected on the first AP English 12 class in September. Specific details about how to complete this assignment are provided. Students are expected to write formally, and in present tense; no contractions. **Late work will not be accepted.**

Evaluation

There will be several grades based on the summer reading assignment.

- Quiz grade for annotation assignment
- Quiz grade for in-class analysis essay (timed writing)

Instructions

Summer reading assignments, just like all work throughout the year, should be the student's own work without the assistance of unauthorized aids. Although there are many ways to take notes, annotations are an important way to demonstrate engagement with what is being read. This assignment focuses on not only on the comprehension of literature but also on the analysis of literature. The intent of this activity is to apply strategies associated with analyzing literature to a teacher assigned text.

Foster's (2014) *How to Read Literature Like a Professor* is being used to alert students to significant and meaningful ways to analyze text. In unpacking and breaking apart the elements of literature and reducing them to representative meaning, students are able to practice rigorous and complex critical thinking skills, reading comprehension skills, and communication skills in composing and completing the annotations. All of these skills are the foundation for the English 12 Advanced Placement course. Through the completion of this assignment, students are better equipped to successfully complete the year in this rigorous and challenging course which follows an extensive and complex syllabus.

Students will complete the English 12 AP annotation handout following the directions below:

Part 1- Column One

Students will identify the main components of each chapter listed from *How to Read Literature Like a Professor* by Foster. Some chapters have been combined because they are an extension of each other.

Part 2-Column Two

Based on the novel selected by the teacher (book #2 above), identify those components from Foster's book that are present in the novel. If there is no example in the novel type "**No Examples in the Novel**" in the appropriate column. Responses should be in paragraph form.

Part 3-Column Three

In column three, apply what you have learned from Foster's book and the examples you found in the novel and discuss **how** they help develop the theme/plot of the novel. The teacher has provided the themes to focus on in the annotation template. Responses should be in paragraph form.

Tips for Analyzing Texts

- Tense is important in analysis. When analyzing a text, the MLA conventional standard is to write using the present tense since the analysis is occurring in the present. Whether or not the text is old, classical, or recently published does not matter. Purpose matters, so use the present tense when analyzing a text.
- Analysis is a high level of critical thinking which in essence breaks down the literature into its parts so it can be unpacked for representative meaning and then brought back together in order to draw a conclusion or inference about the literature. Comprehension and summary are basic lower levels of critical thinking. Some students mistake summary and paraphrase for unpacking and commentary; this is a grave and serious error. Avoid summarizing by not using verbs like: *says, uses, states, and/or does*. Verbs that indicate analysis are *represents, suggests, claims, symbolizes, affirms, indicates, infers, interprets, and/or concludes*.
- In analyzing, keep asking yourself why the author writes the literature (significant purpose) and how he or she writes the literature. Consider the following questions: *What elements of literature are involved? What figures of speech, sound devices, and rhetorical devices are involved to create the representative meaning?*
- In analyzing, it is easy to identify surface issues, but it is more difficult to explain the complex meanings in the subtext. A reason and a purpose exists for the author to write it in this way. Try to make a connection and draw the conclusion to what the author's purpose and intent is.
- Analysis should be significant, meaningful, and valid based on the critical approaches to literature.
- Analysis begins with the content in text but connects and relates to a larger context from the personal to the universal.
- Brain research indicates that learning what something is not, aids in learning what something is. Substandard analysis is often average, weak, inarticulate, insincere, simple, obvious, and/or copied.

Expectations

Before students submit their work, they should check to ensure they have met the following requirements:

- Students should have a complete explanation of the components for each chapter of Foster's book (Column 1).
- Students should ensure that examples taken from the novel to support each of Foster's chapters include appropriate MLA citations (author's last name and page number after the quotation) Example: John says, "This is the final chance I'm giving you" (Rhodes 23).
- Students must ensure the responses **span the entire book** to demonstrate engagement with the text. Do not concentrate all responses to the beginning, or in one specific chapter.
- The explanation for the third column must focus on the **how** instead of the why.
- **Do not use commentary/quotations from Sparknotes, Shmoop, or other online sources; this should be original work. Plagiarism is using, paraphrasing, quoting, or borrowing from the ideas of others without giving proper credit, and will result in a zero.**

Frequently Asked Questions

- **What is the format of the assignment?** Students may access a fillable template for the summer assignment by visiting the YCSD website: http://www.yorkcountyschools.org/parents/studentInfo/summer_readingLists.aspx .
- **What convention do I use to refer the author's works in the columns?** Provide citations using the author's last name and page number (Foster 23).
- **Do I have to purchase all three texts?** Some novels are available for checkout while others are not. Check with your teacher to see if you can sign out a copy to use through 1st quarter. Check with last year's students to see if they will share their copy with you. It's always best to own a copy of the book.
- **If I lose my copy of the assignment, where can I find another copy?** Copies of each summer reading assignment are available on the YCSD website, the school website, and the school guidance office.
- **Should I wait until the last two weeks of summer to complete the assignment?** Procrastination is never a good idea. The assignment will appear to be never-ending, and it will seem overwhelming. Schedule your summer work just as you do your work and extracurricular activities.

For general questions on the summer assignment, please contact: Ms. Blanqui Valledor at bvalledor@ycsd.york.va.us

A hard copy of the summer reading assignment is located in the Guidance Department, and it is posted on the school's website under Summer Reading.