

# 12th Grade AP English Literature & Composition

## *Asignación de lectura de verano*

2021-2022

Para el año escolar 2021-2022, los maestros de colocación avanzada de literatura inglés en el condado de Newton han unido fuerzas para crear un estándar de lectura de verano para estudiantes de Literatura Avanzada Grado 12º. La tarea descrita en este documento será utilizada por todos los maestros de composición y literatura en inglés AP del condado de Newton del grado 12 en todas las escuelas. **El trabajo requerido es debido el primer día de clase.**

Importante: Los estudiantes son responsables de asegurar una copia de estos libros por su cuenta. Cada libro puede fácilmente adquirirse (nuevos o usados) por el internet o (nuevo) en su tienda de libros local. Traiga los libros contigo a clase. Todo trabajo debe ser su propias IDEAS. No busque por internet respuestas o colaborar con otro estudiante.

### 12<sup>th</sup> AP English Literature & Composition:

Requerido por todo estudiante de literatura avanzada en 12 Grado

- *How to Read Novels Like a Professor by Thomas C. Foster*
- *How to Read Literature Like a Professor by Thomas C. Foster*

Elección del lector para estudiantes de 12 ° Grado AP Lit (elijá uno que haya leído antes o uno nuevo para usted):

- *The Adventures of Huckleberry Finn* by Mark Twain
- *The Scarlet Letter* by Nathaniel Hawthorne
- *The Things They Carried* by Tim O'Brien
- *Frankenstein* by Mary Shelley

### Pasos para el éxito:

Paso 1: Elija leer *How to Read Novels Like a Professor* or *How to Read Literature Like a Professor* en su totalidad.

Paso 3: Seleccione y lea **una** de las opciones de Reader's Choice para AP Lit. Títulos, asegurándose de que marca / anota mientras lee.

Paso 4: Responda completamente a 8 de las preguntas de discusión correspondientes adjuntas sobre *How to Read Novels Like a Professor* or *How to Read Literature Like a Professor* como un profesor. **Estos deben ser** escritos a mano, y debe aplicar las ideas de las ocho preguntas que elija a la novela que elija su lector.

Paso 5: Venga a clase 2 de agosto, con sus asignaciones de lectura de verano completas y su libro marcado y / o anotaciones en papel en la mano.

Esté preparado para una evaluación de ambos libros, que puede incluir una evaluación de escritura programada o una prueba objetiva, el primer día de clase.

# 12<sup>th</sup> Grade AP English Literature and Composition

## *Corresponding Assignment for:*

*How to Read Novels Like a Professor* by Thomas C. Foster

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Directions: As you read, respond to 8 of the following questions/prompts thoughtfully, applying the ideas to your reader's choice novel. Each response should be in complete sentences and at minimum one page in length. *This assignment should be hand-written and clearly labeled on separate notebook paper or in a single subject spiral notebook.*

### **Chapter 1 – Pick Up Lines and Open(ing) Seductions**

Using your student choice novel, analyze the first page, using at least 5 of the 18 things that a first page can tell you.

### **Chapter 2 – You Can't Breathe Where the Air Is Clear**

What is the importance of setting in your student choice novel? How does the author describe the setting?

### **Chapter 3: -- Who's in Charge Here?**

List literary works that use the 7 types of narrator. Look at your student choice novel; what type of narrator(s) are employed? How does the narrator type(s) affect the novel?

### **Chapter 4 – Never trust a narrator with a Speaking Part**

Discuss a literary work that uses first person narration. In what ways was that narrator lying? How does the narrator's unreliability create or affect the story?

### **Chapter 5 –A Still, Small Voice**

Define Voice. Using your student choice novel, choose a passage that demonstrates how the writer uses "voice" to convey characterization.

### **Chapter 6 – Men (and Women) Made out of Words**

Explain Coleridge's theory of the "willing suspension of disbelief" and how it relates to reading a novel.

### **Chapter 7 – When Very Bad People Happen to Good Novels**

Discuss a contemporary literary work that uses villains as main characters. What was the author trying to achieve?

### **Chapter 8 – Wrinkles in Time**

Using your student choice novel, discuss the use of chapters and how the chapters demonstrate what is important in your novel.

### **Chapter 9 – Everywhere is Just One Place**

Discuss whether or not your student choice novel reflects a universal theme, and if so, how is this achieved? Look at Foster's examples with Faulkner and Rushdie to guide your answer.

### **Chapter 10 – Clarissa's Flowers**

Foster states, "Writers can suggest meaning and significance, but ultimately, readers make the final call." Do you agree with this or should author be able to maintain their own meaning in their literary works?

### **Chapter 11 – Met-him-pike hoses**

Explain how an author's "style" affects the reader's comprehension of text. Use your student choice novel to give specific examples.

### **Chapter 12 – Life Sentences**

In your own words, explain the "Law of Novelistic Style" as described in chapter 12?

### **Chapter 13 – Drowning in Stream of Consciousness**

What is the "legacy" of stream of conscious writers?

### **Chapter 14 –The Light on Daisy's Dock**

Using your student choice novel, discuss what drives the major characters. How is this shown in the novel? How does it affect the storyline?

### **Chapter 15 – Fiction about Fiction**

Define and explain the term "metafiction" as explained in chapter 15.

### **Chapter 16 – 22**

Explain the following laws and insert examples of novels you have read where appropriate:

The Law of Novel Paradox

The Law of Universal Connectedness

The Law of Us and Them

The Law of Fictional Ideation

The Law of Now and Then

The Law for All Reading

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## *Corresponding Assignment for:*

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Directions: As you read, respond to 8 of the following questions/prompts thoughtfully, applying the ideas to your reader's choice novel. Some questions may not fit your chosen novel. Each response should be in complete sentences and at minimum one page in length. *This assignment should be hand-written and clearly labeled on separate notebook paper or in a single subject spiral notebook.*

### **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 how understanding symbol or pattern has helped you appreciate your student choice novel.

### **Chapter 1 – Every Trip Is a Quest (Except When It's Not)**

List the five aspects of the QUEST and then apply them to your student choice novel in the form used on pages 3-5.

### **Chapter 2 – Nice to Eat with You: Acts of Communion**

Choose a meal from your student choice novel 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 your student choice novel.

### **Chapter 5 (Chapter 4 Revised 2013 ed.) – Now, Where Have I Seen Her Before?**

Define intertextuality. Discuss three examples that have helped you in reading your student choice novel.

### **Chapter 6 (Chapter 5 Revised 2013 ed.) – When in Doubt, It's from Shakespeare...**

Discuss how your student choice novel 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 8 (Chapter 7 Revised 2013 ed.) – Hanseldee and Greteldum**

Think of how your student choice novel reflects a fairy tale. Discuss the parallels. Does it create irony or deepen appreciation?

### **Chapter 10 (Chapter 9 Revised 2013 ed.) – It's More Than Just Rain or Snow**

Discuss the importance of weather in your student choice novel, not in terms of plot.

### **Chapter 10 Revised 2013 ed. – Never Stand Next to the Hero**

What is the "surrogacy phenomenon" and what purpose does it serve in a narrative? Give an example from your student choice novel and explain how it fits the surrogacy phenomenon.

### **Chapter 11 – ...More Than It's Gonna Hurt You: Concerning Violence**

Present examples of the two kinds of violence found in your student choice novel. Show how the effects are different.

### **Chapter 14 – Yes, She's a Christ Figure, Too**

Apply the criteria on page 119 to a major character in your student choice novel. Try to choose a character that will have many matches.

### *Chapter 15 – Flights of Fancy*

Explain how flight signifies escape or freedom in your student choice novel. Explain in detail.

### *Chapter 18 – If She Comes Up, It's Baptism*

Think of a "baptism scene" from your student choice novel. How was the character different after the experience? Discuss.

### *Chapter 19 – Geography Matters...*

Discuss at least four different aspects of your student choice novel that Foster would classify under "geography."

### *Chapter 21 – Marked for Greatness*

Select a character with a physical imperfection from your student choice novel and analyze its implications for characterization.

### *Chapter 23 – It's Never Just Heart Disease... & Chapter 24 – ...And Rarely Just Illness (Combined in Chapter 23 Revised 2013 ed.)*

Select a character who dies of disease in your student choice novel. 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 (Chapter 24 Revised 2013 ed.) – Don't Read with Your Eyes*

After reading Chapter 25, choose a scene or episode from your student choice novel. Contrast how it could be viewed by a reader from the time when it was published with how it might be viewed by a contemporary reader. Focus on specific assumptions that the author makes, assumptions that would not be made in this century.

### *Chapter 25 (Revised 2013 ed.)— It's My Symbol and I'll Cry If I Want To*

What are some strategies for dealing with non-standard or "private" symbols in texts? Give an example of odd or uncommon symbolism from your student choice novel. How did you figure out the meaning of the text and the symbolism?

### *Chapter 26 – Is He Serious? And Other Ironies*

Explain the multi-vocal nature of the irony in your student choice novel.