

REQUIRED AP English Literature and Composition 2011

Assignment

The summer reading program is an essential feature of the AP Literature class. These books will get us started immediately on the first day of school and will prepare you for our first piece of literature. From the beginning, you need to be prepared to take this class very seriously. **You must complete the summer reading; it is not optional.**

Students **must** read:

1. *King Lear* by William Shakespeare

AND

2. *The Namesake* by Jhumpa Lahiri

AND

3. **One** of the following:

Angela's Ashes – Frank McCourt

Bel Canto – Ann Patchett

The Book Thief – Markus Zusak

Emma – Jane Austen

The Fountainhead – Ayn Rand

Girl with a Pearl Earring – Tracy Chevalier

Grendel – John Gardner

The Hitchhiker's Guide to the Galaxy – Douglas Adams

The Life of Pi – Yann Martel

Longitude: The True Story of a Lone Genius Who Solved the Greatest Scientific Problem of His Time – Dava Sobel

The Nanny Diaries – Emma McLaughlin and Nicola Kraus

The Number One Ladies' Detective Agency -- Alexander McCall Smith and R.A. McCall Smith

The Pillars of the Earth – Ken Follett

Slaughterhouse Five – Kurt Vonnegut

Sophie's World – Jostein Gaarder

Directions: Complete each part of this handout for each of the 3 summer reading list titles you read. Organize your work utilizing separate headings for each aspect of the assignment. Please type your responses. Your AP Literature and Composition instructor may request that you submit this work on the first day of class.

I Stylistic Prose Devices

As you read, notice the style that the author employs to communicate effectively and powerfully. (examples of stylistic technique: point of view, tone, diction, dialect, syntax, narrative pace, humor, satire, figurative language, imagery, irony, selection of detail.)

Prepare a list of at least **five (5) different examples** of powerful prose techniques.

Define the term, cite the example from the text, and provide a brief one-paragraph analysis of how the author uses the technique effectively.

II Reading Reactions

Divide the work into fourths. After you finish reading each fourth, write a reader response for each. React to what is happening in the work, the characters and their personalities- in short, whatever strikes you as significant or intriguing.

Each of your four responses should be one to two paragraphs long.

III Prose Analysis

Choose two passages from the work- one passage from the first half and one from the second half. Each passage should be a few sentences in length- long enough, that is, to get an idea of the author's style.

Analyze the diction, imagery, syntax, choice of detail, figurative language, tone, or any other tools of the writer that you consider significant. What makes this passage memorable to you and what makes the passage representative of the author's style.

Copy the passages and write a brief analysis (one to two paragraphs for each) of the prose.

IV Character, Setting, Symbols, Themes

List the major characters and write descriptions for each. Write about their significance to the work and how they are impacted by other features of the work.

Describe the setting in detail.

List and describe significant symbols and their impact on the work, plot or characters.

List and describe all relevant themes in relation to the work and/or characters, setting etc.

Write one or two well-developed paragraphs in response to each of the following questions. Be sure to make apt and specific references the text.

****In addition:**

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students will keep a log of the

total pages read this summer for the *Think Globally, Read Locally* program.

Students should log pages read of both print (books/magazines) and electronic sources (web pages, Facebook, email).

Logs are available at
www.wandohigh.com
under "Summer Assignments"

**Parents may want to assist their child in choosing a book suitable for him or her.
For more information, please review the statement on the "Characteristics of Young Adult Literature" found at
<http://www.wandohigh.com>
"Summer Assignments"