

Welcome to AP Literature 2020-2021

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Hello, AP Literature Students!

I'd like to welcome you to Advanced Placement English Literature and Composition class. I am Ms. Hunter, and I'm excited to have the opportunity to spend the coming school year with you reading, sharing, and discussing some of the world's greatest and most important works of literature. I truly look forward to our class experience together and getting to know you all.

Summer Assignment

There is a summer assignment for AP Literature. Please read through the information provided on the following pages and join our AP Literature Team for information, help, and resources.

TEAMs AP Literature Summer 2020

I have set up an AP Literature Summer 2020 Team in Microsoft Office 365 for you to join as a member.

You may use this join code: mn9xrvc

You may also access it through this link:

<https://teams.microsoft.com/l/team/19%3ab9a8332aefde4663b7727cbc8bcd59d8%40thread.tacv2/conversations?groupId=2eeac758-27d7-4f39-bbcc-9142223c1464&tenantId=733c9305-39d7-461a-866f-fdf27bf3c7ff>

Our Team will provide a central source of information, communication, and resources related to the summer assignment as well as the course itself. Feel free to contact me through the Team channel.

Summer Assignment Information

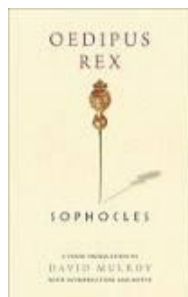
There is a districtwide summer assignment provided in a separate document.

In addition to the districtwide assignment, there are three reading selections:

- ***Oedipus Rex***, by Sophocles—Verse Translation by David Mulroy
University of Wisconsin Press, ISBN-13: 9780299282547
- ***How to Read Literature like a Professor***, by Thomas C. Foster, Second Edition
HarperCollins Publishers, ISBN-13: 9780062301673
- **Novel Selection of Choice** (from list provided)

1. *Oedipus Rex*, by Sophocles—Verse Translation by David Mulroy

There are numerous translations and editions of this ancient Greek tragedy. The information provided below is for the one that we will use and that I highly recommend based on its readability, verse translation, extensive background information and footnotes.



Access this link for information on the book:

https://www.google.com/books/edition/_/hrcrmQEACAAJ?hl=en&kptab=overview

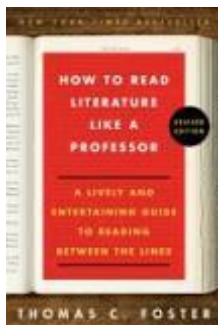
To preview the book or purchase the e-book:

https://www.google.com/books/edition/Oedipus_Rex/-zSsekSKiT0C?hl=en&gbpv=1&printsec=frontcover



2. *How to Read Literature like a Professor*, by Thomas C. Foster, 2nd Edition

HarperCollins Publishers, ISBN-13: 9780062301673



Link to the book:

https://www.google.com/books/edition/How_to_Read_Literature_Like_a_Professor/3CV EAgAAQBAJ?hl=en&gbpv=0

Link to pdf:

<https://www.sps186.org/downloads/basic/350289/HowToReadLiteratureLikeAProfessor.pdf>

This nonfiction book presents an approach to literary analysis that is informal and accessible for the reader. We will continue to use it as a reference text periodically throughout the year.

(Spoiler Alert: If you don't want to know the ending of *Oedipus Rex* before reading it on your own, don't read *How to Read Lit* first; go back to *Oedipus* after reading it, though, in light of what you've learned.)

3. Choose one of the following novel selections to read:

- *Atonement* by Ian McEwan
- *The Awakening* by Kate Chopin
- *The Bell Jar* by Sylvia Plath
- *A Confederacy of Dunces* by John Kennedy Toole
- *The Color Purple* by Alice Walker
- *The Handmaid's Tale* by Margaret Atwood
- *In the Time of the Butterflies* by Julia Alvarez
- *Homegoing* by Yaa Gyasi
- *The Kite Runner* by Khaled Hosseini
- *Life of Pi* by Yann Martel
- *Room* by Emma Donoghue
- *There, There* by Tommy Orange

I am happy to provide information on these titles and recommendations for you—just ask!

What to do with the Texts

A. Oedipus Rex—Reading & Annotations

- a. Read the background information to help with your understanding of the play
- b. Read and annotate the text:

Annotating is a way to engage with the text more closely: pay attention to the language, details, important moments, and literary devices. Mark directly on the page, use sticky notes, copy/print text pages, or type corresponding notes (if you choose this last option, include the text phrase/passage that you are commenting on--quote and cite).

See <http://www.slowreads.com/ResourcesHowToMarkABook.htm> for ideas on what to annotate.

Suggestions for Annotations:

- Mark words or elements that you like, that puzzle you, that disturb you, that resonate with you.
- Look up words you do not know and write the definitions in the margin.
- Mark any literary devices you are familiar with and any patterns of ideas or images.
- In *Oedipus Rex*, note connections to *How to Read Literature Like a Professor* (after reading it)
- Jot notes and questions in the margin.
- Talk back to the text by giving your emotional or critical responses.

B. How to Read Literature like a Professor—Reading and Sketchnotes

See the separate document that outlines information on the book and how to do Sketchnotes.

You are required to do a total of 8 Sketchnote pages on the following chapters:

1. The Introduction
2. Chapter 1—Every Trip is a Quest (Except When It's Not)
3. Chapter 4—Now, Where Have I Seen Her Before?
4. Chapter 21—Marked for Greatness
5. Chapter 22—He's Blind for a Reason, You Know

And three more chapters of your own choosing, for a total of eight Sketchnote pages.

Refer to the separate document for full information and an example of a Sketchnote page.

<https://www.youtube.com/watch?v=evLCAYlx4Kw>

C. Novel Selection of Choice—Reading and Dialectical Journal

Select a novel of your choice from the list provided and read it carefully. You may choose to annotate the text as much as you wish. For your assignment, create five entries in a dialectical journal using the guidelines below:

Dialectical Journal Expectations

- Minimum five entries, typed (use Times New Roman, 12-point font)
- At the top of the entry give the quote or passage you are responding to with its chapter and page number.
- In paragraph form, synthesize your understanding of the details of the text.
- Your response may be analytical, argumentative, or personal (mix these up). **No summarizing.**
- One suggestion is to start with a personal reaction to the text. Then, consider that the author composed these words in a way to purposefully make you have that reaction. Analyze the words to discover **how** the author manipulated them to affect you in a certain way.
- A certain degree of informality is acceptable in providing a thoughtful, personal response to the text. However, your diction should be academic in tone—avoid the use of slang unless you are quoting. Think of the dialectical journal as an ongoing blog, a living document that evolves along with your understanding of the work.

Each entry is worth 10 points and must be a solid paragraph of 5 or more typed sentences with integrated quotes and page number citations. Your journal will be submitted to Turnitin.com. which contains a plagiarism check. Please, submit original work!

Grading Guidelines

9-10 Detailed, meaningful passages, and quotation selections. Thoughtful interpretation and insightful commentary about the text; avoids clichés. Well-integrated quotes; includes citations. Includes comments about literary elements such as diction, imagery, syntax, figurative language, and how these elements contribute to the meaning of the text as a whole. Makes insightful personal connections and asks thought-provoking questions. Journal is neat and organized -- student has followed the directions in the organization of the journal.

7-8 Effective quotation selections but less detailed commentary. Some insightful commentary; addresses some thematic connections. Some integrated quotes. Includes some literary elements but less on how they contribute to the meaning. Some personal connection; asks pertinent questions. Journal is neat and readable -- student has followed the directions in the organization of the journal.

5-6 Few effective details from the text. Commentary is vague, unsupported, or plot summary. Some listing of literary elements; limited discussion on meaning. Limited personal connection; asks few or limited questions. Not consistent with minimum length requirements. Student may not have followed all directions in journal organization.

3-4 Few details from the text; overreliance on plot summary. Few literary elements, and limited discussion on meaning; drop-in textual references. Limited personal connections; few thoughtful questions; underdeveloped. Did not follow directions in organizing journal; difficult to read or follow.