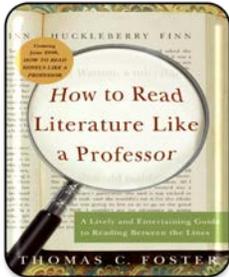




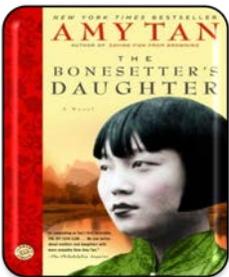
Summer Reading: It's FUN and as Easy as 1 - 2 - 3

[see reverse for more details]



1 | Read *How To Read Literature Like a Professor* by Thomas Foster

- In this "lively and entertaining guide to reading between the lines," Thomas C. Foster provides practical instruction about how to read texts more deeply in order to formulate well-reasoned interpretations.
- **Read discerningly:** attend carefully to the suggestions and guidelines presented
- **Annotate** to record new insights, familiar approaches, surprising revelations, and lingering questions.



2 | Read *The Bonesetter's Daughter* by Amy Tan

- Ruth Young discovers a stack of papers in her ailing mother's home. Written in Chinese, they record LuLing's life in China; the life of her own mother, the daughter of a famous bonesetter; and the truth about a mother's heart and daughter's hope.
- **Read discerningly**
- **Annotate** to identify examples of the techniques and tools that Foster discussed

3 | Write a response

Indeed, the distinctly "high-toned imagery" within the poem combined with the fact that "The Love Song of J. Alfred Prufrock" was first published in a work entitled "Poetry and Other Observations," suggests that Pound's descriptive sets us more about the narrator/observer than the city that he describes (Demayo, 2007). "The yellow fog that rubs its back upon the window-panes... Lingered upon the past that stained its brows, let fall upon its back the coat that falls from chinwags, slipped to the terrace, made a sudden leap, [and] being that it was a soft October night, curled once about the house and fell asleep" (Eliot, 2012, 13-22). The yellow smoke lingers around standing posts before encircling the house, providing feelings of stagnation and paralysis (Demayo, 2007). While the evening is described in the first two lines of the poem as resembling a "battered antique" with a "faded" color and colored away from the lamp, it should be noted that the feelings that are evoked through the choice of imagery come from Pound himself (Eliot, 2). Throughout the poem the manner in which Pound observes the world around him gives the reader access to the innermost workings of his mind.

Such a consideration of the relationship between the imagery contained within the poem and Pound's mental processes necessarily leads to a questioning of whether the "you" in line 1 of the poem is, as is popularly believed an address to the reader (Eliot, 2). While the first line of the poem certainly does appear to address the reader, a close examination of lines 8-22 suggest another possibility: "I have not time to turn and grieve to my middle-aged heart to read you to an overwhelming question. Oh, do not ask, 'What is it?' Let us go and make our visit" (Eliot, 8-22). It is important to note that we are again presented with imagery that is indicative of Pound's feelings, this time relating to his awareness with regard to interaction.

- Write a **personal expository essay*** in which you **synthesize** your ideas about and reactions to the novel with *at least three (3)* of the guidelines (chapters) that Foster presents.
 - **"personal"**: You are invited to use a conversational tone, relate your personal experience reading both books, and you may even use the pronoun "I" <gasp!>
 - **"expository"**: According to the Purdue OWL, "The expository essay is a genre of essay that requires the student to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner. This can be accomplished through comparison and contrast, definition, example, the analysis of cause and effect, etc."
 - **"synthesis"**: effectively integrates the original ideas of the writer with the language and ideas of other texts as development and support
 - **Common features typically include:** + A clear and recognizable **thesis** statement that is placed effectively. + Clear and logical **transitions** between the introduction, body, and conclusion. + Body paragraphs that include evidential support. + Evidential **support** (in this case, direct quotations and indirect references from *both* texts). + A bit of **creativity!** (In **organization**, argumentative development, and **voice!** For those familiar with the "Critical Review" assignment in AP Lang, take your style cue from that experience) + A **conclusion** that does not simply restate the thesis, but readdresses it in light of the evidence provided.

If you have questions about the assignment, please contact

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AP Literature and Composition | Summer Reading Assignment

In its description of the AP English Literature and Composition course, the College Board demands that students engage in intensive study of works from various genres and periods and of recognized **literary merit**—works that are recognized for their nuanced artistry, stylistic complexity, thematic depth, and universal appeal and do not yield nearly all of their pleasures of thought and feeling the first time through. They also recognize that the understanding of a literary work may involve writing response and reaction papers that explain a literary work through analysis and interpretation of language and structure.

In short, they argue, students in an AP English course realize that it is NOT preparation for college, it is college—and they, therefore, read carefully and deliberately, making careful observations of textual detail, establishing connections among those observations, and drawing connections from inferences that lead to an interpretive conclusion about the meaning and value of a piece of writing.

In preparation for our rigorous study of literature in the coming academic year, the summer reading assignment with its accompanying essay is intended to lead students through the process of deriving meaning from text. **AP English Lit students are expected to arrive on the first day of classes with the assignment completed. Some foundational lessons will be predicated on this initial written response.**

About your audience for this assignment: We AP Lit teachers are lovers of language who traffic in metaphors (see what I did there?). We appreciate insightful and personal connections and interpretations of the literature we study. We encourage independent thinking—about life *and* literature—and we appreciate the courage of students willing to take creative (but *meaningful*) risks in voice, style, and interpretation. We want to get to know you. We want you to succeed. We *want* to be informed, but even more than that we want to be entertained, delighted, and inspired. For this assignment, in particular, we want to see what happens when you trust your writerly instincts (especially if you mastered the elements of a Personal Essay in AP Lang).

Assignments will be evaluated based on the following descriptors:

A (8/9) | Essays are insightfully persuasive and fabulously styled

- *The well-focused and persuasive analysis integrates apt and specific textual references to explore the complexities of the text and compellingly argue for what the literary elements contribute to the meaning of the work as a whole. This is a formal process paper, so precision in regard to style and conventions is expected. Generally, a 9 will present a more sophisticated analysis and/or style than will an 8.*

B (6/7) | Essays are reasonably effective and fluently styled

- *The reasonable analysis references specific textual support to discuss the text and effectively argue for what the literary elements contribute to the meaning of the work as a whole. Errors in style and/or conventions may result in a lower score. Generally, a 7 will present a better-developed analysis or more effective style than a 6.*

C (5) | Essays are plausibly adequate and functionally styled

- *The plausible analysis references texts generally for support and/or provide little discussion of the text; however, they adequately argue for what the literary elements contribute to the meaning of the work as a whole. Errors in style and/or conventions may result in a lower score. Generally, a 5 is an argument that is not as well-conceived or as effectively presented in style or formal conventions.*

C- (4) or

D (3) | Essays are superficially inadequate with flawed style

- *The inadequate analysis references texts generally for support and/or provide little discussion of the text; they do not adequately argue for what the literary elements contribute to the meaning of the work as a whole. Distracting errors in style and/or conventions will result in a lower score. Generally, a 3 will contain significant problems in reading or writing.*
- **Essays in earning a 3 or lower need to be rewritten with teacher guidance**