Dear Parents,

Students at Summer Creek High School who enroll in the AP English Literature and Composition course are expected to complete a summer reading assignment. Summer reading assignments provide several advantages for students, including maintaining skills over the summer, fostering independent learning, understanding course expectations, creating an initial framework for discussion and study, and promoting lifelong learning.

Your student has requested AP English Literature and Composition for the upcoming school year.

According to the College Board, the purpose of AP courses is to prepare every student for college and AP exams. Such preparation entails demonstrating learning at high levels of achievement with the appropriate amount of support from the advanced academics instructor. Written in the table below are course descriptions for the two English AP courses offered at Summer Creek High School.

<table>
<thead>
<tr>
<th>AP COURSE DESCRIPTIONS</th>
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<tbody>
<tr>
<td><strong>AP English Language and Composition</strong></td>
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<tr>
<td><strong>11th Grade</strong></td>
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<tr>
<td>An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.</td>
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<tr>
<td><strong>AP English Literature and Composition</strong></td>
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<tr>
<td><strong>12th Grade</strong></td>
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<td>An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone.</td>
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For the summer of 2018, AP English 4 students will be required to carefully read and annotate one of the following texts: *The Road* by Cormac McCarthy (ISBN 0307387895), or *All the Light We Cannot See* by Anthony Doerr (ISBN 1501173219). The students will analyze the text through a dialectical journal and their annotations. Specific instructions for completing the assignment are attached. In addition, all AP English 4 students will be required to read *How to Read Literature Like a Professor* by Thomas C. Foster (ISBN 0062301675) and complete the attached reflection sheet.

All students enrolled in AP English Literature and Composition for the upcoming school year are expected to have one of these novels read and the dialectical journal & reflection completed by **September 4, 2018** for a formative grade. Since there will be a **summative assessment** over the summer reading text by the third week of school, students should come to class prepared to discuss the text using their notes and personal observations.
For additional information and resources pertaining to the novel and the assignment, you can access the Advanced Academics link on the Summer Creek High School webpage.

Thank you for your cooperation and continuing interest in your child’s education.

**Dialectical Journal & Annotation Instructions**

A dialectical journal is a double entry journal. The purpose of this assignment is to identify through annotation the role that the relationship between children and parents plays in the text you chose for Summer Reading (*The Road* by Cormac McCarthy or *All The Light We Cannot See* by Anthony Doerr) and explain its significance to the work. The dialectical journal helps one to read critically and encourages the habit of reflective questioning. It is a place to record and explore ideas using writing as a tool for learning.

**Journal Guidelines:**

- While reading the text, you should make marginal notes. Mark specific passages you may want to write about in your journal. It will help to color code your annotations based on particular motifs (e.g., Green: Science and nature, Pink: Childhood/parenting, Yellow: Betrayal, Blue: Isolation/community, Orange: Intelligence/genius)

- You should have **20 entries total** that encompass all of the chapters of your book.

- Your journal should be **handwritten** and formatted as the example pages illustrate.

- You may use (neatly stapled or bound) loose-leaf paper or a composition book to complete your journal.

- Please copy the text verbatim, include quotation marks around the text, and put the page number in parenthesis after the quote.

- Your commentary should be insightful, well-written, literary rather than personal in nature, and should reflect a close reading of the novel.

- Edit for correct punctuation, grammar, and spelling. **Make sure to write in complete sentences.**

- Your commentary should contain three sentences. In the first sentence, you should identify the literary element. In the second sentence, you should identify the effect created through the use of this element. The third sentence should explain how that effect relates to or reveals the work’s larger theme or message.
Dialectical Journal Example

Set up each page of the journal in this format.
You may use loose-leaf paper or a composition book.

Name
Date
Book
Chapter

<table>
<thead>
<tr>
<th>FROM THE TEXT</th>
<th>COMMENTARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct quotes, figurative language, details or events from the text</td>
<td>-Identify the literary element (Sentence 1)</td>
</tr>
<tr>
<td></td>
<td>-Identify the effect created through the use of this element (Sentence 2)</td>
</tr>
<tr>
<td></td>
<td>-Explain how that effect relates to or reveals the work’s larger theme or message (Sentence 3)</td>
</tr>
</tbody>
</table>

(REMINDERS: Please copy the text verbatim, include quotation marks around the text, and put the page number in parenthesis after the quote.)

(REMINDERS: Your analysis should be insightful and well-written. Edit for correct punctuation, grammar, and spelling. Make sure to write in complete sentences.)
EXAMPLE:

Sally Student  
June 30, 2015  
*The Inferno*  
Canto IV

<table>
<thead>
<tr>
<th>FROM THE TEXT</th>
<th>COMMENTARY</th>
</tr>
</thead>
</table>
| Direct quotes, figurative language, details or events from the text | -Identify the literary element (Sentence 1)  
-Identify the effect created through the use of this element (Sentence 2)  
-Explain how that effect relates to or reveals the work's larger theme or message (Sentence 3) |
| “And we had not traveled far from where I woke / when I made out a radiance before us / that struck out away a hemisphere of dark…So we moved toward the light, and as we passed / we spoke of things as well omitted here / as it was sweet to touch on there. At last / we reached the base of a great Citadel / circled by seven towering battlements / and by a sweet brook flowing round them all.” | Dante uses the imagery of a light in the darkness when he discusses the Citadel of Human Reason. He does so in order to illustrate the guiding nature of Human Reason for Dante, and by proxy, mankind in general. It’s important to note, though, that Human Reason exists as a light in the midst of darkness, as opposed to the encompassing daylight of God’s Word. |

**Website**

If you need assistance at any time in the summer, you can access additional resources and information for this summer reading assignment by clicking the Advanced Academics link on the Summer Creek High School webpage. You can also contact Mr. Frost by email at [matthew.frost@humbleisd.net](mailto:matthew.frost@humbleisd.net).
How to Read Literature Like a Professor Reflection

The purpose of this assignment is to recognize the different approaches to literary analysis. An awareness of the variety of ways authors create meaning will make you a more effective reader. As you read each chapter, keep notes on both the **explanation** of the analytical approach and **examples** of books or movies that use these methods on this sheet. You may add additional sheets of paper if necessary. The first chapter is done for you—read it to see how the notes match up. You must HANDWRITE this outline.

### Chapter 1. Every Trip is a Quest (Except When it’s Not)

**Explanation:**
- Many stories follow the Quest model/archetype.
- The real reason for a quest is always self-knowledge (3).
- Parts of a Quest (the archetype—how you know if the story is a Quest): quester, a place to go, a reason to go, challenges & trials along the way, the REAL reason to go. (4-5)

**Example:** Shrek (the 1st movie)

Shrek is the quester, going to rescue the princess, with his sidekick Donkey. He faces trials like the rickety bridge and the dragon, and his real quest is his journey to accept himself and love himself.

*Star Wars, The Odyssey, The Lord of the Rings, and Finding Nemo* are also quests.

### 2. Nice to Eat With You: Acts of Communion

**Explanation**

Example

### 3. Nice to Eat You: Acts of Vampires

**Explanation**

Example

You will now complete the remaining chapters on your own, following this same model.