

AP Literature & Composition 2023-24

Course Introduction and Summer Reading Assignment

Dear Literary Scholars,

I am incredibly proud of each of you for choosing to take the AP Literature and Composition course this year, and I am looking forward to getting to know you as we experience the joys and the challenges of the AP Lit journey together. As we delve into this rigorous reading and writing course, you will find yourself sharpening many skills from previous years and building on your literary strengths and foundation. In August, I will provide you with a list of books that we will be reading and ask that you buy copies so that you may annotate them (you may buy them at any time prior to our assigned reading of them). Our class textbook *Perrine's Literature: Structure, Sound, & Sense AP 12th Edition* will be provided and issued to you.

The Long-Awaited Summer Reading Assignment: It is simple – read and annotate two books and select one poem to analyze; however, within that simplicity there will come complexity of literary design and critical thinking. Everyone must read *Jane Eyre*, but you have a choice for your second novel (you may, of course, choose to read all of them).

While you do not have to follow a particular annotation style, you are expected to annotate. How you choose to annotate the text and what you observe in the text as you read will also reveal the way you approach reading, analyzing, and thinking critically about literature, which I look forward to observing in each of you! Read the books thoughtfully, and do not hurry through them to get them out of the way or because you procrastinated. The summer reading assignment will contribute heavily toward your grades at the start of the semester, so come equipped with your critical reading and annotated texts, ready to take on our discussions and writings as we begin our journey.

Summer Reading Assignment:

1. **All will read and annotate** *Jane Eyre* by Charlotte Brontë
2. **Choose one of the following novels to read and annotate:** *Invisible Man* by Ralph Ellison, *Passage to India* by E.M. Forster, *Cry the Beloved Country* by Alan Paton, or *Their Eyes Were Watching God* by Zora Neale Hurston
3. **Poem Selection and Analysis:** Choose any day to read and use **one** Poem of the Day from Poetry Foundation or Poets.org to do a TPCASTT (poetry analysis) exercise. While we won't use this method for every poem we read, it is a great way to begin poetry analysis. The TPCASTT form is attached to this document - you may use this copy or make your own. Beneath the daily poem on both sites, you can find the lists of other recent poems of the day, which can also be used. Read as many as you wish, of course, but select **only one** for the TPCASTT. Here are the links for the Poem of the Day or Poem-a-Day:
 - o <https://www.poetryfoundation.org/poems/poem-of-the-day>
 - o <https://poets.org/poem-a-day>
4. **Notes:**
 - o While you may technically choose to re-read a book you've read in the past if you've read one of the books on the list, I encourage you to choose something you have not

previously read. If you do re-read a text, make sure to challenge yourself to a deeper analytical reading, digging into the layers of meaning.

- o I recommend that you research the books on #2 to make sure the book you select will be right for you.
- o When you annotate, it means you are adding notes to a text, not just highlighting or underlining. You do not need annotations covering every page from top to bottom (and you don't need notes on every page), but you should have some annotations throughout the novel (not just in one section). Some of the major elements to consider as you read and annotate (and which are foundational in AP Lit curriculum) include: character, setting, structure, narration, and figurative language. As you recognize these elements in the text, consider connections to purpose, function, effect, motifs, and themes. College Board gives the following suggestions about what to consider for these elements in the AP Lit Course Description:

- **Character:** Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
- **Setting:** Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.
- **Structure:** The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.
- **Narration:** A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.
- **Figurative Language:** Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text. (Think about devices and strategies and their function).

Please come to your first day of AP Lit with the following survival items to embark on the journey:

1. Your two books, annotated.
2. Your TPCASTT of your selected poem along with a copy of the poem (may be digital or handwritten but ready to upload the file or images).
3. Black or blue pen(s), highlighters, and paper.
4. An open mind filled with an eager intellectual curiosity.

When classes begin, you will be using your readings and annotations to guide some of your first literary discussions and journal assignments. In addition, we will start with some AP writings that will require you to apply one or both of your summer reading novels.

I am looking forward to an amazing year with each of you and cannot wait to see the growth in each of us as we read, write, discuss, and think deeply together. Have a wonderful summer, and I will see you in August!

-Mrs. Ghobrial (or Mrs. G.)
nghobrial@lps.k12.co.us

*****You can also find this on-line at the HHS website*****

Connotation: Although this term usually refers solely to the emotional overtones of word choice, for this very important step in TPCASTT, the term refers to any and all poetic devices, focusing on how such devices contribute to the meaning, the effect, or both in a poem. It is classified as “connotation” because the devices are suggesting additional meaning or helping to create tone, suggest a theme, etc. You may consider imagery, figures of speech (simile, metaphor, personification, symbolism, etc), diction, point of view, and sound devices (alliteration, onomatopoeia, rhythm, and rhyme). **It is not necessary that you identify all the poetic devices within the poem.** The ones you do identify should be seen as a way of supporting the conclusions you are going to draw about the poem.

***You may identify and discuss more, but I would like to see at least four. Identify the device, technique, or strategy you observe and note how you think it contributes to the poem, the reason you think it was used, and/or the effect it has.**

Attitude: Having examined the poem's devices and clues closely, you are now ready to explore the multiple attitudes that may be present in the poem. Examination of diction, images, and details suggests the speaker's attitude and contributes to understanding. For attitude, you are considering the tone or tones in the text. Remember that often the tone or attitude cannot be named with a single word. Think *complexity*.

***Identify the tone(s) and briefly explain how/why these are observable and important.**

Shift: Rarely does a poem begin and end the poetic experience in the same place. As is true of most of us, the poet's understanding of an experience is a gradual realization, and the poem is a reflection of that understanding or insight. Watch for the following keys to shifts:

- key words, (but, yet, however, although)
- punctuation (dashes, periods, colons, ellipsis)
- stanza divisions
- changes in line or stanza length or both
- irony
- changes in sound that may indicate changes in meaning
- changes in diction

***Note any shifts you observe in the poem and why these shifts are important.**

Title revisited: Now look at the title again, but this time on an interpretive level. What new insight does the title provide in understanding the poem?

Theme: What is the poem saying about the human experience, motivation, or condition? What subject or subjects does the poem address? What do you learn about those subjects? What idea does the poet want you to take away with you concerning these subjects? Remember that the theme of any work of literature is stated in a complete sentence.

***You may choose to create more than one theme statement if you wish. You can brainstorm topics first, but a theme statement is a message or idea stated in a complete sentence. For example, “love” is a topic, but “unconditional love helps heal a wounded heart” could be a theme.**