



THE AMERICAN INTERNATIONAL SCHOOL OF MUSCAT

2008 Advanced Placement English Literature and Composition Summer Reading Assignment

Justification for Assigned Summer Reading: Academic research has proved that students who are engaged in focused, meaningful reading and journaling throughout summer break begin the next school year more successfully than students who do not. Since AP courses are rigorous and demanding, a student's preparation for them is essential. Summer reading is an effective, proactive way to help prepare students for the demands of advanced (university level) academic coursework.

The requirements I have for this assignment are intended to be engaging and thought-provoking, as well as to introduce students to the level of literature we will study in class and the expectations I have for them with regards to work ethic.

Not outside of the expectations of an AP English course, individual purchase of the texts is required. Please inquire with Mr. Riddle (brady.riddle@gmail.com) or Mrs. Langille in the library for assistance if needed.

Required:

- 1) Kingsolver, Barbara : *The Poisonwood Bible*
- 2) Foster, Thomas C.: *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines*
- 3) 10 poems, any style, but please vary the time period (**NO SONGS**)

(Suggested additional readings: Dickens, Charles, *Tale of Two Cities*; and Kesey, Ken, *One Flew Over the Cuckoo's Nest*)

ALL Students are expected to complete the summer reading assignments listed above and will be held accountable for the readings the first two weeks of school, beginning August 23rd. In addition, a reading journal will be one

“product” of the assignment, **due the first day of class**. Reading journal expectations and rubric are on the following pages.

Grade Rubric

Literary, or stylistic, analysis will consist of discussion and analysis of characterization, theme, metaphorical meanings and effects, and universal truths presented within the texts. Observations of the author’s strategies and methods to create meaning should be recorded, as well as attempts to apply universal truths to experiences in your own life. Ultimately, the AP Literature student works to “understand the work’s complexity, to absorb its richness in meaning and to analyze how that meaning is embodied in literary form,” (from AP Central). Noticing social, cultural and historical context is also important in attributing meaningful qualities to literary works.

Accordingly, creativity is also highly supported in interactive dialogues with the novels (**at least 12 entries (combined) for the novels!!**):

- Response poetry to characters, situations, and events within the novel,
- Creating response characters, or using foiled characters to address other characters found in the readings,
- Persona or perspective writing—taking the point of view of a character in the text,
- Deep, analytical insight into themes developed or messages conveyed,
- Interpreting passages for voice and effect
- Writing letters to characters in the text

ALL journal entries are to be **AT LEAST** 1 page, typed in 12 point font, double spaced, and in a neutral font style (Times, Arial, Rockwell, Bookman Old Style) and are to be properly formatted as per MLA requirements. Handwritten journals **MUST** be legible and at least 1 ½ pages in length per entry.

So, the product assessment is going to weighed on the above criteria, as well as outlined in the following: (includes **all** summer reading texts)

Over 20 entries	_____superior (100)
17 – 20 entries	_____excellent (90 – 95)
14 – 16 entries	_____acceptable (80 – 85)
9 – 13 entries	_____poor (70 – 78)
Less than 9 entries	_____unacceptable (0 – 60)

*****NOTE:** Plagiarism (copying sources from the internet or any other source and using that information as your own) will result in an automatic loss of credit for the assignment and may jeopardize your grade the first quarter of the 2008-2009 school year.