

AP English Literature 12 Summer Reading 2018-19

“Read the best books first, or you may not have a chance to read them at all.”
— Henry David Thoreau, *A Week on the Concord and Merrimack Rivers*

Dear AP Literature Class of 2018/2019,

Beyond the end-of-year effort on tests and projects, beyond the sleeping and sun of summer vacation, senior year awaits. This course you are entering, AP English Literature and Composition, substitutes for a first-year course in college composition, which means that for many universities and colleges, qualifying on the exam allows you to either sidestep a 100-level writing course or receive college credit for it. The central purpose of such a class is to enable you to write effectively in all your courses and into your professional lives. To this end, the College Board asserts, a typical college course emphasizes analytical and argumentative writing, the kind of writing that “forms the basis for academic and professional communication.” AP English Literature, in particular, asks you to apply your analytical skills to how authors craft the meaning of a work, with attention to the richness of language. Because reading complex literature analytically is an essential component of this class, we would like you to embark on your reading over the summer.

Tasks:

- 1) Read either Thomas Foster’s *How to Read Literature Like a Professor* **or** Francine Prose’s *Reading Like a Writer* to begin your foray into literary analysis for the summer.
- 2) Read at least one novel from the following list. Allow yourself the time to hunt for what you would really like to read and to change your mind if need be. Take note of how each author makes choices regarding perspective, characters, motifs, language, and plot design. As you read, consider how these choices develop and contribute to the meaning of the work as a whole. Bear in mind that you will be writing on this literary work; use the method of your choice to keep track of your observations so that you have a basis for your writing. The next page is a reminder sheet that lays out visually how to analyze a novel from literary techniques to the impressions an author creates and finally to theme.
- 3) Read at least one other novel, either one from the list or a more contemporary novel of your choosing.

Achebe, Chinua	<i>Things Fall Apart</i>
Austen, Jane	<i>Sense and Sensibility</i>
Bronte, Emily	<i>Wuthering Heights</i>
Dickens, Charles	<i>Great Expectations</i>
Dostoyevsky, Fyodor	<i>Crime and Punishment</i>
Eliot, George	<i>Middlemarch</i>
Forster, E. M.	<i>A Room With a View</i>
Hardy, Thomas	<i>Far from the Madding Crowd</i>
Lessing, Doris	<i>The Grass is Singing</i>
Tolstoy, Leo	<i>Anna Karenina</i>
Woolf, Virginia	<i>Mrs. Dalloway</i>

LITERARY ANALYSIS

For analysis after you quote, ask: Why *this* word? How does this technique work to create an impression?

For a topic sentence, ask: What impression is the author building and why—what is his or her strategy?

For a thesis, ask: How does this combination of impressions point to the author's purpose and message ?

TECHNIQUES →

help you analyze, after you quote, how particular words create impressions

Connotation	Repetition
Imagery (5 types)	Restatement
Imitative sound	Imperative (command)
Metaphor	Exclamation
Simile	Parallelism
Personification	Anaphora
Symbolism	Antithesis
Hyperbole	Balanced sentence
Litotes	Antistrophe
Understatement	Inverted syntax
Verbal irony	Asyndeton
Metonymy	Juxtaposition
Synecdoche	Parenthesis
Oxymoron	Polysyndeton
Paradox	Rhetorical question
Apostrophe	Absolutes
Allusion	Qualifiers
	Etc.

IMPRESSIONS THE AUTHOR CREATES → are strategies that help the author convey theme

Atmosphere
Mood
Tone
Diction
Immediacy
Emphasis
A quality about a character
Parallel to another character
Contrast to another character
Foil
Conflict self vs. self
 self vs. society
 self vs. another character
 self vs. nature
Dramatic irony
Situational irony
Satire
Epiphany
Motif
Ambiguity
Pacing
Climax
Etc.

THEME

A theme...

--expresses the meaning of the literary work

--is a message about about life or humankind that the author wishes to convey to the reader;

--is expressed as a sentence

vs. as a short phrase or a word.

--includes the author's purpose, to persuade, to inform, to enlighten, to amuse

--suggests the author's attitude and perspective toward humanity (society, the individual)

--often includes the context of the universe (God, nature, history)