

AP English Summer Reading Assignment – 2021-2022 – Ms. Healy, Instructor

AP English requires sophisticated writing and research skills which build on those learned in your previous English courses. The course is designed to meet the rigor necessary to prepare you for the AP test in May. (See the information on the reverse of this sheet for more about the AP Literature course.) To this end, extensive reading will be a major component of the course. To give you a head start, you must read two books over the summer and complete the note-taking assignments outlined below and attached. These assignments **should** be ready to be turned in on the first day of school (August 25, 2020), but **must** be turned in by the first day of the second week of school (September 4, 2020). These dates are critical as students will discuss and write a timed, in class essay based on these readings during the second week of school. Late projects **will** be accepted through the end of the fourth week but will receive reduced credit of one full grader lower.

For the summer project, carefully read and follow the steps below:

1. Make a copy of this document so you may complete it as you read the two novels..
2. Download the pdf included in this email (or buy your own copy, if you wish) of the assigned books:
 - a. *One Flew Over the Cuckoo's Nest* by Ken Kesey
 - b. *Pride and Prejudice* by Jane Austen
3. Read the two books, actively, paying particular attention to, and keeping notes (the first part of the assignment below is like a dialectical journal) of essential details for each of the major parts of each novel AND for the novel as a whole by using the attached documents.
4. For ONE of the books: watch a film version based on the book and complete the attached questions.
5. SHARE THIS DOCUMENT with me (mhealy@jsusd.org) before August 25, 2021. (Note: we will first be comparing notes and observations of the reading. The first in class "AP style practice essay" will be administered after our discussion. Unlike the real AP test, I will allow you to use these notes for the essay, so you will be at a distinct disadvantage if you are not prepared with these materials.)
6. Finally, during the summer I **strongly recommend** you do the following to help yourself prepare for the school year (if you have not already done so):
 - a. Get an E-Card for the public library - ccclib.org;
 - b. set up a free account for yourself at collegeboard.com and explore AP Central;
 - c. bookmark helpful research paper web sites especially: [OWL // Purdue Writing Lab](#)

AND [Citation Machine®: INDEX2.PHP Format & INDEX2.PHP Citation Generator](#)

If you have any questions, please email me. Should questions or concerns arise over the summer, you may contact me through the district's email address: mhealy@jsusd.org

Thank you and I look forward to working with you!

Ms. Melissa Healy



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English Literature

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[Download](#) the Course Description (.pdf/2.3M).

Complete course and exam information is available in the Course Description.

Requires Adobe Reader (latest version recommended).

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should 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.

Reading

The course should include intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The works chosen should invite and gratify rereading.

Reading in an AP course should be both wide and deep. This reading necessarily builds upon the reading done in previous English courses. These courses should include the in-depth reading of texts drawn from multiple genres, periods, and cultures. In their AP course, students should also read works from several genres and periods -- from the sixteenth to the twenty-first century -- but, more importantly, they should get to know a few works well. They should read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students should consider the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context should provide a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.

Writing

Such close reading involves the experience of literature, the interpretation of literature, and the evaluation of literature. All these aspects of reading are important for an AP course in English Literature and Composition, and each corresponds to an approach to writing about literary works. Writing to understand a literary work may involve writing response and reaction papers along with annotation, freewriting, and keeping some form of a reading journal. Writing to explain a literary work involves analysis and interpretation, and may include writing brief focused analyses on aspects of language and structure. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument.

Writing should be an integral part of the AP English Literature and Composition course, for the AP Examination is weighted toward student writing about literature. Writing assignments should focus on the critical analysis of literature and should include expository, analytical, and argumentative essays. Although critical analysis should make up the bulk of student writing for the course, well-constructed creative writing assignments may help students see from the inside how literature is written. The goal of both types of writing assignments is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do.

***One Flew Over the Cuckoo's Nest* by Ken Kesey**

For each reading assignment keep a dialectical journal using this format as a guide:

Reading Assignment	PLOT: What is the series of events, conflict and resolution? WHAT happened? 10-15 Bullet points or lists are acceptable	Evidence: Include TWO (or more) important quotes (including page number!) and explain why they are important.
Part 1		
Part 2		
Part 3		
Part 4		

SETTING (Include information about the environment of the work, including time period, duration, natural surroundings, locale, sensory details. WHEN & WHERE did it happen?)

WHEN:

WHERE:

FIGURATIVE LANGUAGE/LITERARY DEVICES USED: LIST AT LEAST THREE PLUS QUOTE AND CITATION (How does the writer use language, word choice and emphasis? HOW is the story told?)

DEVICE USED	QUOTE

POINT OF VIEW (**HIGHLIGHT** the appropriate narrative perspective) What is the perspective the writer takes to tell the story? Narrative style is: First person-"I" OR Second person-"you" OR Third person-"s/he limited OR Third person omniscient.

What are the advantages (or disadvantages) of the chosen point of view?

TONE OR MOOD (What is the writer's attitude toward the subject? What emotion is the writer trying to evoke from the reader? HOW does the writer tell the story?) **AND QUOTE ONE** exemplary passage (CITATION):

THEME(S) (What is the deeper meaning or lesson underlying the human experience in the work? What is the writer trying to show us about our world? WHY did the author write the work?) **AND QUOTE ONE** exemplary passage (CITATION):

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SYMBOLS {What elements of the story (objects, actions, characters) are used which suggest deeper meaning or significance beyond their superficial role?} 5 objects minimum - use the form: **OBJECT = MEANING(S)**

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Character Name	Good Traits	Bad Traits	Supporting Quotes one good AND one bad (Citation)
“Chief” Bromden (chronic, walker)			
Nurse Ratched (staff)			
Randall Patrick “Mac” McMurphy (acute)			
Dr. Spivey (staff)			
Billy Bibbett (acute)			
Dale Harding (acute)			
Charles Cheswick (acute)			
Bruce Fredrickson (acute)			
Seflet (acute)			
Information only - Additional “Minor” Characters	Minor disturbed patients: Rawler, the Lifeguard		<u>Chronic patients (designation - origins of illness:)</u> Big George “Rub-a-Dub” walker - organic? Col. Matterson wheeler - organic = senile Old Pete Bancini walker organic = birth defect Ellis walker vegetable Electric Shock Therapy (EST) Ruckley walker lobotomy
Minor Staff: nurses, orderlies, P.R. Man, interns	Outsiders: Harding’s wife (Vera); Billy’s mother; Taber (former inmate - a success); Candy & Sandy (prostitutes?)		

Pride and Prejudice by Jane Austen

For each reading assignment keep a dialectical journal using this format as a guide:

Reading Assignment	PLOT: What is the series of events, conflict and resolution? WHAT happened? 10-15 Bullet points or lists are acceptable	Evidence: Include TWO (or more) important quotes (including page number!) and explain why they are important.
Volume 1 ch. 1 - 23		
Volume 2 ch. 24 - 42		
Volume 3 ch. 43 - 61		

SETTING (Include information about the environment of the work, including time period, duration, natural surroundings, locale, sensory details. WHEN & WHERE did it happen?)

WHEN:

WHERE:

FIGURATIVE LANGUAGE/LITERARY DEVICES USED: LIST AT LEAST THREE PLUS QUOTE AND CITATION (How does the writer use language, word choice and emphasis? HOW is the story told?)

DEVICE USED	QUOTE

POINT OF VIEW (**HIGHLIGHT** the appropriate narrative perspective) What is the perspective the writer takes to tell the story? Narrative style is: First person-"I" OR Second person-"you" OR Third person-"s/he limited OR Third person omniscient.

What are the advantages (or disadvantages) of the chosen point of view?

TONE OR MOOD (What is the writer's attitude toward the subject? What emotion is the writer trying to evoke from the reader? HOW does the writer tell the story?) **AND QUOTE ONE exemplary passage (CITATION):**

THEME(S) (What is the deeper meaning or lesson underlying the human experience in the work? What is the writer trying to show us about our world? WHY did the author write the work?) **AND QUOTE ONE exemplary passage (CITATION):**

SYMBOLS {What elements of the story (objects, actions, characters) are used which suggest deeper meaning or significance beyond their superficial role?} 5 objects minimum - use the form: OBJECT = MEANING(S)

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Character Name	Good Traits	Bad Traits	Supporting Quotes one good AND one bad (Citation)
Elizabeth Bennet			
Fitzwilliam Darcy			
Jane Bennet			
Charles Bingley			
Mr. Bennet			
Mrs. Bennet			
Lydia Bennet			
George Wickham			
Charlotte Lucas (Collins)			
Mr. Collins			
Information only - Additional "Minor" Characters	Mary Bennet: middle Bennet sister - bookish and pedantic	Georgiana Darcy: Darcy's sister, pretty and shy pianist	Lady Catherine de Bourgh: rich, bossy noblewoman, Darcy's aunt, Collins' patron
	Catherine Bennet: fourth sister, like Lydia flighty & obsessed with soldiers	Miss Bingley: Charles' snobbish sister	Mr. & Mrs. Gardiner: Mrs. Bennet's brother and sister-in-law

Summer Reading Comparative Review: Book vs. Film version

1. After reading and completing the note-taking assignments for the summer reading, choose ONE book, view a film adaptation of it, and complete the following:

2. Book Title	
3. Film Title	
4. Film Director	
5. Year released	
6. principal actors	

7. General review of the film {NOTE: When reviewing films in general you should consider quality of: Acting (casting, believability, chemistry); Technique (directing, pacing, camera work); Scenery (location, lighting, appropriateness); Music (style, relevance to plot, quality) and any other appropriate elements.}:

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Comparative Review items:

8 A. which ONE scene/aspect of the film was MOST effective, and why?	8 B. which ONE scene/aspect of the film was LEAST effective, and why?

9. Final recommendation/summary:

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Ms. Healy • AP English Literature & Composition • Course Syllabus Preview • 2021-2022

Email: mhealy@jsusd.org or mhealy@jsusd.org • Voice mail: 787-1088 X 1240

Office Hours: Daily Before & After School (except Wednesdays) & Tuesday or Thursday @ Lunch or by appointment

Course Requirements (this is your reference copy of contract expectations)

The Advanced Placement (AP) designation means that the year-long course is equivalent to a semester-long college level English course, therefore expectations for the course coincide with college course expectations. Students and parents will sign a contract in the fall agreeing to the following:

- Completion of the Summer Project, and attending any meetings scheduled at the discretion of the instructor that do not conflict with prior engagements (i.e. special workshops or viewings after regular school hours.)
- Conscientiously maintaining **daily, on time attendance**.
- Completion of readings assigned outside of class, homework and research projects, if applicable.
- **Actively** participating in class discussions (especially Socratic Seminars) **frequently and consistently**, essentially adopting a role as a peer teacher.
- Taking the AP English exam to be given in early May.
- Keeping parents informed and actively participating in the educational process occurring in the Advanced Placement English (Literature and composition) class.
- Putting forth your best effort to improve your intellectual growth and development.
- Submission of all work in a timely fashion. (NOTE: Long-term assignments MUST be turned in on due date - even in the event of an absence.) Students earning a D for first semester will be expected to transfer to English 4 CP.
- Obtaining parent signature along with yours on the contract distributed August.
- Graciously complying with the justifiable and reasonable request by instructor for removal from the class because of failure to comply with pre-established rules and regulations.

Teaching Materials

In order to meet standards related to reviewing the elements of literary analysis and writing strategies we will use the AP-approved text: *Literature: Structure, Sound, and Sense Ninth Edition* published by Perrine. Individual works are listed below. Students are welcome to use copies provided by JSUSD, but are urged to consider buying their own copies of the books (excluding the textbook.)

Fall semester

Spring semester

Month	Title	Author	Month	Title	Author
			Winter Break	<i>The Stranger</i>	Albert Camus
July/August	<i>Pride and Prejudice</i>	Jane Austen			
	<i>One Flew Over the Cuckoo's Nest</i>	Ken Kesey	Jan/ Feb	<i>Othello</i>	William Shakespeare
August/ September	<i>Perrine Text</i>	Eds.			
	Basic Elements of Fiction & Poetry		March	<i>1984</i>	George Orwell
October	<i>Beowulf</i>	Seamus Heaney, Translator	March/ (Spring Break)	<i>Brave New World</i> <i>The Metamorphosis</i>	Aldous Huxley Franz Kafka
	<i>Grendel</i>	Martin Gardner	April	<i>Handmaid's Tale</i>	Margaret Atwood
November &	Perrine text – Drama*	Eds.			
December	Holt text: <i>Macbeth</i>	William Shakespeare	May	<i>Alice's Adventures</i>	Lewis Carroll

* Drama titles included in the text are: *Oedipus Rex* by Sophocles; *The Glass Menagerie* by Tennessee Williams, *A Doll House* by Henrik Ibsen, *Fences* by August Wilson, and *A Midsummer Night's Dream*, & *Othello* by William Shakespeare.

{These lists are subject to minor changes and additions.}

Half Price Book Store locations:

The Willows, Concord, OR Kress Building/Arts District, 2036 Shattuck Ave., Berkeley, CA 94704

Other Local Used Book Stores:

Bookshop Benicia, 36 1st St, Benicia, CA 94510

Or check CCC, DVC, or Cal Maritime