

SUMMER READING: AP Literature & Composition

Dear Parent and Student,

Summer is here and so is summer reading. Yea! (I know that's what you said.) I want to remind you of a couple of items before I get to the assignments.

First, I commend you on your decision to take AP English. You are choosing to challenge and stretch yourself to get the best education you are offered. This course is meant to move quickly and to ask much of you in terms of reading, thinking, and writing - all skills you will use throughout your life. Please decide *now* that you are going to give this course all it requires - to do the best you can not the least you can get by with. I promise you, you will never regret learning more, and thorough work always repays itself.

Second, you will grow tired of the workload, so you must learn to pace yourself. You will enjoy the class and get more out of it if you do the work as it is assigned. The procrastinator's method of waiting until the last minute results in much more than lost sleep. You will resent the work, you will resent the class, and you will resent the teacher. None of which bodes well for the year. Please remember that you **CHOSE** to do this and are coming into it **KNOWING YOU WILL BE ASKED TO DO MUCH MORE THAN IN A REGULAR ENGLISH CLASS.**

Parent: Please be advised that your student needs to be self-motivated, self-directed, organized (or willing to become so) and able to manage time and prioritize tasks well. If your child is **NOT** these things, you will have to help him/her develop these, **OR**, in fairness to your child and the class, move him/her to the Academic or Dual Credit English class. I say this for your benefit and your child's. Some students simply are not ready for college level work and expectations. The work itself is generally not the problem, but the amount and type of work required (**MUCH** reading and writing) is. Please consider, for all our sakes, whether or not this type of class is in your child's best interest. The classroom situation is often one in which students share their work and critique each other's efforts (oral and written). In such circumstances, a weak or unprepared student has no place to hide. Such students will not enjoy an AP class. Capable but lazy students often find they are challenged to excellence by their more hard-working peers. It can be an intellectual turning point in a student's academic life.

SUMMER READING: You will be reading two books this summer. The first book is Edith Hamilton's *Mythology: Timeless Tales of Gods and Heroes*. The second is Charlotte Bronte's *Jane Eyre*. Both of these works are important in the classic and historic sense, but also in a spiritual sense. An understanding of mythology is an aid to Christian apologetics - for every culture has origin, governance (gods), and flood stories (myths). Bronte's novel teaches us how to rise above adversity, temptation, and injustice by relying on God's grace and submitting to His truth.

DO NOT PROCRASTINATE in your reading. Either follow this schedule or set up one of your own. **DO NOT** wait until the weekend before to try to read the work and complete the assigned writing. *Cliff Notes* or *Spark Notes* make good supplements to

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the work, but they do not substitute for the work itself. Please do not rob yourself OR violate your given word. The following comes directly from the AP manual on selecting students: "Students who do not like to read have no business being in an AP English Literature class no matter what their GPA may be." And this: "...remember what an AP English Literature course is - a first-year university English course."

I suggest you begin with *Jane Eyre*. Even though the packet is not due till Monday, August 31st, go ahead and get it done during the summer. These two books are the "hardest" (meaning longest and most difficult to read) of the year. Getting them out of the way before the craziness of school and sports and activities begins will make your year much, much less stressful. These suggested schedules are just that - suggestions. You know yourself and your summer schedule better than I. However, it is good practice to learn how to break down a large task into manageable parts that keep you focused on the goal: reading the book and writing the assignment.

Regarding *Jane Eyre*, please read the background material first. Read the questions before you read the chapters; that way, you can highlight or underline or make marks in the margin when you come across info that answers the question. This is a preliminary exercise in annotation (which you will do during the year) and which will prove immensely helpful during your college years and beyond.

ASSIGNMENT: Read the book and complete the vocabulary and questions in the packet. You do not need to answer the questions in complete sentences. You may use bullet points. Just be sure that if the question asks for "reasons" or "examples," you note the PLURAL form. This means give *more than one* - two is minimum, three is better. You are learning to support your answers *with specifics*, which gives weight to your assertion(s). It must be done **IN PEN (blue or black ink)**. I WILL NOT ACCEPT AN ASSIGNMENT DONE IN PENCIL. I do not mind cross outs or scratch outs. No need to white out mistakes. Just make sure your answer is legible (readable). There is a ten-point per day penalty for late work. The packet, however, is not **due** till **Monday, August 28th**.

SUGGESTED SCHEDULE:

June 5th through 11th: Chapters 1-12; pp. 1-111 (110 pages)

June 12th through 18th: Chapters 13-22; pp. 112-232 (120 pages)

June 19th through 25th: Chapters 23-30; pp. 233-335 (102 pages)

June 26th through July 2nd: Chapters 31-38; pp. 336-422 (86 pages)

The second work is Edith Hamilton's *Mythology*. You will have a test over the material in the book the first day of class. Come prepared with your notebook. You may not use

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your book during the test, but ***you may use your notebook***. The test follows the order of the book, so if you take good notes, you will simply follow along filling in the blanks. *There will be no word bank*. Welcome to AP! I suggest you read *Mythology* as your second assignment, so the book will be fresher in your mind when school starts. It is, however, your choice.

SUGGESTED SCHEDULE:

July 3rd through 9th: Part One (The Gods, the Creation, and the Earliest Heroes) and Part Two (Stories of Love and Adventure). This covers eight chapters and you will have read to page 145.

July 10th through 16th: Part Three (The Great Heroes before the Trojan War) and Part Four (The Heroes of the Trojan War). This will bring you to page 246 and you will have notes on chapters 9-16.

July 17th through 23rd: Part Five (The Great Families of Mythology) and Part Six (The Less Important Myths). You will now be finished through page 300, summarizing chapters 17-20.

July 24th through July 31st: Finish the book through page 330, reading and taking notes on chapters 21-23.

These are your notes, so they may be in pen, pencil, or anything in between. You will bring your notebook to class that first day and be ready for the test. The first day of school is Wednesday, August 16th. If you forget your notebook, you will **STILL** take the test.

If you have any questions concerning the course or the assigned reading, please call me at home (297-1698) or on my cell (236-6344). I will be happy to help you with whatever I can - this course is for you and I am for you, as well.

Enjoy the reading, and, together, we'll enjoy the year!

Sincerely,
Mrs. Collins