

Haddonfield Memorial High School
Summer Assignment Cover Sheet

Course: AP Literature

Teacher(s): Ms. Smart & Mr. Woods

Due Date(s): 9/7/10

Grade Weight (%) of Quarter 1: Approximately 10%

NJ Core

Curriculum Standards:

3.1.12.D.3 – Read a variety of genres and types of text with fluency and comprehension.

3.1.12.G.7 Analyze and evaluate figurative language within a text (e.g., irony, paradox, metaphor, simile, personification).

3.1.12.G.8 Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement and understatement in text and explain their effect on the reader.

3.1.12.G.9 Analyze how an author’s use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.

3.1.12.G.10 Identify and understand the author’s use of idioms, analogies, metaphors, and similes, as well as metrics, rhyme scheme, rhythm, and alliteration in prose and poetry.

3.1.12.G.12 Analyze the elements of setting and characterization to construct meaning of how characters influence the progression of the plot and resolution of the conflict.

3.1.12.G.13 analyze moral dilemmas in works of literature, as revealed by characters’ motivation and behavior.

3.1.12.G.21 Distinguish between a summary and a critique.

Description of Assignment:

Read and respond to Crime and Punishment and Break, Blow, Burn in an academic tone.

Purpose of Assignment:

The assignment will enable the student to enter AP Literature ready to move forward in the areas of literary analysis and poetic studies. Both pieces will be used throughout the first semester.

Specific Expectations:

Completed written responses in the proper format.

Potential Help Sources:

Teacher email

Advanced Placement English 12 Summer Reading 2010
Mr. Woods and Mrs. Smart Haddonfield Memorial High School

Due Date: This summer reading and writing assignment is due on Tuesday, September 7th, 2010. *All work must be completed by the due date.*

NB: *All work must be word-processed, neatly. No handwritten work will be accepted for credit.*

Introduction: We ask that you read two books carefully and respond to each one thoughtfully, in writing. Please be assured that you will use both the novel and the poetry anthology throughout the course. *Above all, enjoy these books!*

Dostoevsky is one of the most compelling writers in all of literature, and he has cast a long shadow on other writers and thinkers who have followed.

Camille Paglia, a professor at the University of the Arts in Philadelphia, is a passionate, opinionated reader who loves to argue. We encourage you to argue with her readings, but be prepared to support your views with references to the poems.

Two Readings: Both books are available in paperback, from Vintage Books.

Crime and Punishment – Fyodor Dostoevsky

Break, Blow, Burn – Camille Paglia Reads Forty Three of the World's Best Poems

Translations: Excellent translations of Dostoevsky's novel are by:

- Constance Garnett, an older, classic version – Modern Library edition
- Jesse Coulson – a more contemporary rendering – Norton Critical edition
- Richar Pevear and Larissa Volohonsky – Vintage paperback

We strongly recommend that you choose the Peavear-Volhonsky translation. This husband-wife team translates Dostoevsky in contemporary idiomatic English.

A. Reading Guidelines: As you read *both* Dostoevsky and Paglia, use sticky notes to mark passages as you read. Every time you encounter a particularly important, provocative, dramatic, surprising, or disturbing passage, mark it with a stick note. Annotate your texts with marginal notes. These annotations will prove especially helpful in the fall.

B. Written Assignment for *Crime and Punishment* – Fyodor Dostoevsky

Part I: Make a list of all the characters, with clear identifications, in the novel. You should use the supplementary material that we provide. (10 points)

Part II. Keep an interpretive log of your reading of the novel. (40 points total)

- a. Select a minimum of ten passages from the novel. Copy the passage (including page numbers). Then, write about this collection of passages according to the following directions. (20 points)
- b. From these ten passages, choose only three that you see as revealing a connected thread of meaning in Dostoevsky's novel. Compose one well-written paragraph, in your very best prose, in which you analyze how these three passages connect in a significant way. To support your analysis, you must include no fewer than four quotations from these passages. (20 points)

C. Written Assignment to Camille Paglia's *Break, Blow, Burn*

Part I: Read Paglia's Introduction – Pages vii through xvii – carefully. Type a well-organized outline of no fewer than two pages. (15 points)

(In this introduction, Paglia explains her approach to reading poetry. She discusses her college education, her training in the New Criticism of the 1960s, and her opinions of more recent developments in the critical study of literature.)

Part II: Read and annotate all forty three poems and critical essays. We will check your textual annotations for credit. (15 points)

Part III: *Writing Prompt:* Of all the poets included in this anthology, identify the one poet whom you feel passionately is the best of the bunch. Compose one well-written paragraph, in your very best prose, in which you defend your choice. Discuss the qualities that you see in this poet's work that clearly make him or her the best poet of the bunch. (20 points)

NB: These annotated texts and the two paragraphs will be essential to you for writing assignments in the first semester of the year.