



**AP English Literature and Composition  
Summer Reading Assignment  
2020-2021**

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**Assignment 1 Read and Annotate Required Text (25 points – completion)**

*How to Read Literature Like a Professor* by Thomas C. Foster

Read Thomas C. Foster's *How to Read Literature Like a Professor*. As you read, write a *one or two sentence* summary of each chapter, illustrating Foster's main point for that chapter. This will become a study guide you'll be able to use all year when we read works together.

**Assignment 2 Read and Annotate TWO Required Texts: (150 points total - 2 objective tests: 50 points each, 1 essay 50 points)**

*Great Expectations* Charles Dickens  
*The Portrait of Dorian Gray* Oscar Wilde

During the first week back at school, you will complete an in-class objective assessment on each of these novels to demonstrate your basic understanding of the texts. After the assessments, we will discuss the novels and go over major themes during class.

During the second week of class, you will write an in-class essay on your choice of one of the two novels in response to an AP FRQ prompt. You will not be given the prompt in advance. However, you can prepare for this assessment by annotating with the following questions in mind:

1. How does the past affect the present?
2. What causes internal conflict?
3. How does deception play a role in a novel?

**Assignment 3 Read and Write a Book Review of Your Choice of ONE Additional Text from the List Below (25 points – rubric attached)**

*Exit West* Mohsin Hamid  
*Atonement* Ian McEwan  
*Ask the Passengers* A.S. King

## Book Review Instructions

A book review should reflect your capacity to read critically and to evaluate an author's arguments and evidence. Compose your review as you would any essay, with an argument supported by evidence, and a clear, logical structure. Your review should be your own original ideas. Any evidence of collaboration will result in a loss of credit for this assignment.

Read the book carefully, taking notes on material that you think may be relevant or quotable as formulate your evaluation of the work. Annotate passages that support your interpretation of the meaning of the work as a whole.

Begin with an anecdote, a challenging quotation, or a key observation about the text. Grab the reader's attention and show voice with your opening statements. Provide essential bibliographic information: the author's name, the book's full title, publisher, date, pagination, and cost, if known. Give some background on the author. Most importantly, state your evaluation of the book. This is your thesis, and the review should support it, not just summarize the story.

Briefly discuss the important elements of the story, including plot, characters, conflict, setting, and theme, but be sure not to give away the ending! Support your appraisal of the book with text evidence, including at least *two* quotes from the text. Comment on the author's style by analyzing elements such as diction, point of view, and structure. Compare and/or connect the text with another similar work (novel, story, poem, film). Make a clear recommendation to your audience about this book.

### Book Review Rubric    / 10 =    /25

Does the review state <b>ALL of the following?</b> <b>author's name, book title, year of publication</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No — —
Does the review give a clear and powerful statement of the writer's opinion of the work (i.e., a thesis)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the review geared towards a particular audience?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the review summarize the important points of the work? • plot, character, <b>conflict</b> , setting, and theme	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is quoted material included to support the points and reactions toward the work?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the review include, if appropriate, background information on the author?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the review include, if appropriate, comparisons and connections with other similar works (books, stories, poems, movies)?	<input type="checkbox"/> Yes <input type="checkbox"/> No — —
Does the review's style establish and communicate the reviewer's voice?	<input type="checkbox"/> Yes <input type="checkbox"/> No — —
Does the review leave the reader with a sense of whether he/she will want to read the work?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has the review been carefully proofread? Have <b>ALL</b> errors in spelling, grammar, and mechanics been corrected?	<input type="checkbox"/> Yes <input type="checkbox"/> No

#### **Assignment 4 Application and Analysis Paragraphs (25 points – completion)**

Choose at least five (5) chapters from Thomas C. Foster's book and apply them to the novel you selected for assignment 3. For each of the five selected points in Foster's book, choose a corresponding passage from your novel that demonstrates it, and write a paragraph explanation of how the author uses a technique for a purpose. Be sure to include apt text references (**quotes**) to support your ideas, and use proper MLA format for citations. This assignment must be typed and submitted ON PAPER (MLA format) on the first day of class. **Paragraphs with no supporting quotes from the novel will not earn credit.**

#### **Assignment 5 College Essay (50 points – completion)**

Select one of the 2020 Common Application prompts and craft a well-written 500-700 word response. Bring your typed essay to class and submit it on PAPER (MLA format) on the first day of school for completion points in English class. After that, you will work with the college counselors to revise this essay as you begin the application process.

### **COMMON APPLICATION ESSAY PROMPTS 2020**

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
4. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma - anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.

## **BELOW IS A LIST OF TIPS FROM THE COLLEGE COUNSELING DEPARTMENT**

### **Writing the College Essay**

#### **Do:**

- Answer the question and follow directions.
- Use personal detail: show, don't tell.
- Be concise. More is not better.
- Vary sentence structure and use transitions.
- Use active voice verbs.
- Seek opinions from an English teacher or school counselor.
- Start early.
- Write in your own voice.
- Use spell-check.
- Paint a picture of the “real” you... not who you think the college wants you to be.
- Be truthful.
- Be mindful that your application should be consistent with your future goals.
- Stay focused as you have a limited word count (650 words).

#### **Don’t:**

- Try to be funny if you’re not.
- Use Thesaurus words.
- Use the name of the wrong college in the essay.
- Be cynical, overcompetitive, or critical. Colleges will wonder if that is the personality you will bring with you.
- Exceed the word limit (650).
- Repeat what is listed on your activities section of the application.
- Write chronologically – it will be boring.
- State a point of view without backing it up with details and examples.
- Use slang.
- Have someone else write your essay! College admissions committees know the voice of a high school senior. This can be grounds for rejection.

The college essay is the best opportunity to distinguish yourself from the other qualified applicants. The dean of admissions from Harvard is looking for: the quality of your thinking, your questioning nature, your openness to ideas, and your unique way of expressing your ideas. Your character is the hardest thing for admission committees to measure. The essay is your chance to reveal who you are – your genuine passions, values, authenticity and sincerity. Be yourself!

Ivy deans recently commented, “Don’t write about the upcoming presidential election for this year’s essay. When a major national or global event happens, such as a hurricane or pandemics, thousands of students will write about the same events. The admissions committee wants to know about YOU, not the people and events in your life. In other words, if you write about your dad, or grandmother, or a bike trip through Montana that you took last summer – no matter how dramatic – tell about the person or event in a few sentences and use the rest of the essay to tell what you learned from the person or experience. How have you changed because of it? No matter what the question – who or what has influenced you the most – the task is not to write about the “who” or the “what”. The admissions committees want to know what fascinates you about the “who” or the “what”.

