

**M. Chyla**  
**AP English Literature**  
**Summer Assignment~June 2023**

Welcome to twelfth grade Advanced Placement English Literature and Composition. You have embarked on a noble endeavor to challenge yourself into a college level course. Its rigor will be demanding and rewarding. As such, we begin with an introductory assignment, which will provide you with the necessary background and preparation for the expectations of the course. You will read two books. One is a novel. The other will help you understand how to read novels.

Thomas Foster says, “Basically, we’ve all read the same story, but we haven’t used the same analytical apparatus”. For the first part of your assignment, we will be reading chapters from Foster’s book, *How to Read Literature Like a Professor*, which will help us recognize patterns that continually occur in literature to prepare us to become professional readers. The goal is to become more adept at recognizing commonalities in literary works that we will study this year.

For the second part of the assignment, you will read and analyze *Their Eyes Were Watching God*.

Thirdly, we will apply our newfound knowledge of Foster techniques to analyze *Their Eyes Were Watching God* in an AP style essay.

**Google Classroom Code: Please join as soon as possible: 3qipfss**

***\*All assignments are due: Friday, September 8, 2023! \****

***\*\*You must submit all completed work separately on Turnitin.com when we return to school. Instructions to follow in September. \*\****

***\*\*\*Late summer assignments will not be accepted. Whether you are in class or absent that day, the assignments are still due on Friday, September 8th. \*\*\****

### ***Part 1: Thomas Foster reading***

\*Read the ***Introduction, then Chapters 1, 2, 5, 6, 7, 8, 9, 10, 12, 14, 18, 19, 20, Interlude: One Story, 23, 25, & 26*** of Thomas Foster's *How to Read Literature Like a Professor*. We will read and discuss the other chapters during the school year as they address works of literature we will study in this course.

***PLEASE NOTE:*** \*If you receive the **Revised Edition** of Foster's *How to Read Literature Like A Professor*, you are to read the ***Introduction, then Chapters 1, 2, 4, 5, 6, 7, 8, 9, 12, 14, 18, 19, 20, Interlude: One Story, 23, 24, & 26.***

### **\*Assignment #1: Dialectical Journals:**

\*Create a ***typed*** dialectical journal to hand in worth 10 points each. You are responsible for ***reading all 18 chapters/sections***. However, you only need to **annotate/journal for 10 of them**. For this reading, please make a dialectical journal, which is a visible record of the thoughts that emerge while making sense of the reading. A typical dialectical journal/notebook records a quote, phrase, or word with a page number on the left hand side of a paper and in the second column on the right, record your reactions and interpretations. So, information on the left, your analysis/interpretation/thoughts on the right. See the next page for criteria when creating these journals. You should have 5 entries per chapter. You will need to refer to these notes throughout the year, so keep it organized! Follow standard rules for formal English writing. This journal is worth a test grade.

**~Grading of Assignment #1: Foster dialectical notebooks:**

**(100%): These responses display synthesis and evaluation of the text and possess some or many of these characteristics:**

- A strong interest in the material as evidenced through an awareness of levels of meaning
- Judgments are textually and experientially based
- Predictions are thoughtful and keenly observed
- Character analysis is consistent with the material presented
- Shows an understanding of character motivation
- Comparisons and connections are found between text and other literary and artistic works
- Recognizes the author's writing choices and reasons for those choices
- Recognizes the energy and deliberateness of the writing process
- Awareness that their own personal beliefs may differ from those expressed in the text
- Demonstrates an awareness of point of view.

**(80%): These responses show understanding and appreciation of the text and possess some or many of these characteristics:**

- Does not summarize, but rather reflects upon the narrative
- Personal connections between text and student's own experiences are made
- Predictions are plausible given the scenario (but may change after further reading)
- Demonstrates an ability to understand characters' motivations
- Quotes from text for support
- Ability to hypothesize and predict
- Evidence that students are engaged in the text

**(60%): These responses exhibit a literal, surface reading of the text and show some or many of these characteristics:**

- Lacks a critical interest in the narrative
- Primarily summarizes the selection
- Unsupported by evidence from the text or experience
- Predictions are unrealistic or improbable
- Fails to ask questions or hypothesize
- Uses stereotypical responses
- Uses images drawn from movies or television
- Entries are too short
- Confusion about the text and the story and/or problems with basic comprehension
- Off-topic response

## ***Part 2 : Their Eyes Were Watching God***

***Their Eyes Were Watching God:*** One of the most important and enduring books of the twentieth century, *Their Eyes Were Watching God* brings to life a Southern love story with the wit and pathos found only in the writing of Zora Neale Hurston. This 1937 novel is considered a classic of the Harlem Renaissance. Out of print for almost thirty years—due largely to initial audiences' rejection of its strong black female protagonist—Hurston's classic has since its 1978 reissue become perhaps the most widely read and highly acclaimed novel in the canon of African-American literature.

Books will be handed out. Here is a pdf version of the text if needed:

[Their Eyes Were Watching God by Zora Neale Hurston \[full text\].pdf](#)

**\*Assignment #2: Precis: Understanding Literature: *Their Eyes Were Watching God*:**

This exercise is worth a quiz grade. **Type** out your answers.

1. **Precis:** Write a précis (brief synopsis no more than ½ page, single spaced) of the novel you read. The assignment must be in your own words. **(25pts)**
2. **Vocabulary:** Provide a bulleted list of 10 new vocabulary words (with definitions AND part of speech) you learned from the novel. **(10pts)**
3. **Tone:** Choose THREE different tones and give examples from the novel. **(15 pts)**
4. **Writing strategies:** List **5 examples** of writing strategies (literary elements/literary techniques) from the novel along with the phrase or sentence in which the strategy occurs.  
\*Cannot repeat devices! Cite page number in parenthetical documentation. **(25pts)**
5. **Questions:** List three creative discussion questions about the novel with answers. **(15 pts)**
  - a) One question which asks for **clarification** of something within the novel. (Example: What exactly did the mother do on that day?)
  - b) One question which addresses the author's **style**. (Example: How does the writer's style in this chapter differ from the other chapters in the novel?)
  - c) One question which **applies** the theme or concept of the novel to contemporary society or another area. (Example: How do you think this character would react to the upcoming Presidential Election?)**\*\*\*You MUST provide possible answers to each question!**
6. **Quotation:** Include an interesting, memorable, or provocative quotation from the novel and discuss why it jumped out at you as the choice to include. **(10pts)**

**\*Assignment #3: Essay:**

Choose a technique you studied in Foster's *How to Read Literature Like a Professor*, and focusing on one technique, ***type out*** an essay analyzing how that technique functions in *Their Eyes Were Watching God* and what it reveals about the characters or themes of the work as a whole. Do not merely summarize the plot. This essay should be a ***1.5-2 page typed response*** and is worth a test grade.

**~Grading of Assignment #3: A Novel/Foster technique AP style essay: Rubric: Based on the AP 6 point grading scale:**

[AP English Literature and Composition Scoring Rubrics, Effective Fall 2019](#)