



THE MASTER'S SCHOOL

AP English Literature & Composition AND UCONN English 1011 *Mrs. King*

Summer Assignment

Welcome, AP English Literature/ ECE English 1011 Students!

For the summer assignment, you will do the following THREE (3) Reading Activities, A, B, & C:

A. Read *Their Eyes Were Watching God* by Zora Neale Hurston.

<http://www.cnusd.k12.ca.us/cms/lib/CA01001152/Centricity/domain/5532/language%20arts%203a/Their%20Eyes.pdf>

Keep a Chapter Journal in which you will:

1. Select a meaningful quotation and write the quotation in completion with clear evidence of its location in the text.
2. Write a short paragraph response to this question explaining its thematic importance to the overall story.
3. Write your own question about this chapter. What would you like to know more, what are you anticipating to learn, etc.?

B. Read *The Heart of Darkness* by Joseph Conrad

<http://foa.sourceforge.net/examples/darkness/Darkness.pdf>

Keep a Chapter Journal in which you will:

1. Select a meaningful quotation and write the quotation in completion with clear evidence of its location in the text.

2. Write a short paragraph response to this question explaining its thematic importance to the overall story.

3. Write your own question about this chapter. What would you like to know more? What are you anticipating to learn, etc.?

C. Prepare for the Living Author Year-long Reading and Research Project

1. **Choose** the living author whose diverse collection of work you will begin to read this summer. Note that you may need a backup plan; each of you will research a **DIFFERENT** author, so please confirm with me your author and do not start researching this author until I reply to your email that I have approved it. Please plan to email me as soon as possible to get your first choice. By the Way (BTW)- Stephen King has already been selected.
2. **Select** a diverse collection of work by this author: this will require some digging to get beyond the New York Times Best Sellers or collection/series of novels that are most familiar. You also need to be sure you are reading something **NEW**, so if you have read the entire series of children's novels by this author, you must find other novels, essays, short stories, etc. by this same author.
3. The **goal** for the year is to read: **3-4 novels** by this author depending on the number available and the length of the books. Only **ONE** book may be counted from a series- you must branch out beyond the 7 book series, etc.; **3-5 short stories or essays** by this author, and **3-5 selections from other writing**: letters, poetry, plays, critiques, scholarly articles, blogs, etc. that this author has written. **You should check if your author has a blog and then follow them through the summer and for the rest of the school year.**
4. **Read** as much as you can over the summer. Begin with the novels, but **first, let me know which author you are researching so that I may confirm that it is a good choice.** If you need help choosing an author, please let me know. Of course, please do not forget that the author must still be alive (hence- Living Author Project).
5. My email address is sking@masterschool.org Please email your first choice author and be prepared to have additional choices in case your first choice is already taken.

6. Once you have considered the details in steps 1-4, this is **Your Summer Writing** to demonstrate your thinking while reading: **THIS IS THE PROOF- Part C of the SUMMER ASSIGNMENT TO HAND IN** on 9/6/2019:

Create a Living Author Notebook- a neat, organized writing place where you will document the books you have read and keep a general log of your reading and research progress. If you prefer a typed electronic notebook, that is fine. If you prefer a spiral bound or composition notebook, that works, too. If you are away from a computer, at a camp job or sitting at a beach, I recommend the hand written kind.

For EACH selection of reading you complete, your Living Author notebook MUST include:

a. Title of book, essay, etc.

b. **DATE** or **WHEN** it was written and any information about where the author wrote it and other interesting details that motivated the writer to write this novel, essay, etc. Be as specific as possible. This will require some research on your part- so **let Google help you and site your sources!**

c. **2-3 significant quotes** from this text that reveal a prevalent theme or message that the author addresses throughout the entire novel, essay, etc.

d. **THEN, discuss this quote** in terms of what you think the author means or what purpose the quote serves, or what the author's intentions are in having a character say it. Again, be specific. You should provide a brief set up for this quote and explain which character is saying it and why.

e. **Your review** of this literary piece. Hopefully, since you chose to read this text, you can give it the "thumbs up" or your positive response as a successful work. If not, explain why the author disappointed you with this text. What did you expect? Did the author meet those expectations? Would you recommend this novel or essay to a friend, why or why not?

YOU WILL HAVE 4 ENTRIES in this Living Author Notebook for the **FIRST** week of school, 9/6/2019. **Two (2) of these entries MUST be novels-** and you must be reading them for the first time. The other two may be shorter texts, short stories, plays, essays, or other forms of writing. If you are unclear, please check with me.

***Below, please read this section from our AP/ECE class syllabus. We will continue this project through the year, including monthly discussions and updates on your research.**

Living Author Project: Novelists and Essayists

Throughout the year, students will engage in independent reading and research about one living author determined with the teacher's approval. Students will practice the research process through basic, guided investigation using internet and library sources. During the school year, students will also make a serious attempt to send their author a letter, including an inquiry for an interview. (This is based on my own high school project in 1985 in which I sent a letter and was granted permission to meet and interview Madeleine L'Engle, a life-changing experience at age 16!). We will write the letters as a class assignment, so PLEASE do not send a letter over the summer. if you would like to start a file for your draft, that is fine, but PLEASE, DO NOT SEND IT!

This year-long project will encourage students to recognize the strengths and weaknesses in other writers' arguments as they maintain a "book club" style discussion group with peers.

Grading for this year-long project will be based on:

- Summer assignment:** Living Author Notebook
- Letter of intent/** interest mailed to approved author of choice
- Monthly Group Discussions/** Author Updates
- Research Proposal & Rhetorical Inquiry**
- Student Presentations in class**
- Writing and Revision** process, including multiple drafts
- Final "publishable" draft** of research paper

All parts of the Summer Assignment are due the first week of school, 9/6/2019.

If you have any questions about this summer assignment, the best way to reach me is through my school email: sking@masterschool.org

Class Supplies

You will need a three-ring binder to compile an AP Literature and Composition Notebook as we prepare for the AP Lit Exam.

Pocket dividers and Notebook paper are required for organizing each unit and taking notes.

Additional spiral notebooks, pens, and highlighters are also useful class tools.