

AP English Literature

The Lakeway Christian Academy English Department is excited to share information about the Summer Reading Program, an effort to encourage ongoing learning and student growth beyond the confines of the school year. By participating in the Summer Reading Program, students actively combat the educational regression that naturally occurs over the summer months. Reading over the summer months is an important opportunity for students to stay engaged and to develop a lifelong commitment to reading and learning.

The Lakeway English Department requires all students to read at least one book over the summer. The titles were selected with the purposes of student engagement and preparation for the coming year. Families will find the specific information for the tenth grade attached to this letter. The books cover a variety of genres, topics, difficulty, and length. It is mandatory that Honors and AP English students read both books on the attached list for these classes and complete the accompanying assignments for them. Students in Regular English will choose any book from the attached list and complete the assignment for Regular English. All books are available for purchase in stores and online, as well as through the public library.

Students must complete and turn in a hard copy of their summer reading assignment word document by the first day of the first week of school. After this time, teachers will incorporate activities into their lessons that address the required summer reading. Note that though all assignments are due in hard copy, online document submissions will be made in class through Turnitin, our school's plagiarism detection service.

Plagiarism is a very serious issue in the academic world. Sometimes labeled as "literary theft," plagiarism is defined by the Council of Writing Program Administrators (WPA) as follows: "In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source." This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers. As Christians, we are called to a high standard of living. "Be holy, because I am holy," our Heavenly Father commands us. Students are expected to know and abide by the above definition of plagiarism. This definition is binding on any and all writing assignments students may complete for any class, whether it be formal or informal. Written work should reflect the individual student's ideas and writing; if ideas are shared between students, those ideas should be cited in an individual's papers.

Thank you for continuing to invest in reading and education. Remember, the most important part of Summer Reading is that you enjoy it! The attached books contain fantastic stories and interesting characters. Have a great summer and happy reading!

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CHRISTIAN SCHOOLS



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**English Literature & Composition II and AP English Literature
Reading List 2023-2024
Lakeway Christian Academy Secondary School**

Summer Reading for the 2023-2024 School Year – Regular Classes

<i>The Adventures of Sherlock Holmes</i>	Doyle	ISBN: 9780199536955
<i>Great Expectations</i>	Dickens	ISBN: 9780553213423
<i>Murder Must Advertise</i>	Sayers	ISBN: 9780061043550
<i>Journey to the Center of the Earth</i>	Verne	ISBN: 9780553213973
<i>The Sword Bearer</i>	White	ISBN: 9780877845904
<i>Eragon</i>	Paolini	ISBN: 9780375826696
<i>Gulliver's Travels</i>	Swift	ISBN: 9781853260278
<i>The Hunchback of Notre Dame</i>	Hugo	ISBN: 9781593081409
<i>The Great Divorce</i>	Lewis	ISBN: 9790007672386

Summer Reading for the 2023-2024 School Year – Honors Classes

<i>The Pearl</i>	Steinbeck	ISBN: 9780199536955
<i>Cyrano de Bergerac</i>	Rostand	ISBN: 9780553213423

**Summer Reading for the 2023-2024 School Year – AP English
Literature Class**

<i>The Tragical History of Doctor Faustus</i>	Christopher Marlowe	ISBN: 9780486282084
<i>Crime and Punishment</i>	Dostoevsky	ISBN: 9781840224306

AP English Literature and Composition Summer Reading Assignments

*Assignment for *The Tragical History of Dr. Faustus*

The Tragical History of Dr. Faustus, by Christopher Marlowe, is celebrated as one of the preeminent novels of British literature, a must-read for the well-read scholar. As you read, take notes in your book. Underline important passages, flag pages, identify symbols, imagery, significant plot elements, vocabulary words, make margin notes, etc. Make the book your own and make it usable. Your book annotations are a part of your grade.

After (or during) your reading of the novel, you must complete the following literary analysis. The analysis, due on the first day of class, can be done in outline form except for sections that specify otherwise. You should also be prepared to write an essay about the novel during the first week of school.

- I. **Author Research:** Conduct research on Marlowe – his life, his beliefs, the causes he stood for, his purpose for writing this novel. Write 1-2 paragraphs on your findings (include citations and works cited).
- II. **Characters:** List major characters and include the following information for each:
 - a. Internal and external conflicts that mold or motivate the character
 - b. Character traits (2-4 one word answers)
- III. **Themes:** List major themes.
- IV. **Author's Style:** Describe the overall style of the text (1-3 sentences) and list examples from the text to support your description. Include page numbers.
- V. **Important Scenes:** Quote at least 5 scenes or lines that you found to be especially memorable or that illustrated key ideas (include page numbers). Write a brief commentary for each scene, explaining its significance (3-5 sentences). Choose two quotes to memorize. This will be part of a quiz when you return.
- VI. **Questions:** As you read, record questions you have (the margin is a great place for this!). After finishing the novel, list 5 questions you feel are most important and would facilitate the best class discussion.
- VII. **Vocabulary:** As you read, choose 20 words that are new and interesting to you and do the following for each:
 - A. List the word.
 - B. Define it.
 - C. Quote the sentence in which the word is used, and cite the scene and line(s) (e.g., iv.27-30).
 - D. Write your own sentence using the word in a way that shows a thorough understanding of the word.

****Crime & Punishment Summer Assignment Guidelines**

As I am sure you have heard from the legions of AP Literature students who have come before you, your task in preparation for AP Literature next year is to read Dostoevsky's *Crime & Punishment*. To be perfectly honest, this novel is dense, complicated, and challenging. (For starters, many of the characters have several different names, and they are used interchangeably!). It is also thrilling and maddening. If you take the time to thoroughly read this novel, you will very likely be able to use it on the AP Exam Open Prompt Question at the end of the year, as it covers a variety of themes.

Your assignment is two-fold:

I. First, annotate the novel thoroughly. You will need to annotate the entire novel—including the epilogue—by the first day of school. Your book will be turned in and checked for thorough annotations. Although you will need to mark directly in your book for your own understanding, I will only be looking at Post-it notes.

- 25 color-coded Post-it notes total for the entire book. These are the regular sized notes, not the miniature ones. If I cannot read your writing, it does not count.
- No fewer than 4 and no more than 6 for each category of Post-it notes.
- A minimum of 3 in each part plus the epilogue. (This ensures that you are connecting with the text throughout and not just for one chapter).
- The categories need to be color coded, so make sure you include a color key at the beginning of your novel. (For example: comments=yellow, symbols=blue, etc.).

A. CATEGORIES

1. Comments to yourself (Ex. After underlining or highlighting in your book the sentence, "What do you think, would not one tiny crime be wiped out by thousands of good deeds?" your post it note is stuck right by it and states, "Why did the author all of a sudden address the reader directly? Is he breaking the 4th wall? Am I supposed to be answering this as a moral question for myself?")

2. Symbols, images, ideas that reoccur (Ex. After circling the word "animal," your post it note is stuck right by it and states, "This is the 3rd time in 2 pages Raskolnikov's actions are compared to an animal. He is being portrayed as not human.")

3. Settings that are physical, geographical, or cultural. (Ex. After underlining or highlighting in your book the phrase, "gazed in miserable bewilderment at the coffin like room," your post it note is stuck right by it and states, "This is the second time a home has been described as cramped and dark. This reflects what was going on in Russia during this time period.")

4. Characterization (Ex. After circling the words, "walked slowly with hesitation"... "scowl"... "crushed by poverty"... and "isolated," your post it note is stuck right by those words and states, "Tone is set from the beginning about what kind of person Raskolnikov is.")

B. Some thoughts on annotating well:

1. On the whole, quality is more important than quantity (although I will be counting the post it notes for this activity); thorough annotations every few pages will help you engage with and process the novel more meaningfully than scribbling single words on every page or writing several notes at the end of a chapter. The goal is for you to connect parts of the book together to see the whole picture.

2. Think in terms of questions: as a reader, you are in a conversation with the text. It is a two-way street. To that end, when something strange, confusing, or thrilling happens in the novel, ask a question about it. You may be able to answer your question later.

3. Think also in terms of making connections across the text. When asked his advice about what novelists need to do to be great, the superb British novelist E.M. Forester wrote: “Connect, connect, connect.” Try to link ideas—character changes, image and symbol patterns, plot movements—with your annotations. For example, when you note something (a symbol, an image, a character trait) on page five, see if you can re-describe it on page 100 if and when it reappears.

4. Avoid writing down single literary terms like “symbol,” “theme,” or “characterization.” Talk *about* the book—not around it. Those terms do not really help you make any sense of anything unless you comment more deeply about them. Do not just notice things: try to explain or describe them.

5. Personal comments (“Cool!” “Weird!” “I don’t get this!”) will also not help you. Avoid them. Those comments do not enrich or explain the novel at all. If you are compelled to write such comments, follow them up with legitimate questions or comments about characterization, voice, symbolism, setting, plot, structure, theme, etc.

II. Second, analyze significant passages from *Crime and Punishment*.

Much of our work next year will be focusing on the author’s use of language in significant passages, noting literary techniques and then analyzing them.

“Significant” means that the passage can stand as an excellent example or microcosm of the work considering its use of language and how it develops a larger meaning or overall theme of the entire work. As you read the novel, highlight significant passages you think may be speaking to a theme. Once you finish reading, go back and look specifically at the passages you highlighted.

Analyze seven (7) significant passages from the novel – 1 from each part + epilogue.

Considerations:

*Passages should not be more than approximately 10 lines. Quotes that are longer than that tend to have several ideas in them. Focus on one idea.

*NONE OF THE QUOTES MAY BE FROM SPARKNOTES “IMPORTANT QUOTES EXPLAINED” OR OTHER SIMILAR SOURCES.

*You should discuss the specifics of the language in the quote and how that passage reflects an overall theme of the book.

*This is NOT RESEARCH; it is reflection. Therefore, you are NOT to use outside sources—only the text. Failure to adhere to this constitutes plagiarism.

Guidelines for the outline of quotations:

1. Write the quote (part, chapter, and page number).
2. Identify the speaker.
3. Give the context of the quotation (the parts that immediately precede or follow a passage and clarify its meaning).
4. Write an explanation/analysis of the quote.
5. Create a theme in the novel that would be supported by this quote.

The following is an example of a properly done quote. You may not use this one, because it is from *Sparknotes* and only for the purpose of illustration.

1. “The old woman was a mistake perhaps, but she’s not the point! The old woman was merely a sickness . . . I was in a hurry to step over . . . it wasn’t a human being I killed, it was a principle! So I killed the principle, but I didn’t step over, I stayed on this side . . . All I managed to do was kill. And I didn’t even manage that, as it turns out . . .” Part III Ch 6 P. 217-218
2. Raskolnikov
3. Raskolnikov has just spoken with Razumikhin and wants to go home to be alone with his thoughts. His ideas are tangled in his head, and he is laying on his bed, thinking to himself about what he has done.
4. Raskolnikov wants to believe that his murder was not a crime. At this point in the novel, he feels that he was justified in the murder and that he had a right, due to the superman ideal.
5. Through Raskolnikov’s mental struggle, Dostoyevsky is showing that every member of society has the same moral code to follow and that not following it will produce guilt and anxiety. (Notice that the theme is a complete sentence that includes what the author is saying to the reader about life).