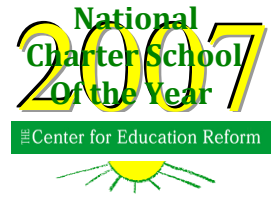




Charting The Course



Frank C. Ortis, Mayor
Iris A. Siple, Vice-Mayor
Charles F. Dodge, City Manager
Peter L. Bayer, Principal

Jack McCluskey, Commissioner
Carl Shechter, Commissioner
Angelo Castillo, Commissioner

May 2016

Dear future AP Literature and Composition student:

Congratulations on your decision to enroll in AP Literature and Composition! Next year (Senior year! Yay!) will be a fun and stimulating one. This course will prepare you for college and for the world by sharpening your reading and writing skills, providing intellectual enrichment, increasing your cultural and historical awareness, and encouraging you to explore and share ideas both as a member of the group and as a creative individual.

In order to remain actively engaged as readers throughout the summer as well as prepare yourselves for next year's curriculum, you will be responsible for the completion of a few summer assignments. This assigned reading and work are **REQUIRED** and **ESSENTIAL**; they will not only determine your first several grades in the course, but will also serve as launching pads for class discussion and assignments throughout the first weeks of school year – and throughout the year as a whole. Many of my students actually choose to write about *Jane Eyre* on the exam since the novel seems to be relevant to almost any prompt. Jane will become your friend, not your foe, don't worry!

Although I want to encourage you to look up words and references that you do not understand, I also want to emphasize that **you are NOT to consult any online or print sources that provide information on the books themselves**. You are expected to use your own brains, not regurgitate information found elsewhere. Anything quoted or paraphrased must be cited according to MLA guidelines. Please see the plagiarism PowerPoint posted on the school website for further clarification on what that means. In addition, to demonstrate that your words are your own, you'll be registering at turnitin.com and submitting your work there upon your return to school.

Assignment details are as follows. Please review them carefully and contact me with any questions:

1. **First, you will read Thomas C. Foster's *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines*.** You're going to love this book, which will serve as a valuable tool throughout the year as we analyze novels, plays, short fiction, and poetry – a process you'll start this summer. In fact, in order to engage in an analysis of *Jane Eyre* (see assignment #2 below), you'll need to complete Foster's book **FIRST**. Pace yourself accordingly so that you have plenty of time after you finish Foster to comfortably read, analyze, and respond to Bronte's classic (which, although not difficult, is somewhat lengthy).
2. **After reading Foster's book, you will read and respond to Charlotte Bronte's classic Victorian novel *Jane Eyre*.** Although I'll be quizzing you on the novel after you return to school, you'll also be submitting analysis and reflection on 8 different quotes/plot elements spanning the beginning, middle, and end of the book using the dialectical journal template that follows this letter. Please note that **I DO**

Pembroke Pines Charter High School
Academic Village

▪ 17189 Sheridan Street ▪ Pembroke Pines, FL 33331 ▪ 954-538-3700

NOT WANT PLOT SUMMARY, PARAPHRASE, OR NOTES ON THE OBVIOUS! Instead, move BEYOND plot to LOOK DEEPER and “read literature like a professor.” Use what Foster discusses to analyze characters, setting, symbols, conflicts, allusions, etc. throughout the novel. That means that **each of your 8 entries must demonstrate a different “set of conventions and patterns, codes and rules” (xiii) that Foster teaches you to look for.** Here is a clear breakdown of what you’ll need to do:

- a. As you read *Jane Eyre*, look for and take note of patterns, symbols, and allusions that Foster discusses in ***How to Read Literature Like a Professor***.
- b. Review the significant quotes you’ve noted and select 8 from different parts of *Jane Eyre* that BEST highlight 8 different Foster chapters. Then analyze each quote in the second column, explaining what “codes” you’ve uncovered and citing the chapter in which each can be found in Foster’s book. Be thorough in your analysis, but succinct in your expression. Eliminate unnecessary words!
- c. You will type your analysis onto the dialectical journal template made available to you and bring it with you on the second day of school. You will also be uploading it to turnitin.com at a later date.

IMPT: Please understand that you are **NOT** to share quotes or analysis with classmates or get information about the novel from **ANY** other sources. Both your quote selections and your analysis should be original (with Foster’s help). I take copying and plagiarism very seriously. Believe me when I tell you that it’s NOT worth risking your grade, my opinion of you, or your own integrity.

3. In addition to reading the novels, you will also engage in vocabulary practice. It’s extremely important for you – as writers, readers, and intelligent human beings – to expand your vocabulary in order to enhance your ability to eloquently communicate your ideas and clearly understand the ideas of others. To start this process, you’ll be learning the first forty words of the AP LIT vocabulary list at the end of this document. This is not simply a quick process of memorization. You are expected to know how to use each word IN CONTEXT – which means that you must know how each word functions as a part of speech (is it a verb, a noun, or both?), and how it functions in conversation (what are the nuances of each word? How can I use it effectively in various sentences?). I suggest LEARNING five words per week – or just ONE a day with weekends off! You’ll be tested on 1-40 during our first week back. The remainder of the list will be completed throughout the school year – just one word a day, Monday through Friday.

How to Read Literature Like a Professor and *Jane Eyre* are available at local bookstores and can also be purchased online. Please note that I also have copies of *Jane Eyre* I can loan out (see me in D203), and would like to encourage you to recycle by obtaining used copies of Foster’s *How to Read Literature Like a Professor* from former AP Literature students. However you decide to obtain the books, don’t make the mistake of waiting too long to do so.

Please feel free to email me throughout the summer with questions about the course or comments on anything else that may be on your mind (well – not *anything*). I’ll try to check my email regularly.

Although I’ve seen most of you around school, I look forward to getting to know you. It’ll be an exciting and fun year for all of us. Until then, enjoy your reading – and have a safe, productive, and exciting summer! Your senior year is almost here!

Take care,
Sarah E. Phelps
sphelps@pinescharter.net

Pembroke Pines Charter High School
Academic Village

▪ 17189 Sheridan Street ▪ Pembroke Pines, FL 33331 ▪ 954-538-3700

Name _____

DIALECTICAL JOURNAL for *Jane Eyre*

*Provide **8** entries below, moving in order by chapter (ex: ch. 1,5,10, etc., NOT 12, 4, 1). Your analysis should span the beginning, middle, & end of *Jane Eyre*, & each entry should link to a ***different*** Foster chapter. Make boxes bigger or smaller as necessary, & avoid unnecessary words. Your job is to analyze specific details of the quote you've selected, linking to Foster.

CH. in <i>Jane Eyre</i>	PROPERLY CITED QUOTES or paraphrases followed by MLA citation: Ex: "blah, blah, blah..." (12).	ANALYSIS: Move <i>beyond</i> plot and the obvious to reflect about deeper things that are suggested. As Foster discusses, analyze characters, setting, symbols, and patterns. <u>Be concise, avoid summary, use active voice, and don't say "this quote shows."</u>	Links to Foster chapter entitled...

***Jane Eyre* meets Professor Foster Dialectical Journal Rubric**

Mastering	<p>These dialectical journals demonstrate excellent understanding of both <i>Jane Eyre</i> and Foster’s <i>How to Read Literature Like a Professor</i>. They highlight eight revealing and properly cited quotations taken from the beginning, middle, and end of <i>Jane Eyre</i> and properly link to eight different chapters of Foster’s book. Analysis is <u>insightful</u> and <u>specific</u>, focusing on details of the quote and how these details contribute to meaning. Language is <u>concise</u> and effectively articulated, using clear language and active verbs, and unnecessary words are eliminated, making discussion only as long as it must be to convey its point.</p>
Applying	<p>These dialectical journals demonstrate good understanding of both <i>Jane Eyre</i> and Foster’s <i>How to Read Literature Like a Professor</i>. They contain eight quotations from various parts of <i>Jane Eyre</i> and link to different chapters of Foster’s book, but analysis of these quotes, while <u>generally accurate</u>, may be <u>less specific and less focused on the cited quote</u>. Language is not problematic, but may be less effective and concise than the responses in the top range.</p>
Developing	<p>These dialectical journals demonstrate some understanding of both <i>Jane Eyre</i> and Foster’s <i>How to Read Literature Like a Professor</i>. They contain quotations from various parts of <i>Jane Eyre</i> and link to different chapters of Foster’s book, but application of Foster may be occasionally weak and analysis of the novel may be somewhat <u>superficial, unclear, underdeveloped</u>, and/or may occasionally lapse into summary. Language may have weaknesses, but these weaknesses do not impede understanding.</p>
Beginning	<p>These dialectical journals demonstrate little understanding of both <i>Jane Eyre</i> and Foster’s <i>How to Read Literature Like a Professor</i>. They tend to be <u>partially inadequate or incomplete</u>, may show <u>misunderstanding</u>, may omit pertinent analysis, or may rely on paraphrase/ summary.</p>
MIA	<p>These dialectical journals are <u>inadequate or incomplete</u> and reveal <u>serious misunderstanding or lack of logical analysis</u>.</p>

2016-2017 AP LITERATURE VOCABULARY LIST

The goal is to really learn 5 of these words per week, starting in the summer and continuing on throughout the year. You are expected to know how to use each word IN CONTEXT – which means that you must know how each word functions as a part of speech (is it a verb, a noun, an adjective?) as well as how it functions in conversation (what are the nuances of each word? How can I use it in various sentences?).

1. ignominious
2. vehement
3. sardonic
4. lugubrious
5. taciturn
6. captious
7. fetid
8. lurid
9. arrogate
10. soporific
11. ameliorate
12. expiate
13. penurious
14. perfidious
15. fervid
16. turbid
17. indignant
18. officious
19. equivocal
20. assiduous
21. inscrutable
22. insuperable
23. vapid
24. insipid
25. provincial
26. impetuous
27. imperious
28. precocious
29. capricious
30. diffident
31. meretricious
32. propitious
33. indefatigable
34. ostensible
35. salubrious
36. credulous
37. pedantic
38. incendiary
39. genial
40. disconsolate
41. peremptory
42. ascetic
43. palliate
44. prurient
45. debauchery
46. solecism

47. indomitable
48. intractable
49. supercilious
50. despotic
51. impalpable
52. culpable
53. redolent
54. furtive
55. reprobate
56. palimpsest
57. behemoth
58. peccadillo
59. propitiate
60. susurration
61. surly
62. approbation
63. collusion
64. ingratiating
65. heretical
66. lethargic
67. sedentary
68. jocular
69. incorrigible
70. sordid
71. brevity
72. harrowed
73. disconcerted
74. consternation
75. prodigious
76. candid
77. disdainful
78. inviolable
79. consummate
80. obeisance
81. laudable
82. idyllic
83. prudent
84. glib
85. presumptuous
86. quixotic
87. mock-heroic
88. bantering
89. simpering
90. bombastic
91. equanimity
92. indecorous
93. misanthrope
94. earnest
95. profligate
96. sententious
97. plaintive
98. pragmatic
99. aesthetic
100. jovial

101. flippant
102. portentous
103. calumnious
104. pernicious
105. rogue
106. pestilent
107. abate
108. remiss
109. perdition
110. avouch
111. addled
112. strident
113. irrevocable
114. interminable
115. chagrin
116. malaise
117. abhorrent
118. emasculate
119. tacit
120. petulant
121. choleric
122. caustic
123. derisive
124. erudite
125. crass
126. vicarious
127. admonitory
128. lassitude
129. licentious
130. pecuniary
131. vacuous
132. reticent
133. nefarious
134. inexorable
135. moribund
136. laconic
137. torrid
138. elegiac
139. sanguine
140. wry
141. bellicose
142. blasé
143. adulation
144. droll
145. pusillanimous
146. capacious
147. prostrate
148. mitigate
149. perspicacious
150. voluble
151. urbane
152. brazen
153. ennui
154. nebulous

155. schism
156. austere
157. fortuitous
158. magnanimous
159. repartee
160. ubiquitous
161. venerable
162. discursive
163. nascent
164. fatuous
165. obsequious
166. deprecating
167. garrulous
168. patronizing
169. histrionic
170. didactic
171. jocund
172. pejorative
173. abstruse
174. brusque
175. effusive
176. insolent
177. facetious
178. reverent
179. irreverent
180. disgruntled
181. befuddled
182. ambivalent
183. capitulate
184. solicitous
185. prodigal
186. impunity
187. impute
188. pertinacious
189. disparate
190. sundry
191. ebullient
192. turgid
193. corporeal
194. errant
195. languid
196. ruminant
197. assail
198. beget
199. inflammatory
200. maudlin