

**Sophomore Pre-AP English
Summer Reading Requirements 2012-2013**

Summer reading is a prerequisite to enter advanced-level English classes. **If the work is not turned in as required below, the student will receive a grade of “0” for the assignment.**

Entering pre-AP sophomores have two selections to read over the summer break:

1. *How to Read Literature Like a Professor* by Thomas C. Foster
2. *Night* by Elie Wiesel

You are directed to read *How To Read...* first so that you can apply Foster’s concepts to your reading of *Night*.

You will need to purchase copies of both works because you will be using them not only this summer but also after school begins. If purchasing texts is problematic, please see Mrs. McCuien in room 109 for a school-issued copy; you will be responsible for returning this book as you would any other textbook.

To assess your reading of *Night*, you should expect a test the **first day** you have English. You will be responsible for the following:

- plot
- character names, descriptions, and motives
- identifying quotes from the text and explaining them
- writing an essay in which you explore novel themes by developing a thesis and supporting that thesis with specific examples that demonstrate your understanding of the entire work

As you read *Night*, take notes in the text. Items to mark/annotate include characterization, literary devices, universal quotes, and evidence of concepts addressed in Foster. Also, consider writing yourself a brief summary of events of each chapter. Do not be surprised if your teacher grades your book for annotations.

To assess your reading of *How to Read...*, you have an assignment which is to be completed during the summer and submitted to your teacher the **first day** of school. **Details of the assignment are on the back of this handout.**

If you have any questions, please stop by one of the sophomore English classrooms (102, 109, 111, 113, 115 or 340). We look forward to having you in our classes next year and discussing great literature!

Ms.Charifson, Mrs. McCuien, Mrs. Brooks, Ms. Wyeth, and Ms. Schutte

Checklist of Responsibilities:

- _____ I have read *Night* and am prepared for my upcoming test
- _____ I have read the required chapters of *How To Read...*
- _____ I have **typed** the required notes for each required chapter of *How To Read*
- _____ I have printed out my work for *How to Read* and am bringing it the first day I have English

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

In this selection, Professor Foster provides his reader with tips for reading literature beyond the surface and for making one's reading experience as rich as possible. Your goal in reading this work is to make yourself aware of the more subtle methods an author uses to influence his readers. Your exposure has already begun as your ninth grade teachers have had you examine literature very closely. Foster will give you new tools to help you analyze literature. In your sophomore year, and beyond, we will continue to explore the subtlety of literature and will expect you to recognize the patterns Foster introduces.

Here's what to do:

- Read the required chapters as listed below
- Take **thorough** notes as you read. Give a bullet point summary of **each** of Foster's points in each required chapter. **Hint:** merely copying items in bold will **not** suffice; be sure to read and take detailed notes!
- Though you may be able to find a website or two which discusses Foster's work, you should avoid these sites. Reading just these sites or relying on them for your note taking will **not** be tolerated and will not be beneficial to you.
- Your notes **must be typed and will be submitted to Turnitin.com after you return to school.** (Be sure to save your work three times: hard drive, flash drive, or CD, and email it yourself.)
- Be prepared to turn in a hard copy of your work on **the first day of school.**

Required chapters:

- **Introduction: How'd He Do That?**
- **Chapter 1: Every Trip Is a Quest (Except When It's Not)**
- **Chapter 2: Nice to Eat with You: Acts of Communion**
- **Chapter 5: Now, Where Have I Seen This Before?**
- **Chapter 9: It's Greek to Me**
- **Chapter 12: Is That a Symbol?**
- **Interlude: Does He Mean That?**
- **Chapter 20:...So Does Seasons**
- **Interlude: One Story**
- **Chapter 25: Don't Read with Your Eyes**

Sample notes from Foster's chapter, "If She Comes up it's Baptism" (Ch 18; pg 153)

- If character goes in water, two choices: character drowns or doesn't.
- Reasons for going in water could be:
 - Wish fulfillment
 - Exorcism of primal fear (getting rid of an instinctive fear?)
 - Exploration of the possible (?)
 - Solution to a messy plot problem
- How character handles going in can imply different things on the symbolic level
 - (i.e., rescue = passivity, luck, or indebtedness to another)
- *If he doesn't drown, it's baptism
 - Baptism=rebirth
 - Death & rebirth through water
- Rain is not the same as baptism (but certain similarities: rain is restorative & cleansing)
- *Baptism is not religious but it is spiritual.
- **"When writers baptize a character they mean death, rebirth, new identity"**
 - (but you can't ever say "always")

Drowning

- Baptisms have lots of common threads, but every drowning has its own purpose.
- Examples:
 - Character revelation
 - Theme development: violence, failure, guilt, etc.
 - Plot complication
 - Denouement (tying up loose ends)