

Please feel free to contact me by email over the summer if you have questions about the summer assignment.

**Begin a notebook, preferably one with perforated pages since you will need to turn in assignments to me. You will use it for parts of the summer assignment and for the school year.**

Part I—*How to Read Literature Like a College Professor*: Notetaking

Read *How to Read Literature Like a College Professor* by Thomas C. Foster. You may do this in one of two ways: 1) Read the book all the way through before beginning *The Scarlet Letter*; 2) Read it while reading *The Scarlet Letter*. The point is that you will learn quite a bit about literary analysis so that when you read *The Scarlet Letter* and need to comment on it in your notebook, you will have gathered ideas on **how** to respond.

Your assignment: For each chapter, either take notes (bullet points are fine) or answer the question: What was the point of the chapter? This should go into your notebook for the course. You will submit it to me on the first day of school. It is not necessary to type your notes.

The book is available through Google Classroom (pdf.), so you won't need a hard copy. During the course of the year, we will frequently refer to it. To access it go to Google Classroom and open AP Literature Summer Assignment-English. The class code is as follows: **ofdfqk1**

Part II—*The Scarlet Letter* Journal (Typed)

A. Read Nathaniel Hawthorne's *The Scarlet Letter*. However, you do **not** need to read the introductory chapter ("The Custom House"). Check out the novel from the Library before you leave for the summer so that when we return on August 22 we will all have the same edition and therefore the same page numbers. When we return, we will spend the first week or so reviewing the novel in preparation for a process essay. Bring your copy of the novel to class on the first day of school.

B. To be typed: For each chapter **provide the date and write a brief summary** —the gist of the chapter, not more than five sentences. Then you will respond to each chapter, selecting from the following list. **Each entry (not including the summary) should range from 75-100 words.** Make sure to use a **variety** of these approaches. Also, since you have read the other book, your entries should show that you have gained insight on how to provide literary analysis or commentary. Below are the approaches:

- Dialectical journal entries, which means selecting a meaningful quotation and responding to it in some of the ways listed below. The quotation does not count in the 75-100 words.
- Commentary and evaluation of such literary elements as plot, character, point of view, tone, setting, symbolism, ambiguity, and irony
- Reflections on issues and themes with connections to politics, religion, morality, history, psychology, and current events
- Observations about Hawthorne's diction and syntax

C. To help me provide focus for our discussion of the novel in August, write down questions but also identify chapter and page number. **Your questions are considered part of the entry.** You may have trouble with syntax or allusions--those make excellent questions. However, don't write individual words that you can look up. It is not necessary to write questions for every chapter.

D. Also, use the same or a separate notebook for a vocabulary list which you will keep with you the entire school year. Define an average of five words or allusions you don't know from each chapter. By expanding your vocabulary in this way, you are preparing for the SAT/ACT and the AP exam, as well as enhancing the quality of your formal voice. You will add to this list as the year goes on.

E. I will evaluate the journal on the criteria listed below:

- Did you follow directions (see above)?
- Do your entries show that you are thinking and analyzing, not merely interpreting?
- Is this your work? Avoid the temptation of extracting directly from Spark Notes, Cliff Notes, or other sources. If you do, cite the source. After we return, I will ask you to submit the journal through Turnitin.com.

You will need to read, re-read, and use your dictionary. The sentence structure is often daunting, but it will familiarize you with the complex diction and syntax of 19<sup>th</sup> century writers. **It is a difficult read. Don't wait until the last week of summer to begin the assignment.**

F. Below are three prompts based on *The Scarlet Letter*. A first draft of the essay is due Wednesday, **August 29 (2nd week of school)**. We will do peer revision/editing at that time. The final draft is due **Friday, August 31** and will need to be turned in through Turnitin.com.

1. The scarlet letter is clearly a symbol throughout the text, but its meaning grows and changes continually from its first appearance in Chapter Two to its last at the end of the story. Explain how it changes, including its relatively simple beginning and working through to its quite complex ending.
2. Is Dimmesdale's final confession a courageous act? Consider Hawthorne's presentation of Dimmesdale's character throughout the entire novel as you formulate the answer. Refer to earlier scenes as well as the "Revelation" chapter.
3. Explain the significance of the three scaffold scenes: Chapters 2-3, 12, and 23. How do these scenes relate to the four major characters and to the novel as a whole.

### Part III--Voice Lessons

Complete Questions #1 and #2 of the eight worksheets from *Voice Lessons*. Do only **four** of the "apply" exercises. You may write directly on the sheets. These are due the first day of school.