

CAMPUS: Boerne High School

COURSE: AP/DC English IV-World Literature BISD Course #1403/#1414

PRE-AP/AP SUMMER READING ASSIGNMENT PURPOSE

Boerne ISD believes that the key to being a great reader is to read extensively, and the key to being a great writer is through exposure to great writing. Reading is not solely reserved for the school year; life-long learning stems from becoming a life-long reader. Summer provides time to enjoy uninterrupted reading that allows students to absorb and contemplate ideas from their reading experience in preparation for beginning of the school year literary discussions. Summer reading and the subsequent in-class assignments give students a strong foundation to build upon as they move through the Pre-AP/AP English Language Arts program.

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Dear AP English IV/Dual Credit World Literature (BISD Course #1403/#1414) Student,

Welcome to your senior English class at Boerne High School! This year in school will be like no other in your school career in so many ways. We are glad that you have decided to challenge yourself in AP English IV/Dual Credit – you will reap the rewards of your decision when you take the AP English Literature and Composition Exam in May and receive college credit and/or when you complete the requirements of this dual credit course and receive credit from Northwest Vista College for English 2332 – World Literature I and English 2333 – World Literature II. In either scenario, you will have prepared yourself for the pace and rigor of college by taking this class.

You will be reading a variety of literature this year that has been chosen based on both the suggestions provided by AP Central/College Board training and the requirements for the sophomore literature classes at Northwest Vista College. You will study works representative of various literary genres and eras and become proficient at recognizing the elements of literature that all writers have in common as well as those that distinguish one writer’s style from another.

This year for your summer reading requirements, you are to read and annotate the following:

Everyone reads

How to Read Literature Like a Professor by Thomas C. Foster

In addition, choose ONE of the following epics:

Epic of Gilgamesh (Penguin Classics - 978-0140449198)

Beowulf (Seamus Heaney translation - 978-0393320978)

The Ramayana (Penguin Classics - Shortened Modern Prose Version - 978-0143039679)

Acquire *your own* copy of each of the two works, so you will be able to annotate them according to the instructions on the back of this letter. Bring your annotated copies of the two works to school on the first day of class. Please use your own copy and not one that has already been annotated with different topics. During the first quarter we will have class discussions and activities as well as write in-class timed essays over the summer reading selections using your annotated copies of the works which will enable you to incorporate textual proof and references into your writing.

We look forward to getting to know each one of you during your senior year in high school!

Please email us if you have any questions.

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(Annotation instructions on the back of this letter.)

Annotation Instructions

Annotating a text is like having a conversation with a book—it allows the active reader to ask questions, comment on meaning, and mark events and passages he or she wants to revisit. Annotation allows readers to organize their understanding of a text.

- Make brief notes at the top, bottom, or sides of the page that comment on important topics/themes.
- On the pages, write questions that occur to you about these topics/themes.
- Highlight words, images, and details that relate to these topics/themes.
- Mark key ideas and note your reflections about them.
- When you have an idea while reading the text, note it in the margin.
- If you have a question about one of the topics/themes, that you have been looking at, write it on the page when it first occurs to you.
- Don't mark too much. If you mark everything, nothing will stand out.
- Use brackets, checks, stars, bullets, or asterisks to mark very important items or details you want to return to later. Have a consistent system to your markings.
- Move beyond the text to connect to universal meaning. Ask, "How does this connect with my life—with all human beings—in the world today?" and note these thoughts.
- Connect the themes you found with your own experiences and with universal meaning.

Annotation requirements adapted from: *Laying the Foundation: A Resource and Planning Guide for Pre-AP English Grade 9*. Dallas: Advanced Placement Strategies, Inc., 2004.