

## 2016-2017 English IV AP (EN 216) Summer Reading

### REQUIRED READING:

Students will read the following books during the summer of 2016 for AP English IV the following fall:

*The Unlikely Pilgrimage of Harold Fry* by Rachel Joyce  
*How to Read Literature Like a Professor* by Thomas C. Foster  
*All the Light We Cannot See* by Anthony Doerr

Students will then complete two (2) writing assignments over the Doerr and Joyce books.

### ASSIGNMENT ONE: *All the Light We Cannot See* – Anthony Doerr

Students will write a modified book analysis of eight (8) paragraphs: Introduction—thesis statement as last sentence, tied to a theme; Theme; Précis; Characterization; Detail; Syntax; Organization; Suitability for AP program; and Conclusion. Each style element should have its own paragraph.

- Students will begin the analysis with an introductory paragraph that introduces the author, gives several sentences of the plot, and presents a thesis statement based on a theme—a major message that the author expects the reader to recognize, phrased as a statement of the human condition. For example: “man seeks human companionship to fulfil his humanity.” The thesis should be the last sentence in the introduction.
- Students will base their style elements around the theme they have chosen. Students should decide on a theme—again, a statement of the human condition that evidences man’s or woman’s state in this book—and write it as a sentence that the author wishes the reader to recognize as true after reading his/her work. Each style analysis paragraph will relate how that element ties in with the theme students have chosen.

Students will then base the following 9+ sentence analysis paragraphs on:

- Theme: sections of the novel that show and emphasize the theme chosen by the students, as well as other themes that may be present. **No quotations over 4 lines and use MLA parenthetical documentation.** For questions on how to properly document and cite using MLA format, please see: <https://owl.english.purdue.edu/owl/resource/747/01/>.
- Précis: a one hundred word summary of the entire book with **no adjectives or descriptive words.**
- Characterization: overall, how do the characters adhere to the theme of the novel and what role do they play?
- Detail: sensory passages that enhance the theme of the novel. Address the beginning, the middle, and the end of the novel and how the detail enhances the theme in each section of the book.
- Syntax: particular sentence structures or patterns that enhance the theme along with any punctuation that adds dimension. Examine syntax used at the beginning, middle, and end of the novel.

- Organization: how does the manner in which this novel is set up address the theme upon which students have focused? Student examination of organization may depend upon how many sections the student perceives are in the novel.
- Suitability for the AP program: Students should not base this paragraph on whether they liked or disliked the book. Rather, they should ask whether the book contains multi-level readings that make it suitable for the program (hint: it does). Students should then explain the multiple levels on which this text can and should be engaged.

**ASSIGNMENT TWO:** *The Unlikely Pilgrimage of Harold Fry* – Rachel Joyce

- Students will first read Thomas C. Foster’s *How to Read Literature like a Professor*.
- Students will then write a paper applying 17 ideas from the chapters of Foster’s book to *The Unlikely Pilgrimage of Harold Fry*. Be specific and identify specifically how Foster’s ideas directly apply to facets of Joyce’s novel. Use the following ideas from Chapters 1, 2, 5, 10, 11, 12, 13, 14, 15, 18, 19, 20, 21, 22, 24, 25, and 26 and write them in at least 6-8 sentence paragraphs with a good topic sentence and 2 concrete details plus commentary.
- Paragraphs must be at least eight sentences, and contain a strong topic sentence and 2 concrete details plus relevant, substantive commentary.

**DUE DATE:**

Both papers are due on the first day of class with no exceptions, including all Learning Center students. Please show Mr. Young or Mrs. Gagne this paper by May 27, 2016 before you leave so that we can initial it.

**STUDENT AND PARENT SIGNATURES:**

I understand that I (or my child) must turn in both papers on the first day of class—August 11, 2016—of the 2016-2017 school year or risk being dismissed from AP English IV.

Student’s Name:

Date:

Guardian’s Name:

Date: