

**Advanced Placement Literature and Composition 12 Summer Reading Syllabus
2010-2011**

Journeys – The answer minus the question

Clearview Regional High School District develops its curriculum in order to best serve the district's mission and meet the subject-area benchmarks established by NCLB and other local, state and national criteria for curriculum development. We recognize that adolescence through young-adulthood is a time when students of the same age are at different maturity levels, so the selection of materials is undertaken with care and deliberation. The English Department selects literary texts that reflect a diversity of perspectives, are age-appropriate, are high quality literature and are useful to fulfill the district's mission and the course's benchmarks. Parents are encouraged to investigate the texts explored by their children; we urge parents to take an active role in helping our students to develop admiration for the elegance and richness of human expression. Recognizing that not all works are appropriate for all students, texts identified with an (*) contain mature or sensitive language or issues; parents or guardians may wish to preview texts prior to student participation.

These texts will provide a foundation upon which to place our introduction to the world of ideas and to all the important questions. It is a perfect foundation to begin a year filled with great books and engaging ideas. All students are required to have a notebook – single, multiple subject or marble is acceptable. Notes should be taken in the notebook and students have the option to compose their essays in their notebooks or via word processing.

All students will read Thomas C. Foster's *How to Read Literature Like a Professor* before reading one of the listed plays. Please pick one drama from each list that has been provided for you. As you read, try to determine the central questions the work raises – consider outlining the text as each text attempts to support a premise – identify the premise. Then determine the connection between the premise (purpose or thesis) and the questions and subsequent answers as espoused by the author.

This assignment will be used during the first few weeks of school as we discuss and develop thematic statements as each text looks to address various universal concepts and convictions pertaining to the human condition.

Drama

Waiting for Godot, Samuel Beckett

A Raisin in The Sun, Lorraine Hansberry

Assignment I: Text-marking/marginal annotations for both texts

- **Observations-** document your initial thoughts and reactions to each criterion on the text-marking list.
- **Analysis-** documents the breakdown of each criterion on the text-marking list and its relationship to the entire text.. Start to think of the interrelationship among the criteria on the text-marking list and the possible significance. Consider the possible significance of your initial observations.
- **Conclusions-** documents the “so what” of your analysis. Consider what might be the point of the play. Review your text-marking and consider the possible themes that arise.
- **Focus-** characters, relationships. Internal and external conflicts, setting, key concepts, definitions

Assignment II: Critic Roland Barthes has said, “Literature is the question minus the answer.” Using one of the plays you have read this summer, and considering Barthes’ observation, compose an essay in which you analyze a central question the work raised in either *A Raisin in the Sun* or *Waiting for Godot*.

Assignment III: Select two chapters from the Foster text and outline the play using the ideas, concepts and definitions that Foster uses to define the ways that professors read literature. Be sure to document the pages and put your observations in your notebooks.

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