Science Park High School
AP English Literature

Mr. Townsend’s
2019-2020 12th Grade AP English Literature and Composition
Summer Reading Assignment

Selected Texts

*Of Human Bondage* by W. Somerset Maugham
*1984* by George Orwell
*I Know Why the Caged Bird Sings* by Maya Angelou

Over the summer, you will read the above-mentioned works in preparation for Mr. Townsend’s AP English Literature and Composition course. **On the first day of the 2019-2020 school year, your double-entry journal will be collected based on the novel *Of Human Bondage*. It is recommended that you start this assignment ASAP.**

Even though only one text is assigned for journal writing, you are also required to read George Orwell’s *1984* and Maya Angelou’s *I Know Why the Caged Bird Sings*. Furthermore, you will receive writing assignments based on the texts at the beginning of the school year.

As you read *Of Human Bondage*, you will keep a double-entry journal. Attached are directions for keeping the journal. Listed below are some suggestions for engaging in a close reading of the texts as well as tips on how to annotate (see http://guides.library.harvard.edu/sixreadinghabits):

1. Watch for repetitive elements or literary devices. Make any necessary comments in the margins of your book.

2. Make note of any literary or artistic references that might provide insight into the characters. Do research on those references and write them down in your journal.

3. Continually question the motives of characters in the novel.

4. Make predictions on how present actions affect future events.
Double-Entry Journal for *Of Human Bondage*

Overview:

As stated, while you read *Of Human Bondage*, you will keep a journal. A double-entry journal is a way to closely read passages from a text in order to discover what individual words and sentences reveal about characters, conflicts, and themes as well as to make text-to-text, text-to-self, and text-to-world connections. The journal serves as an ongoing record of your responses to the novel, and it gives everyone a chance to bring a variety of perspectives to class.

Due Date:

The completed journal is due on the 1st day of school in September. All journals will be collected on the 1st day of school. If you do not have your journal on the 1st day, you will be able to hand it in the next school day (and only that day) with a late penalty. **You will not be able to hand it in after the 2nd day of school.**

Point Value:

The journal is worth 100 Points and will count as a substantial grade for the 1st marking period. As mentioned, if you do not hand in your journal on the first day of school for whatever reason, you will be allowed to hand it in the next day with a substantial point penalty (at least a full letter grade will be deducted from your overall grade). Thus, make sure that you hand in the journal the 1st day of school. Furthermore, if there is any evidence of plagiarism, which includes copying from a current or former student or website, you will receive a zero for the assignment. **Please note that you will not receive credit for the journal if you do not hand it in.**

Directions:

Using a marble composition notebook, you are required to construct 10 journal entries (one entry per twelve chapters – the last entry should be comprised of the final fourteen chapters). Each entry should consist of four (4) pages of writing, making for a total of forty (40) pages for the entire journal.
Science Park High School
AP English Literature

**Double-Entry Journal Model**

The right side of your entry should document your interaction with the work, showing the process you went through to understand the text. Each entry should contain the following:

- An explanation of what the passage you selected means and how it is significant to the work as a whole - why is this quote important? (Keep in mind that quotations rarely tell you why they are important; you must analyze and interpret to get at the deeper meaning.) Do not respond using mere paraphrasing of what you read.

- Connections to your own experience, to society, and/or to other texts that you have read.

- An analysis of author’s tone, structure, style, argument, evidence, theme, literary elements (where applicable), narrative voice, argument, analysis, etc.

- One thought-provoking question for further discussion, either in a future entry or in class.

- No BLANK SPACES between quotations or reflections. Complete the entire page from top to bottom.

Below is a model of how a Double-Entry Journal for *Walden* by Henry David Thoreau:

<table>
<thead>
<tr>
<th>Concrete Details (Left-Hand Side)</th>
<th>Reflections (Right-Hand Side)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;To be awake is to be alive&quot; (from the chapter &quot;Where I Lived and What I Lived For&quot;).</td>
<td>I think that you can go through your whole life asleep if you don't stop and think about what you're doing. It's important to make conscious choices, especially when you're my age.</td>
</tr>
<tr>
<td>&quot;I should not talk so much about myself if there were anybody else whom I knew as well. Unfortunately, I am confined to this by the narrowness of my experience&quot; (from the chapter &quot;Economy&quot;).</td>
<td>I disagree with what Thoreau says here. I think that you can know another person as well as you know yourself. I know my best friend as well as I know myself. Sometimes, I don't think I know myself well at all.</td>
</tr>
<tr>
<td>&quot;Say what you have to say, not what you ought. Any truth is better than make-believe&quot; (from the conclusion).</td>
<td>Sometimes it is difficult to tell the truth because you don't want to hurt a person's feelings or because it's hard for you to admit something. It was hard for me to tell my dad that I didn't want to go to the same college he did, but I was glad that I told him afterwards.</td>
</tr>
</tbody>
</table>
Science Park High School
AP English Literature

Marble Composition Notebook

✓ To set up the journal, on the left page of the composition notebook write the concrete detail, and on the right page write your commentary/analysis. Clearly label in the upper left-hand corner of the left page the number of the entry.

✓ On the left page write down concrete details from the text. They should consist of quotations, events, descriptions, character traits, etc. After each concrete detail, be sure to include the chapter and page number. For longer passages, cite the beginning and end of the passage, using an ellipsis (…) to indicate that words were removed.

The right side of your entry should document your interaction with the work, showing the process you went through to understand the text. Each entry should contain the following:

✓ An explanation of what the passage you selected means and how it is significant to the work as a whole - why is this quote important? (Keep in mind that quotations rarely tell you why they are important; you must analyze and interpret to get at the deeper meaning.) Do not respond using mere plot summary.

✓ Connections to your own experience, to society, and/or to other texts that you have read.

✓ An analysis of author’s tone, structure, style, theme, literary elements, narrative voice, character analysis, etc.

✓ One thought-provoking question for further discussion, either in a future entry or in class.

Length of Entries:

Each entry should consist of four pages of writing. The entire left and right sides of the opened notebook would be considered two pages. If you find it difficult to construct more than one page of concrete details per entry, then the majority of your entry should consist of commentary and analysis. It is basically up to you to decide how you wish to divide each entry with regard to concrete details and analysis. However, just make sure that each entry has four pages of work and forty pages for the entire journal. Do not have any blank spaces between concrete details or responses. Complete the entire page from top to bottom.

Contact Mr. Townsend with questions at ctownsend@nps.k12.nj.us. Finally, the Harvard College Library has posted an excellent guide to annotation, “Interrogating Texts: Six Reading Habits to Develop in Your First Year at Harvard.”

Here is the link: http://guides.library.harvard.edu/sixreadinghabits
Materials to Purchase

- W. Somerset Maugham’s *Of Human Bondage*
- George Orwell’s *1984*
- Maya Angelou’s *I Know Why the Caged Bird Sings*

- Two Marble Composition Notebooks (100 Sheets, 9 ¾ x 7 ½ in.)

Please note that you will only use one notebook for the summer reading assignment.
Double-Entry Journal Scoring Rubric

A (9 - 10)

All the requirements of a “B” journal entry (see below) are evident, but with a greater degree of effort, analytical insight and writing sophistication.

The entry balances generalizations with specific illustrative details with considerable skill, maintains coherence through thoughtful transitions from one point to another, goes beyond mere structural integrity to establish a voice through which the analysis is maintained, and is engaging and enjoyable to read.

Furthermore, the entry is unusually insightful and shows an uncommon sensitivity to the language and ideas of the text, especially as language and ideas relate to each other.

B (8 – 8.9)

The entry is well-written and constitutes evidence of thoughtful interaction with the text. That evidence is displayed through some or all of the following:

- Characters and events are analyzed and meaningfully compared to other characters and events in the text, different text(s), and/or personal or “real world” experience.

- Structure and/or style is analyzed in relation to meaning, especially regarding the narrative voice and point of view.

- The author’s tone is analyzed and connected to theme, with textual substantiation.

- Excerpts from the text are cited and thoughtfully explicated, meaningful questions are asked, difficulties with the plot or the writer’s style are explored with sensitivity and intelligence. Creative tangents with clear connections to the text may be present.
C (7 – 7.9)

The entry aspires to reach all of the requirements of the “B” level entry (see above), but falls short by no more than two of the following:

- Writing about the text superficially, without meaningful exploration of characterization, tone, theme, etc.;
- Not providing enough textual substantiation for your assertions;
- Not clearly connecting the evidence to the assertions in a meaningful way, thus causing confusion;
- Writing about plot at the expense of other literary elements; and
- Writing sloppily or poorly.

D (6.4 – 6.9)

The entry falls short of the requirements of the “B” level entry (see above) by more than two of the deficiencies explained above (see the “C” level entry), or with one or more of those deficiencies.

F (0 – 6.3)

The entry falls short of the requirements of the “B” level entry (see above) by more than three of the deficiencies explained above (see the “C” level entry), or with multiple deficiencies with an unusual degree of severity.

Overall Grade

Each journal entry will be given a separate grade on a 1-10 scale, as specified above. For the complete journal grade, the ten (10) entries will be added up and the overall score will be out of 100 points. It will count as a substantial grade for the 1st marking period.