

AP Literature & Composition-Summer 2019

PART 1. Charlotte Bronte's *Jane Eyre* Annotations & Dialectic Journal- Due September 12, 2019

You will identify at least 38 KEY QUOTATIONS/PASSAGES that you think are especially significant. You will then write a detailed analysis of that quotation or passage. In order to spread them equally throughout the book, plan on analyzing at least one quotation per chapter. You must use loose-leaf for this; **entries must be handwritten**. Number your entries. You must also create a title page, and place your journal in a protective cover.

In your journal, you will re-write the passage/quotation and page number and your analysis of the passage (see sample below). Your analysis should be at least ONE long paragraph. Occasionally you may reference an event or moment from the text that is larger than a single quote. First you should write the textual evidence: the quotation (exactly, in quotation marks) or the specific event summary, followed in either case by the page number in parentheses. On the next line, write your response to this textual evidence. If you wish, you may do this in a double-column format (see example below). Your journal will be due on the first day of school and will count for a significant portion of your first marking period grade. Therefore, failure to do the assignment could result in a failing grade.

On Plagiarism: Assignments must be completed individually, without collaboration with other people or outside reading resources (including the internet). Your journal must represent your own thoughts and ideas. **Plagiarized work will receive a zero and disciplinary consequences will ensue.**

Why do I choose a quotation and how do I respond?

We are particularly interested in responses that are connections (especially text-to-text and text-to-world), questions (as long as you hypothesize about the answers), and especially inferences. Remember

that these responses may need to be longer than you are accustomed to writing. In addition, there are other reasons to select quotations including:

- **epiphany** – seeing something you didn't see before; a “light bulb” moment

- **character insights** – motives, symbolic representation, reasons for conflicts/relationships

- **recognition of patterns** – overlapping images, repetitions of idea or details, structural or content shifts

- **author's style** – use of certain words, phrases, sentence structures, tone, etc.

- **effective use of stylistic/literary devices** – interpret imagery, figures of speech, symbols, allusions, etc. and give possible explanations

- **realization of a deeper meaning or theme that is running throughout the novel.** Try to avoid obvious or shallow observations (Scout had a brother who teased her; my brother teases me). Remember that we are looking for the depth of your thought – your ability to go beyond the text and think about the literary artistry and “big picture” meanings. **Connect to other texts, historical context, the “how” in addition to the “what,” and the rhetorical devices the text presents.** **Also of Note:**

- Please record your quotations/responses in the order they appear in the novel.

- If you wish to avoid the “start and stop” method of note-taking while you read, place small post-it notes in your book and come back to write and respond later. This is good practice for the school year!

- A strong journal will have 38+ quotations and responses that

cover the entire length of the novel.

The responses should be yours and not copied from any source.

Plagiarism—using ideas or information from the internet (such as *Sparknotes*)—is unacceptable and will be taken seriously.

You may put more than one quote/passage per page. Be sure to number each quote entry!

Quote from novel (this sample is from To Kill a Mockingbird) Page #	Response
1. "...as I read the alphabet a faint line appeared between her eyebrows, and after making me read most of My First Reader and the stock market quotations from the Mobile Register, she discovered that I was literate and looked at me with more than faint distaste. Miss Caroline told me to tell my father not to teach me any more, it would interfere with my reading" (21).	The novel takes place during the Depression, a time when kids like Scout had almost nothing to look forward to and no prospects for a better future. Scout speaks often of how dirty the kids are, how poor everyone is (so poor that no one notices that anyone else is in any better or worse shape than they are). Miss Caroline does not seem to understand that she is probably one of the few things standing between the kids of that era and total disaster. Her job is so important because she can give them the entire key to a better life. Instead, she singles kids out for mistreatment, demeans the children in front of each other, and does not try to inspire the kids in her class. Adults during the Depression had to have been afraid, afraid of starvation, afraid of losing their

	<p>jobs. Perhaps Miss Caroline is so harsh partly because she is inexperienced, but maybe she is afraid that if she does not run her classroom like a factory (everyone doing the same thing at the same time) that she will lose her job. Maybe she thinks the kids genuinely need her to be so critical and rigid. Fear makes people react to their surroundings instead of acting rationally. Perhaps fear is a theme in this book, fear of poverty, fear of failure, fear of other races. I will use fear as a purpose for reading as I continue through the chapters, noting who is acting out of fear and who is acting rationally. Perhaps those conclusions will lead me to the theme of the novel.</p>
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Checklist for Summer Reading:

- _____ 1. Thoroughly read *Jane Eyre* by Charlotte Bronte.
- _____ 2. **Annotate** the text as you read, with sticky notes if the book does not belong to you.
- _____ 3. Create a title page with your name and the title and the author of the novel.
- _____ 4. Complete your dialectical journal.
- _____ 5. Be prepared to discuss the novel and write an in-class essay. (You will be allowed to use your journal on the **essay**.)

Part 2. Purchase Barron’s AP English Literature and Composition, 7th

Edition. Please have by September 16th, 2019.

PART 3. For each one, make a flash card (3x5 index cards work well). On one side, write the term, and on the other, write the definition and a good example. You are responsible for learning (not just memorizing) the following terms by September 2019.

AP LITERARY TERMS

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| 1. ALLEGORY | 19. INVERSION | |
| 2. ALLITERATION | 20. VERBAL IRONY | 31. METONYMY |
| 3. ALLUSION | 21. SITUATIONAL IRONY | 32. MOOD |
| 4. ANALOGY | 22. DRAMATIC IRONY | 33. MOTIF |
| 5. ANAPHORA | 23. JUXTAPOSITION | 34. OXYMORON |
| 6. ANTITHESIS | 24. LITOTES | 35. PARABLE |
| 7. ANTIHERO | 25. LOCAL COLOR | 36. PARADOX |
| 8. ANTHROPOMORPHISM
(Personification) | 26. LOOSE SENTENCE | 37. PARALLEL STRUCTURE
(parallelism) |
| 9. APHORISM | 27. METAPHOR | 38. PARODY |
| 10. APOSTROPHE | | 39.. STREAM OF CONSCIOUSNESS |
| 11. ASSONANCE | 28. IMPLIED METAPHOR | 40. STYLE |
| 12. CONCEIT | | 41. SYMBOL |
| 13. COUPLET | 29. DEAD METAPHOR | 42. SYNECDOCHE |
| 14. DICTION | | 43. THEME |
| 15. DIDACTIC | 30. MIXED METAPHOR | 44. TONE |
| 16. EPIGRAPH | | 45. VERNACULAR |
| 17. EPISTROPHE | | |
| 18. EPITHET | | |