

Dear Students and Parents:

Welcome to AP English Literature and Composition! All students who are enrolled in Advanced Placement Literature and Composition will benefit from reading *The Invisible Man* by Ralph Ellison during the summer. Below are some guidelines to assist you while you are reading as we will address this novel by the end of the first quarter. Reading over the summer will make the opening term much easier for you in my class and in others by lightening the homework load. I hope that students will also enjoy some pleasure reading during the summer. Students in this course are expected to read texts suited to college readers. The work that you submit is expected to be the *highest possible caliber*. Points will be deducted for not following directions, grammatical and/or spelling errors, and incomplete, late, and/or sloppy work throughout the school year.

***Invisible Man* by Ralph Ellison** It will be helpful to annotate as you read and analyze this novel. Students will compose an essay in class at the end of our first grading term. In addition, students will be expected to complete a variety of assignments based on their annotations.

- Annotate about one third of the text *evenly distributed across the span of the book*. For example, a book with about 575 pages would have annotations on approximately 200 pages. More annotation is fine if that is an effective way for you to engage with the text.
- Do not just underline or highlight. For each mark you make on the text, you should have comments and/or questions about character, theme, language, literary devices, connections to other texts, history, etc. If you are using a library copy, use various colored sticky notes.
- Annotating a text is much like having a conversation with the narrative. You must not merely read for plot, but you must *analyze* the content and language. *Try to connect how the use of the literary device illuminates a deeper meaning*. Color-coding your annotations is one way to keep organized. For example, all of the annotations/quotations about invisibility could be pink, blindness examples could be blue, identity examples could be yellow, memory examples could be orange, etc. On the other hand, some students like to mark all theme annotations/quotations with one color, characterization with another color, literary devices with another, etc. Choose what works best for you.
- In annotating, be sure to copy, mark, or note quotations that will be useful in a Socratic Seminar at the end of Term 1. Consider the following themes/motifs: invisibility, blindness, identity, memory, ambition, power, colors, and geography.
- You will be expected to provide quotations in your essay that exemplify the following literary devices: diction, simile, metaphor, hyperbole, paradox, irony, foil, foreshadowing, symbol, satire, and imagery. You will also be expected to write about these quotations and devices in an analytical fashion using your notes.

Please contact me via email during the summer if you have any questions. Place your class title, **AP Lit**, in the subject line of your message. Be certain to include **your first and last name**. Consider that this is an *academic communication*, so you should write in complete sentences and avoid text language, fragments, etc.

I look forward to our literary journey during the 2019-2020 school year. I hope you are excited as well!

Sincerely,
Mrs. Hinton