

Summer Reading DP2020
English A: Language and Literature HL
Year 2

I will be checking my email periodically this summer to respond to inquiries. Please email me with any questions or further information needed: esnedeker@gstarschool.org
-Snedeker

Assigned Texts:

How to Read Literature Like a Professor- Thomas C. Foster

A Poetry Handbook- Mary Oliver

Purchasing copies of the works will prove beneficial, but is not required, as they will be valuable resources throughout the remainder of the year. Books can be found inexpensively at thriftbooks.com and amazon.com.

Books may also be checked out from Ms. Snedeker or your public library.

***A Poetry Handbook*- Mary Oliver**

Journal (for *A Poetry Handbook*)

This assignment is slightly different from the standard reading journal, as this is more of an informational text – one that is likely to benefit you if you read it carefully and with pen in hand. Rather than a journal where you respond generally, I would like you to consider the following questions as you work through the text.

Journals should be typed, in MLA format. **EACH JOURNAL SHOULD BE AT LEAST 2 PARAGRAPHS.** Be thorough and ensure that you are using your own words, your own phrasing and your own ideas..

You must complete Journals 2-5. Journal 1 is a supplemental assignment (extra credit). Supplemental assignments are rare in this class, so take full advantage when it is offered.

Journal 1: Introduction; Getting Ready; Reading Poems; Imitation (pp. 1 – 18)

Consider the following: Why has Mary Oliver chosen to write this text? What do you hope to learn from it?

Choose one of the authors from the beginning of page 17 and find one poem by that poet. You may write it in your journal or just provide the poem and the poet, and share what you like about the poem.

Journal 2: Sound; More Devices of Sound (pp. 19 – 34)

Consider the following: Answer Oliver’s question, “Why is a rock not a stone?” How does sound contribute to a poem? How does sound contribute to the poem you selected for journal 1? What else intrigues you about sound devices?

Journal 3: The Line (pp. 35 – 57)

Consider the following: The line and rhythm are often the most difficult aspects for contemporary readers of poetry. What is the meter of the poem you selected for journal 1? How would its meaning change if you gave it a different meter? Please include any definitions that give you any difficulty. Which excerpt of a poem or full poem is most enjoyable to you? Why?

Journal 4: Some Given Forms; Verse that is Free (pp. 58 – 75)

Consider the following: What differentiates an English Sonnet and an Italian Sonnet? Why do some poets choose to write in forms and others choose to write in Free Verse? When would it be better to write a sonnet? What is “enjambment” and why do you think it is important? Finally, which poem from these two chapters is most interesting to you? Why?

Journal 5: Diction, Tone, Voice; Imagery (pp. 76 – 108)

Consider the following: How does diction, tone, voice, and imagery differ in poetry from its use in prose (the genres of writing you are more used to reading and writing)? Write a few lines that use each of these devices in a way that you think is “poetic”. What does “Negative Capability” mean to you (page 80)?

How to Read Literature Like a Professor- Thomas C. Foster

Assignment: Works should be annotated throughout. These annotations may be directly within

the book, organized by sticky notes, or clearly, with careful organization, recorded on a separate paper or notebook. **Annotating includes marking AND commenting on text. Underlining or highlighting alone is not acceptable.**

Print, download, reformat or type the following document. Read the instructions for completion of the document. Bring this completed worksheet with you the first day of school.

*****Newer editions of the text may have differently ordered chapters or additional chapters.

You only need to complete the assignment for the chapters included on the chart.

How To Read Literature Like a Professor

Directions: Complete the chapter chart for each chapter by using blue/black ink pen or replicating the chart and typing it.

After reading each chapter, what advice would you give a literature student who doesn't have access to this book? Write a statement that is a "how-to" tip from the chapter. Be specific and thorough. At least 3-4 sentences per chapter.

<p>1. Every Trip is a Quest</p>	
<p>2. Nice to Eat with You: Acts of Communion</p>	
<p>3. Nice to Eat You: Acts of Vampires</p>	

4. If It's a Square, It's a Sonnet	
5. Now, Where Have I Seen Her Before?	

6. When in Doubt, It's from Shakespeare....

7.Or the Bible

8. Hanseldee and Greteldum

9. It's Greek to Me

10. It's More Than Just Rain or Snow

11. ...More Than It's Gonna Hurt You:
Concerning Violence

12. Is that a Symbol?

13. It's all Political

14. Yes, She's a Christ Figure, Too

15. Flights of Fancy

16. It's All About Sex....

17.Except Sex	
18. If She Comes Up, It's Baptism	

19. Geography Matters...

20. ...So Does Season

21. Marked for Greatness

22. He's Blind for a Reason You Know

23. It's Never Just Heart Disease....

24. ...And Rarely Just an Illness

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25. Don't Read with Your Eyes

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26. Is He Serious? And Other Ironies

Summarize this chapter

27. A Test Case

