

King High School IB Program
English III Summer Reading
Mr. Peña 2023-2024



English III IB Students are required to complete two assignments as part of their summer reading.

The first is a two-column dialectical journal documenting your response to the assigned text -- Foster's *How to Read Literature Like a Professor*.

The second is a study of literary terminology we will use throughout the course.

This document provides detailed instructions for each assignment. Should you have any questions, you may contact me at jessie.pena@hcps.net.

Diligence and care with these assignments will demonstrate your commitment to the class. A cursory study of the summer reading and vocabulary limits your ability to be successful in class.

ASSIGNMENT I

HOW TO READ LITERATURE LIKE A PROFESSOR

BY THOMAS C. FOSTER

ISBN 978-0-06-230167-3

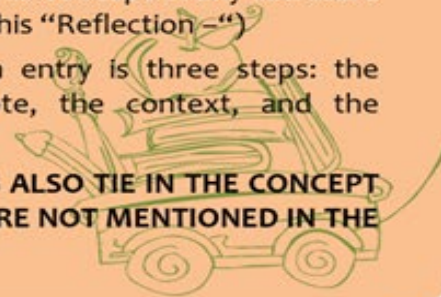
DUE THE FIRST DAY OF SCHOOL (AUGUST)

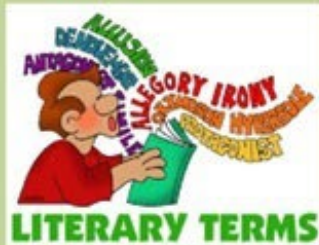
This assignment is an important task that will permeate all literary analysis for the next two years. You must take the time to read critically and write insightfully as we will refer to this book often for the rest of the program.

Please create a word-processed (typed) 2-column dialectical journal for each chapter of the book including the Introduction. (28 entries total)

1. After you read each chapter, select one key quote of a sentence or two in length that provides the most insight into the message or theme of the chapter.
2. Create a two-column document. On the left side, record the chapter title, the page of the quote, and the quote.
3. Across the page (right side), provide a statement of the context of the quote. This is your opportunity to actually deconstruct the quote. (Label this "Context -")
4. Finally, beneath the context, you will write a reflection /response to the quote. One way to do this is to reflect on how you might apply this concept in any literature class. (Label this "Reflection -")
5. NOTE - Each entry is three steps: the selected quote, the context, and the reflection.

THE BEST EXAMPLES ALSO TIE IN THE CONCEPT TO OTHER LITERATURE NOT MENTIONED IN THE TEXT.





Assignment II

Advanced Placement Language Terms

1. Define Completely
 2. Locate or create an example demonstrating the concept
 3. May be typed or written (pen!)
 4. Due the 2nd week of school (August)
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- | | |
|----------------------|-----------------------------|
| 1. Allegory | 26. Metaphor |
| 2. Alliteration | 27. Metonymy |
| 3. Allusion | 28. Modes of Persuasion |
| 4. Analogy | 29. Narration |
| 5. Anaphora | 30. Onomatopoeia |
| 6. Anecdote | 31. Oxymoron |
| 7. Antithesis | 32. Paradox |
| 8. Apostrophe | 33. Parallelism |
| 9. Assonance | 34. Parenthetical Statement |
| 10. Asyndeton | 35. Personification |
| 11. Claim | 36. Polysyndeton |
| 12. Climax | 37. Rebuttal |
| 13. Colloquialism | 38. Repetition |
| 14. Counter Argument | 39. Rhetorical Question |
| 15. Diction | 40. Rhyme Scheme |
| 16. Enumeration | 41. Simile |
| 17. Epistrophe | 42. Syllogism |
| 18. Evidence | 43. Symbol |
| 19. Hyperbole | 44. Synecdoche |
| 20. Imagery | 45. Syntactical Inversion |
| 21. Irony | 46. Syntax |
| 22. Jargon | 47. Types of Sentences |
| 23. Juxtaposition | 48. Understatement |
| 24. Litotes | 49. Warrant |
| 25. Logical Fallacy | 50. Zeugma |

