

AP English Literature: "Summer" 2020 Assignment aka Assignment # 1

Ms. Schelhorse

dschelhorse@powayusd.com

If you have any questions about the assignments, please contact me as soon as possible. If you contact me through email, please include "MCHS AP Literature" or some other identifying information in the subject line.

Congrats & Welcome to AP Literature!!!

Thanks for making the beautiful choice to take a class that will become so much more than just another English course in high school.

Students take AP Lit if you want to be amazed, inspired, awestruck, gob-smacked, and bowled over by great, oftentimes beautiful, sometimes confusing, always somehow demanding works of literature and poetry and writing and movies and art.

My job is to make you better, stronger, and even more capable readers, writers, and thinkers than you already are.

With that said, you have a summer assignment to jumpstart our year together that begins officially in August. I can't wait to see what and how you think.

I want it to be meaningful, enjoyable, and reasonable and don't want to overload you with tedious assignments just to "set the tone" for the class. The goals for summer work in AP Lit are to continue to move forward in reading and writing, introduce you to works of merit, learn how evaluate a text, and get to know you and how you think. I think this is the right balance of those goals and work.

Final thoughts: Yes, we will work hard. Yes, we will learn a lot. Yes, we will have FUN!! (You might have to trust me on that last one...) First, though, we have to get through the summer. And who wants to lie around on the beach or by the pool when you could be reading great literature? The good news is, you don't have to make that horrible choice – you can kill two birds with one stone! Stay reading my friends! ☺

DISCLAIMER: *The reading for the summer is intended to be high interest, as well as thought-provoking. If you don't do the reading, or don't read with enough attention and focus, this class will be difficult for you. We are trying our best to prepare you for college and treat you like adults. Please embrace this and put yourself in the best position to be successful with this assignment. We begin the year with a graded, students-run discussion. Thorough reading & careful analysis of the readings will prepare you to speak often and with depth about all of the connections made. You should be able to find any moment in any text with celerity during the discussion. It is up to you for how to prepare for the discussion, but understand that it is obvious when you have not read with enough depth during a discussion with such a small group of students, and that you are being graded on your performance in the discussion, not whether you simply completed the assigned reading. As such, preparation is critical to your success. The summer reading will be utilized throughout all of next year. You will need to have read the book and stories carefully and thoughtfully to be successful.*

DO Your OWN INTERPRETIVE WORK!!!

"Easy interpretation" sites (*SparkNotes, et al*) are **NOT ACCEPTABLE** sources of academic literary analysis, especially at the AP level. Additionally, working from such sites without crediting them is **PLAGIARISM**. Copying or submitting the same work as one another is also **PLAGIARISM** and is **NOT ALLOWED**. Either action will result in not only a 0, but also disciplinary action. Besides, these are the ways of the **literary coward**.

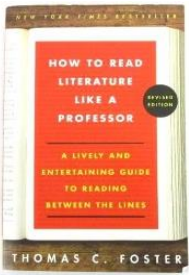
I would rather you get it **FLAT WRONG** all by yourself than **STEAL** it from somebody else!!

I do not recommend trying to cram the reading into the last week of summer. Instead, spread it out a little bit at a time. If you have questions, e-mail me!

ENGLISH LITERATURE CURRICULUM

- **Assignment #1:** Choose any **BOOK or PLAY** that you have **already read** as part of the High School English curriculum.
 - This should come directly from an **English course**.
 - Options include:
 - **Frosh year:** *To Kill a Mockingbird, Of Mice and Men, Romeo & Juliet, Animal Farm, The Odyssey, independent free reading*
 - **Sophomore year:** *Lord of the Flies, Fahrenheit 451, Macbeth, Theban Plays, Julius Caesar, independent free reading*
 - **Junior year:** *East of Eden, Catcher in the Rye, The Great Gatsby, A Farewell to Arms, The Crucible, Junior Paper book, independent free reading*
- Be familiar with basic story line, characterization, symbols, setting, writing style,
- Re-read the book or play (*if you need to refresh*)
- Using the Quotes below (*for each of the choices*) OR you may choose your **OWN SIGNIFICANT LINE** from the book/play that you have chosen.
- **Write a Personal Narrative Essay**
 - Choose **ONE** of the quotes below to use as a **prompt for your personal narrative piece**. This should serve as a theme or as inspiration. You will write something about **YOU**; I'd like to get to know you a bit before the school year begins. You may also choose a different quote from the book/play.
 - I am looking for your "voice." Make it sincere and insightful. Avoid clichés. Your essay should be revealing and should either tell a story throughout or include several anecdotes to illustrate your point.
 - Please include book title & quote at the beginning.
 - Since this is a personal narrative, you may use first person; avoid second person.
 - Note the **purpose** of the essay. You will not analyze/explain the quote. You are telling me a story about yourself.
 - Keep the personal narrative essay around 500 words (250-500). Include the word count.
 - Double-space appropriately.

<i>To Kill a Mockingbird</i> "You never really understand a person until you consider things from his point of view."	<i>Of Mice & Men</i> "I got you to look after me and you got me to look after you, and that's why"	<i>Romeo & Juliet</i> "Good Night, Good night! Parting is such sweet sorrow, that I shall say good night till it be morrow."
<i>Animal Farm</i> "All animals are equal, but some animals are more equal than others"	<i>The Odyssey</i> "There is a time for many words, and there is also a time for sleep"	<i>Lord of the Flies</i> "The thing is - fear can't hurt you any more than a dream"
<i>Fahrenheit 451</i> "Stuff your eyes with wonder, live as if you'd drop dead in ten seconds. See the world. It's more fantastic that any dream made or paid for in factories."	<i>Macbeth</i> "Fair is foul, and foul is fair"	<i>Theban Plays</i> "Go then if you must, but remember, no matter how foolish your deeds, those who love you will love you still."
<i>Julius Caesar</i> "But, for mine own part, it was Greek to me."	<i>Catcher in the Rye</i> "I don't know exactly what I mean by that, but I mean it."	<i>East of Eden</i> "And now that you don't have to be perfect, you can be good."
<i>A Farewell to Arms</i> "There isn't always an explanation for everything."	<i>The Crucible</i> "Until an hour before the Devil fell, God thought him beautiful in Heaven."	<i>The Great Gatsby</i> "Let us learn to show our friendship for a man when he is alive and not after he is dead."



Assignment # 2: *How to Read Literature like a Professor* by Thomas C. Foster & selected short stories

This book will serve as a guide on how to analyze literature using classic archetypes, common symbols, and various literary devices—skills well-read, seasoned scholars develop from years of reading **GOOD** literature that promotes critical thinking. This is what how you should expect to read and analyze literature this upcoming year and throughout life **HTRLLAP** is how we will abbreviate the book. It is suggested that you read this book first in order to better analyze the assigned novels.

Read the chapters of *How to Read Literature Like a Professor* and the short stories in the order that they are listed. As you read, highlight and annotate (add explanatory notes to) **each chapter and story**.

- Most chapters are between 3-5 pages length
- Most short stories are between 1-5 pages length
- Your **annotations** could consist of: questions, comments (*reactions*), objections/arguments, connections, etc.
- You may also want to take notes on anything you wish to discuss further when we are together in class.
- How you organize the notes is up to you. I know this is vague and undefined, but look at it another way. **I am empowering you to do what you feel is right**. You have the **freedom** to do what you want. No, this is not a trick. 😊
- You can create whatever you want. All I'm asking you to do is create interesting pages of notes about your reading experience of each chapter and short story. When there are little to no rules, the possibilities are endless. **It is up to you to make it awesome and something that works for you and your learning style**.

Why note-taking / annotations are important: A mature thinker chooses and develops their own criteria in order to evaluate the quality of texts. I respect your ability to make connections to other texts, ideas, cultural perspectives, eras, and personal experiences and when you have control over how you do that, you often exceed my expectations. So do it. Exceed on! 😊

Both *How to Read Literature Like a Professor* and the short fiction selections will be discussed and analyzed during the first weeks of class. Failure to complete the summer assignment will hinder your ability to participate in class and ultimately affect your Trimester 1 grade. **Please read!!!!**

You can find copies of **ANY** of the **short stories** by typing in the name of the short story, the author's name, and "pdf" into Google.

How to Read Literature like a Professor by Thomas C. Foster

PDF File:

https://www.stamfordpublicschools.org/sites/stamfordps/files/uploads/how_to_read_literature_like_a_professor.pdf

Amazon: <https://www.amazon.com/How-Read-Literature-Like-Professor/dp/0062301675>

Can also purchase at a bookstore (*Barnes and Noble will have copies*) or used (*very cheap online*).

Public Library System also has copies: ISBN13: 978- 0062301673

Chapters Reading:	Short Story:
INTRODUCTION: How'd He Do That?	-----
1. Every Trip Is a Quest (Except When It's Not)	"A Worn Path" by Eudora Welty
2. Nice to Eat with You: Acts of Communion	-----
3. Nice to Eat You: Acts of Vampires	"Rocking Horse Winner" By D.H. Lawrence
4. If It's 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	"Young Goodman Brown" by Nathaniel Hawthorne
8. Hansel and Gretel	-----
9. It's Greek to Me	-----
10. It's More Than Just Rain or Snow INTERLUDE Does He Mean That?	-----
11. ...More Than It's Gonna Hurt You: Concerning Violence	"Sweat" by Zora Neal Hurston
12. Is That a Symbol?	"Hills Like White Elephants" by Earnest Hemmingway
13. It's All Political	-----
14. Yes, She's a Christ Figure, Too	-----
15. Flights of Fancy	"A Horseman in the Sky" by Ambrose Bierce
16. It's All About Sex...	-----
17. ...Except Sex	-----
18. If She Comes Up, It's Baptism	"How Far She Went" by Mary Hood
19. Geography Matters...	-----
20. ...So Does Season INTERLUDE One Story	-----
21. Marked for Greatness	-----
22. He's Blind for a Reason, You Know	"Cathedral" by Raymond Carver
23. It's Never Just Heart Disease...	"Story of an Hour" by Kate Chopin
24. ...And Rarely Just Illness	-----
25. Don't Read with Your Eyes	-----
26. Is He Serious? And Other Ironies	"Monkey's Paw" by W.W. Jacobs
27. A Test Case	-----