

## AP English Literature & Composition

Dear Parents and Students,

It is my pleasure to welcome you and your child to Advanced Placement English Literature & Composition. Because your child has probably taken an AP previously, you already know that the AP program is designed to provide students the opportunity to experience a college-level course in high school as well as prepare them to take and pass the AP exam offered in May next year. As a result of your child's intensive study and efforts, colleges and universities could grant future college credit, placement, or both depending upon his/her exam score and the individual institution's policies.

Since AP English Literature & Composition is a college-level course, the rigor and commitment to it are significantly greater than any college preparatory literature course one is required to take in high school. Specifically, students will be expected to spend at least 1-2 hours almost every night reading, writing, or studying for this course. Students will also have mock exams & additional study sessions on weekends in March and April to prepare for the College Board exam. It is critical that students are able to make the necessary time commitment to ensure his or her success; even if students are accustomed to earning A's and B's, they will find this course very challenging.

Besides the course analytical guide for poetry, *Sound and Sense*, by Laurence Perrine, (Harcourt Brace), students will be using a variety of short stories, novels, poetry, plays, criticism, vocabulary, and teacher selected sources for students to experience a representation of work from various time periods, genres, and authors. Please see the included information. The majority of the novels will be issued to students throughout the year; however, I encourage students to purchase their own copy of each novel so they can make their annotations directly in the text—they can pay for the novels in the business office. ***How to Read Literature Like a Professor (Thomas C. Foster) students are required to buy.*** I will provide excerpts from *Writing with Style* (John R. Trimble); however, if you can find or buy a used copy of this, it is very helpful to have. We will use these supplemental texts since we do not have an AP Literature text book. You can find these new or used on Amazon.com.

A commitment to AP English Literature begins with the summer reading assignments, and they are attached to this letter. The presentation and summaries of the summer reading assignments are essential to help students build background knowledge for our short story, novel, plays, and poetry units—and students will be tested over the information in the first week back to school. I will have a group email set up for the AP students to share their thoughts about the readings and to ask questions over the summer.

Finally, the course syllabus will be passed out the first day back to school detailing content, pacing, and procedures for the course. As well, a course webpage will be maintained on my website, [www.mrsgreer.net](http://www.mrsgreer.net), beginning in August. During parent night you may find out more about the course. In the meantime, feel free to email me with any questions you might have.

Thank you,

Mrs. Tiffany Greer  
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[www.mrsgreer.net](http://www.mrsgreer.net)

## AP English Literature & Composition

Students in AP Literature and Composition read *a lot*. This course will prepare you for the demands of college level writing and will hone your analytical writing and critical thinking skills; the pace is rigorous. So, if reading isn't a habit of yours, then you might find this course challenging. Take advantage of the time summer offers to develop your habits and skills. It is my hope the summer assignments support you in this endeavor.

### Required Summer Reading Texts:

1. Biblical Excerpts
2. *How to Read Literature Like a Professor*, Thomas Foster
3. Novel of Choice\*

### **Biblical Excerpts**

When considering literature of the 1500-present day, it is essential for literary analysis of both American and British literature that students are familiar with the Bible. The purpose of reading the Bible is to better understand allusion, theme, and the cultural context of the writer.

You will need to use a King James Version of the Bible—it does not matter if it is on line or a print version. If you need help in navigating through the novel, please do not hesitate to ask!

- You will need to summarize the indicated passages
- Type up your summary notes. You will turn them in on the first day of class.
- You will have a quiz over your Biblical readings/notes within the first week of school

### ***How to Read Literature Like a Professor***

This is an excellent book about the major stories and techniques authors use to create their “new story”. This book is a delightful approach to literary analysis and is a resource we will use all year long. The primary purpose for this text is to assist you in how you will have to respond to literature at the AP level. Please read this before you begin your novel selection.

- You will need to purchase your own copy
- You will have writing exercises per chapter. See attached assignment.
- This written assignment will be typed up and submitted the first day of class.

### **Novel**

Choose a novel you have not read from the list below. You will read this novel over the course of the summer and be expected to follow-up your reading with a presentation and writing prompts in the first few weeks of school. I suggest you annotate your novel as you read:

1. **On-line discussion board**-topics will be presented throughout the summer. You will respond throughout the summer by specific deadlines *if* you wish to earn extra credit. (not required)
2. **Novel presentation**-guidelines will be given within the first few weeks of school. Presentation deadline will be set once we are all together.
3. **Writing prompt**-after our novel presentations. We will use this as a base-line writing sample

\*Students are able to write in the texts ACS issues to students but a charge will be issued. If students prefer, they may buy their own copy of the works—just keep in mind that there are several publishing companies and versions of these texts.

## AP English Literature & Composition Summer Readings & Assignments

Requirements	Tasks & Directions	Due Dates
Pre-summer Meeting	<p>Following the meeting you need to send me :</p> <ul style="list-style-type: none"> <li>€ an email so I have your contact information</li> <li>€Reply to Mrs. Greer by email if I am not familiar with NESAs Blackboard and/or the discussion board process on NESAs BB</li> </ul>	May 25th
<b>Biblical Excerpts</b>	<ul style="list-style-type: none"> <li>€Take notes ALL listed passages, noting the “characters”, plot, and any symbolism/morals. The idea is to understand the gist and message of the passage, not necessarily the religious implications. Think of it as literature, not a religion per se.</li> <li>€You will have a quiz over this material in the first week back to school</li> </ul>	Due the first day of class
<i>How to Read Literature Like a Professor</i>	<ul style="list-style-type: none"> <li>€You need to purchase this book and enjoy reading it! It is quite entertaining and will be very helpful for this class.</li> <li>€Follow the directions for each chapter (see attached). Type up your responses, please.</li> </ul>	Due by the first day of class
<i>Summer Reading Novel of Your Choice (from the list)</i>	<ul style="list-style-type: none"> <li>€Read and enjoy this novel! It will take time... so plan ahead.</li> <li>€I strongly encourage you to annotate your novel as you read.</li> </ul>	Due by the end of the first week of school.
Discussion Board	<ul style="list-style-type: none"> <li>€You will use NESAs Blackboard</li> <li>€You need to post ideas and comments 4 times this summer.</li> <li>€You need to reply a minimum of 4 times to others’ postings.</li> </ul>	<p>THIS IS FOR EXTRA CREDIT ONLY—NOT REQUIRED</p> <p>By these dates: 15 July—2 posts, 2 replies</p> <p>10 Aug—2 posts, 2 replies</p>
<i>Writing With Style</i>	€I will give you photocopied excerpts from this book. However, you may purchase it if you like. I find it very helpful for Writing 12.	

**AP English Literature & Composition  
Summer Readings & Assignments-Part I**

**Biblical Excerpts**

Over the summer, it is your responsibility to read and summarize all of the <sup>1</sup>Biblical excerpts and listed below. Your notes/summaries will be checked & graded upon your return to school. In addition, you will have a quiz on the excerpts.

Old Testament	New Testament
The Creation, Genesis 1-2 The Fall, Genesis 3 Cain & Abel, Genesis 4 The Flood, Genesis 6-9 Tower of Babel, Genesis 11:1-9 Sodom & Gomorrah, Genesis 19 Abraham's Sacrifice, Genesis 22:1-19 Jacob & Esau, Genesis 27:1-40  10 Commandments, Exodus 20 Birth of Moses, Exodus 1-2:11 The Burning Bush, Exodus 3-4:17 The Plagues, Exodus 7-12:30 The Parting of the Red Sea, Exodus 14	Psalm 23 Jesus' Birth in Matthew and in Luke Three Wise Men, Matthew 1-2  King Solomon, I Kings, verse 3 Samson & Delilah, Judges 16 (or 13-16)  Jesus' Miracles: Water into Wine, Feeding the People, Healing of the Blind (John 2:1-11, Mark 8:1-13, 22-26) Lazarus (John 11:1-44) Sermon on the Mount (Matthew 5-7—esp.5:1-10) Judas' Betrayal (Matthew 26—focus on 26:36-56) Crucifixion (Matthew 27:11-56) The Resurrection (Matthew 28:1-15) The Love Chapter (I Corinthians 13)

<sup>1</sup> Please use the King James Version of the *Bible*. You can find the *Bible* and these passages on line if you do not have a personal copy. The *Bible* is organized by book, chapter, then verse.

## AP English Literature & Composition Summer Readings & Assignments-Part II

### *How to Read Literature Like a Professor*

(from Donna Anglin & Fishers High School)

Directions: read and enjoy this book. You will need to respond to each chapter's tasks with 2-3 paragraphs minimum where applicable (use your common sense). Each chapter does not need its own page as you type up your notes; however, please label each chapter/task that requires a response. **This is worth 150 points (writing grade).**

#### **Introduction: How'd He Do That?**

How do memory, symbol, and pattern affect the reading of literature? How does the recognition of patterns make it easier to read complicated literature? Discuss a time when your appreciation of a literary work was enhanced by understanding symbol or pattern.

#### **Chapter 1-Every Trip is a Quest (Except When it's Not)**

List the five aspects of the QUEST and then apply them to something you have read/viewed in the form used on pages 3-5.

#### **Chapter 2-Nice to Eat with You: Acts of Communion**

Choose a meal from a literary work and apply the ideas of Chapter 2 to this literary depiction.

#### **Chapter 3-Nice to Eat You: Acts of Vampires**

What are the essentials of the Vampire story? Apply this to a literary work you have read or viewed.

#### **Chapter 4-If It's Square, It's a Sonnet**

Select three sonnets and show which form they are. Discuss how their content reflects the form (please submit copies of the sonnets, marked to show your analysis—do not need to be Shakespeare)

#### **Chapter 5-Now, Where Have I Seen Her Before?**

Define intertextuality. Discuss three examples that have helped you in reading specific works.

#### **Chapter 6-When In Doubt, It's From Shakespeare...**

Discuss a work that you are familiar with that alludes to or reflects Shakespeare. Show how the author uses this connection thematically. Read pages 44-46 carefully. In these pages, Foster shows how Fugard reflects Shakespeare through both plot and theme. In your discussion, focus on theme.

#### **Chapter 7-...Or the Bible**

Read "Araby" (available on line). Discuss Biblical allusions that Foster does not mention. Look at the example of the "two great jars". Be creative and imaginative in these connections.

### **Chapter 8-Hanseldee and Greteldum**

Think of a work of literature that reflects a fairy tale. Discuss the parallels. Does it create irony or deepen appreciation?

### **Chapter 9-It's Greek to Me**

Write a free verse poem derived or inspired by characters or situation from Greek Mythology (choose from the list below). Be prepared to share your poem with the class. There are extensive resources for mythology online if you need help.

#### **Myth Selections**

Cupid and Psyche

The Rape of Persephone

Odysseus & the Cyclops

Charybdis

Hercules

Daedalus

Agamemnon & His Children

Fall of Troy

Orpheus & Eurydice

Zeus & Leta

Quest for the Golden Fleece

Pegasus & Bellerophon

Baucis & Philemon

### **Chapter 10-It's More Than Just Rain or Snow**

Discuss the importance of weather in a specific literary work, not in terms of the plot (can be your summer reading or a work previously read)

### **Chapter 11-...More Than It's Gonna Hurt You: Concerning Violence**

Present examples of the two kinds of violence found in literature. Show how the effects are different.

### **Chapter 12-Is That a Symbol?**

Use the process described on page 106 to investigate the symbolism of the fence in "Araby". (Mangan's sister stands behind it).

### **Chapter 13-It's All Political**

Assume that Foster is right and "it is all political." Use his criteria to show that one of the major works assigned to you as a freshman is political: *The Odyssey*, *Romeo & Juliet*, *Of Mice & Men*, *Monster*.

### **Chapter 14-Yes, She's a Christ Figure, Too**

Apply the criteria on page 119 to a major character in a significant literary work. Try to choose a character that will have many matches. This is a particularly apt tool for analyzing film. For example: *Star Wars*, *Cool Hand Luke*, *Excalibur*, *Malcolm X*, *Braveheart*, *Spartacus*, *Gladiator*, and/or *Ben Hur*.

### **Chapter 15-Flights of Fancy**

Select a literary work in which flight signifies escape or freedom. Explain in detail. (Please choose a work you have not already used to write about in this assignment)

### **Chapter 16-It's All About Sex**

#### **Chapter 17-...Except the Sex**

OK...the sex chapters. The key idea from this chapter is that "scenes in which sex is coded rather than explicit can work at multiple levels and sometime be more intense than literal depictions" (141). In other words, sex is often suggested with much more art and effort than it is described, and, if the author is doing his job, it reflects and creates theme or character. Choose a novel or movie in which sex is suggested, but not described, and discuss how the relationship is suggested and how this implication affects them or develops characterization.

### **Chapter 18-If She Comes Up, It's Baptism**

Think of a "baptism scene" from a significant literary work (you can use short fiction). How was the character different after the experience? Discuss.

### **Chapter 19-Geography Matters**

Discuss at least four (4) different aspects of 1 (one) specific literary work that Foster would classify under "geography".

### **Chapter 20-...So Does Season**

Find a poem that mentions a specific season (Robert Frost or the Romantic Poets are great for this). Then discuss how the poet uses the season in a meaningful, traditional, or unusual way. Submit a copy of the poem with your analysis.

### **Interlude-One Story**

Write your own definition for archetype. Then identify an archetypal story and apply it to a literary work with which you are familiar (Try to use a work from AP Language if you have not already done so; if you did not take AP Language, try to use a novel you have not yet discussed).

### **Chapter 21-Marked for Greatness**

Figure out Harry Potter's scar. If you aren't familiar with *Harry Potter*, select another character with a physical imperfection and analyze its implications for characterization.

### **Chapter 22-He's Blind for a Reason, You Know**

#### **Chapter 23-It's Never Just Heart Disease...**

#### **Chapter 24-...And Rarely Just Illness**

Recall two (2) characters who died of a disease in a literary work. Consider how these deaths reflect the "principles governing the use of disease in literature." (215-217). Discuss the effectiveness of the death as related to the plot, theme, or symbolism.

### **Chapter 25-Don't Read with Your Eyes**

After reading Chapter 25, choose a scene or episode from a novel, play, or epic written before the 20<sup>th</sup> Century. Contrast how it could be viewed by a reader from the 21<sup>st</sup> Century with how it might

be viewed by a contemporary reader. Focus on specific assumptions that the author makes, assumptions that would not make it in this century.

### **Chapter 26-Is He Serious? And Other Ironies**

Select an ironic literary work and explain the multi-vocal nature of the irony in the work. (You may use a novel, play, or short story...I suggest a short story to change it up)

### **Chapter 27-A Test Case**

Read "The Garden Party" by Katherine Mansfield, the short story starting on page 245. Complete the exercise on pages 265-266, following the directions exactly. Then compare your writing with the three examples. How did you do? What does the essay that follows comparing Laura with Persephone add to your appreciation of Mansfield's story?

### **Envoi**

Choose a motif not discussed in this book (as the horse reference on page 280) and note its appearance in three or four (3 or 4) different works. What does this seem to signify?

## AP English Literature & Composition Summer Readings & Assignments-Part III

### The Novel

From the list below, choose 1 novel to read over the summer (be sure you choose a novel you have not read). You can obtain a copy of the novel from the ACS English Department. If you choose to write in this school issued novel, please know that you will be charged for the cost of the book. If you are not familiar with these novels or would like more information, check with your teachers or peers for recommendations (you do not have to limit this to just the English teachers). **This is worth 150 points.**

#### Novel Choices

*The Awakening*, Chopin  
*Bluest Eyes*, Morrison  
*Brave New World*, Huxley  
*Candide*, Voltaire  
*The Kite Runner*, Hosseini  
*Moby Dick*, Melville  
*Native Son*, Wright  
*Poisonwood Bible*, Kingsolver  
*Snow Falling on Cedars*, Guterson  
*The Sound and the Fury*, Faulkner  
*Their Eyes Were Watching God*, Hurston

#### TIP:

For your presentation, you will need to cite specific examples, quotes, or passages with page numbers. I suggest that while you read, you informally make note of ideas that excite you, confuse you, challenge you, or inspire you...it will be a great starting point from which to build your presentation at the start of the year.

The texts I have selected vary in style, tone, time period, and significance. They are mature texts that are typical of those found in college courses which the AP program approximates and will require you to actively and carefully read them. Therefore, it is in your best interest to begin reading your novel at the start of the summer rather than putting it off. The AP test in May of 2011 requires in depth readings of novels and other major works. So a word of caution: do NOT rely on *Cliff Notes* because they are helpful for reviewing a text that has ALREADY been read and will leave out significant interpretation—YOUR interpretation.

#### If you would like suggestions for annotating your novel

Follow the suggestions on "How to Mark a Book". See the link below.

<http://www.slowreads.com/ResourcesHowToMarkABook-Outline.htm>

You will mark directly in your book.

The website is a guide.

I do not expect you to answer all prompts on all pages of your novel.

However, you want a variety of comments and a very thorough analysis in the margins of the novel. Feel free to use colored pens or highlighters.

## **The Discussion Board**

If you would like to earn extra credit, you can participate in an on-line discussion board. I will post topics throughout the summer and you would post and reply to responses on our NESAs Blackboard website. If you are not familiar with Blackboard, or need help in understanding how to use the discussion board portion of this website, please email me and I can help you.

You will only earn extra credit if you post 4 times and reply to others 4 times by the designated due dates listed on the check list.