In AP Literature and Composition you are required to read **three** books this summer and complete the writing assignments on these books. You must also complete the Biblical allusions questions by the last week of summer. **All work is due by the required date – no exceptions. If you are going on vacation, please post your work before you leave.**

**Assigned Texts**
***Book Club Novel (students will vote)***
- *There There* by Tommy Orange
- *All the Light We Cannot See* by Anthony Doerr
- *The Goldfinch* by Donna Tartt
- *Homegoing* by Yaa Gyasi
- *Never Let Me Go* by Kazuo Ishiguro
- *Mudbound* by Hillary Jordan

***How to Read Lit Like A Professor* by Thomas C. Foster***

***Descriptions of each novel can be found on Amazon***

**Summer Work 2019 Schedule:**
All assignments are due by 11:59 pm on Friday. If your work is late it will result in a zero.

**July 8th – 12th (How to Read Lit Like a Professor)**
1. Introduction – Interlude
2. **Blog Post** – Please choose **four questions** to answer. Your responses should be at least **a paragraph each**.
   a. List the five aspects of the QUEST and then apply them to something you have read (or viewed) in the form used on pages 3-5.
   b. What are the essentials of the Vampire story? Apply this to a literary work you have read or viewed.
   c. Define intertextuality. Discuss three examples that have helped you in reading specific works.
   d. 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.
   e. Read “Araby” ([http://www.dpcdsb.org/NR/rdonlyres/F6177888-9-429A-A76-E3D50A131CAC/12345/Araby.pdf](http://www.dpcdsb.org/NR/rdonlyres/F6177888-9-429A-A76-E3D50A131CAC/12345/Araby.pdf)). Discuss Biblical allusions that Foster does not mention. Look at the example of the “two great jars.” Be creative and imaginative in these connections. Think of a work of literature that reflects a fairy tale. Discuss the parallels. Does it create irony or deepen appreciation?

**How to Read Lit Like A Professor**
1. **Chapters 11 – 20**
2. **Blog post** – Please choose **two questions** to answer. Also, please respond in a thoughtful and analytical manner to **two** of your classmates’ posts.
a. In Chapter 11, Foster describes “lateral thinking” (p. 93) and its impact on literary composition. What does this phrase mean? How does this help you to (re)think the role of writer’s intentionality and what readers can discover in a work?

b. Foster says, “I hate political writing” (p. 116) and then also says, “I love political writing” (p. 117). Explain this love-hate relationship. What are the differences between the political writing he hates and the political writing he loves? Can you think of contemporary examples for each? He also says that, “nearly all writing is political on some level” (p. 118). To what extent do you agree or disagree with this statement? Explain.

c. After you finish chapters 19-20 (pp. 171-192), read the short story, Ripe Figs, by Kate Chopin (http://www.greathill.com/blog/wp-content/uploads/2010/12/Story-Chopin-Ripe-Figs.pdf). The story is only 288 words total, and yet manages to say so much. What do you make of the significance of geography and season in this short story? How do they “matter?” Apply some of the ideas from chapters 19-20 to gain insights into this story.

d. Read the lyrics to One Little Song by Gillian Welch (http://www.lyricmode.com/lyrics/g/gillian_welch/one_little_song.html#!). How do these lyrics help you to think more deeply about intertextuality and Foster’s premise that “there’s only one story?” What other song lyrics or poems can you think of to illustrate some of the big ideas in the text? Brainstorm some titles and explain the relationships and connections.

July 22nd – 26th (How to Read Lit Like a Professor)
1. Interlude – Envoi
2. Blog post – Reflection on the book. Please post a 3-4 paragraph reflection on the book. You must also respond to one other person’s reflection.

(Class Novel)
1. Double – entry journals – (see handout)
   a. 10 quotes
   b. Please submit to Turnitin.com
   c. Any plagiarism will result in a zero.

August 5th – 9th Choice Novel
1. Setting Analysis – Please answer the questions on the setting handout and submit to Turnitin.com

(Class Novel)
1. Reaction short comp – Please choose three quotes from these chapters and reflect on their significance to the work as a whole. This should be submitted to Turnitin.com.

August 19th – 23rd(Class Novel)
1. Finish the novel
2. Character analysis – Please use the questions under the character analysis handout to write a 3-4 pg. essay on one of the characters in the novel. Your essay should include direct quotes. This essay should be submitted to Turnitin.com.
Long Composition: Choose one of the following prompts for your essay. Your essay should be 4-5 pages long, and it must contain direct evidence from the novel.

1. Palestinian American literary theorist and cultural critic Edward Said has written that “Exile is strangely compelling to think about but terrible to experience. It is the unhealable rift forced between a human being and a native place, between the self and its true home: its essential sadness can never be surmounted.” Yet Said has also said that exile can become “a potent, even enriching” experience. Select a novel, play, or epic in which a character experiences such a rift and becomes cut off from “home,” whether that home is the character’s birthplace, family, homeland, or other special place. Then write an essay in which you analyze how the character’s experience with exile is both alienating and enriching, and how this experience illuminates the meaning of the work as a whole. You may choose a work from the list below or one of comparable literary merit. Do not merely summarize the plot.

2. A bildungsroman, or coming-of-age novel, recounts the psychological or moral development of its protagonist from youth to maturity, when this character recognizes his or her place in the world. Select a single pivotal moment in the psychological or moral development of the protagonist of a bildungsroman. Then write a well-organized essay that analyzes how that single moment shapes the meaning of the work as a whole.

3. “And, after all, our surroundings influence our lives and characters as much as fate, destiny or any supernatural agency.” Pauline Hopkins, Contending Forces. Choose a novel or play in which cultural, physical, or geographical surroundings shape psychological or moral traits in a character. Then write a well-organized essay in which you analyze

4. Many works of literature contain a character who intentionally deceives others. The character’s dishonesty may be intended either to help or to hurt. Such a character, for example, may choose to mislead others for personal safety, to spare someone’s feelings, or to carry out a crime. Choose a novel or play in which a character deceives others. Then, in a well-written essay, analyze the motives for that character’s deception and discuss how the deception contributes to the meaning of the work as a whole.

***Your essay is due on Tunitin.com by 11:59 pm on September 2nd. Late essays will be penalized -10 points each day that they are late.

Biblical and Mythological Allusions
Our reading in AP English Literature requires knowledge of the most common biblical and mythological allusions. If there is more than one location given, be sure to read each account and note any differences. Read the following stories in the King James Version of the Bible. We will not be engaging in any religious discussions; we will be looking at the use of biblical stories in literature, and you will only be tested on your comprehension of the stories not your beliefs. If you do not own a King James Version of the Bible, you may use the following website to access an online version: http://bibleresources.bible.com/bible_kjv.php. Bibles can usually be checked out at local libraries as well.

Please read the following stories:
The Creation – Genesis chapter 1
The Fall – Genesis chapter 3
The Flood – Genesis chapter 6
The Mark of Cain – Genesis chapters 4-6
The Tower of Babel – Genesis chapter 11:1-9
Sodom and Gomorrah – Genesis, chapter 18
Lot and his Wife – Genesis chapter 19
The Ten Commandments – Exodus chapter 20:1-17
David and Goliath – I Samuel chapter 17
The Nativity Story – Matthew chapter 1, Luke chapter 2
Lazarus – John chapter 11:1-12:11
The Last Supper – Mark chapter 14, John chapter 13
The Betrayal – Matthew chapters 25, 26
Pandora's Box
Echo and Narcissus
Orpheus and Eurydice
Paris and the Golden Apple
Leda and the Swan
Twelve Labors of Hercules
Odysseus and the following: Trojan Horse; Cyclops; Sirens; Scylla and Charybdis; The Suitors; Penelope
Phaeton and the Sun Chariot
Daedelus and Icarus
Minotaur and the Labyrinth
Helen of Troy
Dido
Achilles
Adonis
Aphrodite
Athena
Atlas
Dionysus
Cassandra
Cerberus
Charon
Oracle at Delphi
Diogenes
Helen of Troy
Medusa
Hera
Zeus
Artemis/Diana

Please take notes on this information. We will be discussing it the first week of school.

Choice Text:
We will be starting the year with a Bootcamp. During Bootcamp, you will learn how to read and how to write about literature on a college level using your choice text. Therefore, your assignment for your choice text is to create a Google doc with your book club that reflects your thinking as you read the novel. Please share this document with me once you have created it. You are welcome to put
everything and anything on this document, and you will use it as your jumping off point for our introduction to critical thinking at the AP level. Ultimately, your group will create a final product that demonstrates your sophisticated understanding of the novel as a whole.