



AP English Literature Summer Syllabus 2018

Congratulations! You have chosen to challenge yourself to read, write, and think like a college English student while still in high school. It will not be easy, but you will grow as a writer and reader along the way. (You may even find yourself enjoying Shakespeare.) Mrs. Blankenship promises to constantly push you to do better than you think you can. The goal will be for you to take the AP test in May, which many colleges accept for between 3 and 6 college credits.

Did you take AP Language in eleventh grade?

If you have taken AP 11, then you already have had an introduction into the increased rigor of the AP classroom. If you didn't, don't worry. Many students have made the jump from Honors (and even regular English) to AP successfully. Yes, some of your classmates may have more practice writing and analyzing literature, but your goal needs to be to learn and grow as an English student to the best of your ability. Your competition is yourself.

Summer AP Assignments – Due Sept 7 (second day of school)

As you may already know, the challenge of an AP class begins in the summer with mandatory assignments to help prepare you for the task ahead. These assignments will increase your literary knowledge, get you in the mindset of independent work, and show me what you are capable of.

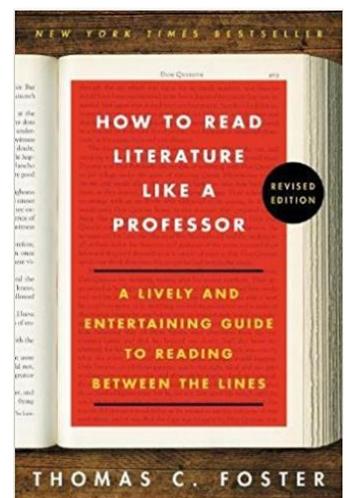
Grading/Compensation

- Term 1 credit equivalent to 5 homework assignments.
- 4 Homework exemption passes to use anytime during the school year. These will be given only to those who completely finish summer tasks.
- Book-related activities during the first two weeks of school instead of an allusions research project
- An invitation to the first coffee house to snack and discuss the books during class.

Tasks

1. *How to Read Literature like a Professor* Reading: Borrow, buy, or share this book by Thomas C. Foster. This book will prepare you to analyze literature at a college level. You are encouraged to read it all, but the following sections are what you will be assessed on.
 - a. **Everyone:** Read the introduction and envoi.
 - b. Last names beginning **A – H:** Read chapters 1-10.
 - c. Last names beginning **I – P** read the first interlude, “Does He Mean That?” through chapter 18.
 - d. Last names beginning **Q – Z** chapters 19-26.
 - e. We will all read chapter 27 together in September.

You will become one of the class's experts on your section of the book. Take notes for each chapter (including intro and envoi) with a bulleted list of **3 - 4 key ideas** and/or **examples of applicable stories** (book, movie, TV, song) that Foster doesn't mention. If you cannot make a connection to the issue of one of your chapters, you can substitute a chapter from a different section. Your responses should **total 35 or more**.



2. Novel Reading: Chose **1*** novel from the following quality, independent-level texts. (*OR If you chose to read **both novels** from the list, you may substitute a 1 page journal on symbolism in each novel for the essay #3.) I have copies of some of these books to loan out, if needed. Please tell me or email me your novel choice by July 1.

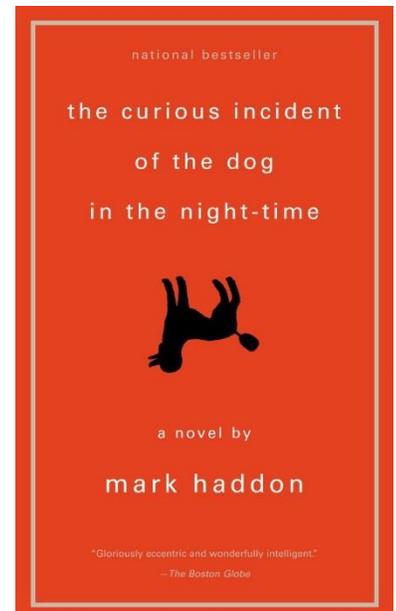
- a. **Challenging Read, that's Disturbingly Relevant to Today** (You will find yourself discussing this book for years to come!) **1984** by George Orwell; ~304 pages



Written in 1948, *1984* was George Orwell's chilling prophecy about the future. And while 1984 has come and gone, Orwell's narrative continues to stir the imaginations of new audiences. In this dystopian vision, democracy and freedom have been twisted by a powerful government that uses propaganda and surveillance technology to manipulate the very thoughts of its citizens. Orwell's dire admonitions on how politics, laws, emotions, and technology can be manipulated have grown disturbingly realistic with the passage of time.

- b. **A Mystery more about Human Nature than the Crime** (An accessible text for high school readers, this book will nonetheless stretch your understanding of how differently people perceive the world.) ***The Curious Incident of the Dog in the Nighttime*** by Mark Haddon; ~226 pages

A 15-year-old with autism, Christopher is mathematically gifted and socially hopeless. He takes everything that he sees (or is told) at face value, and is unable to sort out the strange behavior of his elders and peers. When his neighbor's poodle is killed and Christopher is falsely accused of the crime, he decides that he will take a page from Sherlock Holmes and track down the killer. He discovers more mysteries along the way and learns he is capable of doing much more than he thought. This is one of the most captivating, unusual, and widely heralded novels in recent years.



- c. **Shakespeare's supernatural tragedy of ambition** (A text that all non-AP grade 12 students read, and you might not want to miss. Note: Approved by county) **Macbeth** by William Shakespeare ~110 pages

Macbeth is driven to murder and madness by his and his wife's ambition. Lady Macbeth is one of the most well-known of Shakespeare's female characters. Readers also love the witches.

3. Symbolism in Novel Essay: For your novel, select **three elements** you read about in your *How to Read...* chapters and apply them to the novel you read. Write a **500-800 word essay** that identifies how the elements occurred in the novel and speculates on how they contribute to the **meaning** or **literary value** of the text. Make sure you follow traditional essay structure and utilize both quotes and analysis. Please also include book the title, author, and copyright of the novel you're using.