

**Purpose and Nature of the Summer Assignment:**

AP Literature and Composition is considered a college class. Thus, this course will provide you with the intellectual challenges and workload consistent with a typical undergraduate university English literature course, beginning with your summer assignment. All work must be the student’s own original work and ideas, and as in college, will be submitted through turnitin.com to check for originality.

Please be aware that this assignment is involved, so it is critical that you read through these instructions prior to leaving school this year. If you find that you have questions along the way or during the summer, contact Mrs. Walp for help at [jennifer.walp@guhsdaz.org](mailto:jennifer.walp@guhsdaz.org).

**Checklist - What’s Due and When:**

What		Completed ✓
May/June 2017	Locate a copy of <i>How to Read Literature Like a Professor</i> by Thomas C. Foster <ul style="list-style-type: none"> <li>• Purchase 2003 edition (magnifying glass on cover) OR</li> <li>• Purchase 2014 edition (red on cover) OR</li> <li>• find the free PDF of the 2003 edition on the web</li> </ul>	
May/June 2017	Read the assigned chapters of <i>How to Read Literature Like a Professor</i> by Thomas C. Foster (See Appendix A).	
May/June 2017	Read Matthew 26-28 of the New Testament of the Bible (this reading will help you respond to the Chapter 14 Journal Question in Summer Assignment 1 and/or Summer Assignment 3).	
May/June 2017	Go to <a href="https://classroom.google.com">classroom.google.com</a> and Join AP Literature, using the code harbh0q <b>if you have not already been invited</b> . If you have any questions or are unsure how to do any of this, please see me before the school year concludes in room J108.	
Due June 30 11:59 PM	Complete <b>Summer Assignment 1</b> (see Appendix A) in Google Classroom and submit to <a href="http://www.turnitin.com">www.turnitin.com</a> (see Appendix D) <b>BEFORE</b> you Turn In in Google Classroom.	
Ongoing / Due Day 1	Read <i>One Flew Over the Cuckoo’s Nest</i> , keeping a <b>handwritten</b> double entry journal in a spiral notebook as you read (see Appendix B).	
Due July 31 11:59 PM	Complete <b>Summer Assignment 2</b> (see Appendix B) in Google Classroom and submit to <a href="http://www.turnitin.com">www.turnitin.com</a> (see Appendix D) <b>BEFORE</b> you Turn In in Google Classroom.	
Due August 4 11:59 PM	Complete <b>Summer Assignment 3</b> (see Appendix B step #4) in Google Classroom and submit to <a href="http://www.turnitin.com">www.turnitin.com</a> (see Appendix D) <b>BEFORE</b> you Turn In in Google Classroom.	

## Appendix A

### Summer Assignment 1: *How to Read Literature Like a Professor* by Thomas C. Foster

This text is an easy-to-read introduction to the patterns of symbolic meaning in literary texts and is a helpful secondary source for AP English. Start this assignment as soon as possible. **You must read this book before you read *One Flew Over the Cuckoo's Nest*.**

1. Read the following chapters:
  - i. 2003 edition: Introduction, 1, 2, 7, 10, 11, 12, 13, 14, 15, 16, 17, 18
  - ii. 2014 edition: Introduction, 1, 2, 6, 9, 11, 12, 13, 14, 15, 16, 17, 18
2. Choose **TWO** of the provided Journal Questions for *How to Read Literature Like a Professor* (Appendix C) and apply them to a work you have read. Your answers will let you practice your literary analysis and they will help me get to know you and your literary tastes. Whenever I ask for an example from literature, you may use short stories, novels, plays, or films. Your responses should NOT be superficial, but in-depth with specific responses (see example on the next page).

Each journal within this assignment should:

- Have a heading with your first and last name and the Journal Question #.
- Be only one page, double-spaced, 12 point font, with 1 inch margins for each journal question.**
- These two journals (Summer Assignment 1 in Google Classroom) should be submitted as one document to turnitin.com (see Appendix D) no later than **June 30 11:59 PM BEFORE** you Turn In in Google Classroom.
- Avoid listing or just “pointing out” information – you should analyze and look for the larger meaning created via the use of literary techniques (why or how is it important to the overall understanding or meaning of the novel?)
- You may organize your analysis in any way you choose, but it should be typed and formatted following MLA format, including citations for quotes. If you are unsure how to follow MLA guidelines visit the following website for help: <https://owl.english.purdue.edu/owl/resource/747/01/>
- Below is an example of a journal entry from *Pride and Prejudice* by Jane Austen:

**Journal Question Chapter 24: Recall a character in a literary work who has an illness. Discuss the effectiveness of this illness as related to plot, theme, and/or symbolism.**

Jane Austen writes, “‘Well, my dear,’ said Mr. Bennet, when Elizabeth had read the note aloud, ‘if your daughter should have a dangerous fit of illness, if she should die, it would be a comfort to know that it was all in pursuit of Mr. Bingley, and under your orders’” (Austen 29).

This quote is connected to chapter 24 of Foster’s book concerning illness. In this case, Jane Bennet has contracted a fever and is confined to the home of Mr. Bingley. As Foster points out “often... the most effective illness is one the writer makes up” (Foster 224). In this case, a “fever” serves Austen’s purpose of placing Jane in Bingley’s home for an extended period without actually putting her character in any serious danger. Jane’s illness also gives her sister, Elizabeth, ample opportunity to stay in the company of Bingley, his sisters and Mr. Darcy. Without a doubt, Jane’s illness “works like a charm” as a device for moving the plot of the novel forward and giving the characters a valid reason to interact with each other for a prolonged time (Foster 224).

As is typical with Austen, her novel is working on several levels: the illness functions to bring two people together, Austen uses a metaphor (“works like a charm”) to describe how this element functions, and her verbal irony is operating a high level (as it usually is) because the illness is the charm, which of course, is the opposite of the function of an illness seeing as how it brings about a supposed positive, or charmed, result. It is doubly ironic because Mr. Bennet certainly does not want their daughter to die, and the further verbal irony is that her death will not be comforting. However, it is interesting to note that Austen is using this irony also to underscore that no matter how ridiculous Mrs. Bennet is, she is responding to the tremendous social pressures placed on women in the Eighteenth and Nineteenth-Centuries to marry in socially advantageous ways or risk being unable to provide for themselves and their families.

# Appendix B

## Summer Assignment 2: *One Flew Over the Cuckoo's Nest* by Ken Kesey

1. Obtain a copy of *One Flew Over the Cuckoo's Nest* by Ken Kesey and read the novel in its entirety, keeping a double entry journal as you read.
2. Double Entry Journal
  - a. During your reading of the novel, you should complete a double entry journal. Teachers want students to do more than glide over the text, decoding with ease, but making only limited amounts of meaning. They want students to handle the text, take it apart, manipulate it, look for its heart, and find out what makes it tick, chunk it into meaningful bits, and then interrogate each bit. Double entry journals are a way to help students read with an investigating eye. It helps students to slow down and pay attention when they read. Double entry journals teach students the critical art of close reading. **These double entry journals will be collected on the first day of the school year.**
  - b. You will write at least one journal entry for each chapter (or more if you have a poor memory for events). **Keep in mind your journal may be used on the objective test over the novel that you will take the first day of class.**
  - c. Divide the notebook paper in half vertically (from top to bottom). This can be done by folding the page or drawing a line, whichever you choose. **You must handwrite the following assignments in your spiral notebook.** The left hand side of your journal will contain important quotes and/or summary including page numbers from each chapter. The right hand side of the page will contain your insights (including use of literary devices), questions, and responses to the reading. An example of a journal for the first 5 pages of the novel is below:

Quotes, Summary, Page numbers	Insights, Questions, Responses
Narrator, Chief Broom, is half Native American (9)	Characterization=minority Point of view=first person
Nurse Ratchet “funny orange” of nails like “smoldering iron” (10); she “swells” up when she yells at them for not working (11)	Characterization=harsh; imagery
Black boy “smelling and hunting around” (12)	Characterization=predators?
Chief cannot stand being shaved (13)	Significance of fog and machinery? Reliability of narrator?

3. After reading *One Flew Over the Cuckoo's Nest*, choose **TWO more different** Journal Questions for *How to Read Literature Like a Professor* (**Appendix C**) that you think apply to *One Flew Over the Cuckoo's Nest*. Discuss the application to *Cuckoo's Nest* by using specific textual evidence from both Kesey and Foster's books to support your interpretation.

Each journal within this assignment should:

- Have a heading with your first and last name and the journal question #.
  - Be only one page, double-spaced, 12 point font, with 1 inch margins for each journal question.
  - These two journals (Summer Assignment 2 in Google Classroom) should be submitted as one document to turnitin.com (see Appendix D) no later than **July 31 11:59 PM BEFORE** you Turn In in Google Classroom.
  - Avoid listing or just “pointing out” information – you should analyze and look for the larger meaning created via the use of literary techniques (why or how is it important to the overall understanding or meaning of the novel?)
  - You may organize your analysis in any way you choose, but it should be typed and formatted following MLA format, including citations for quotes. If you are unsure how to follow MLA guidelines visit the following website for help: <https://owl.english.purdue.edu/owl/resource/747/01/>
4. **Summer Assignment 3 (due to turnitin.com August 4 11:59 PM BEFORE** you Turn In in Google Classroom):

Using your knowledge of Matthew 26-28, *How to Read Literature Like a Professor* Chapter 14, and *Cuckoo's Nest*, respond to the following prompt, **writing no more than 2 pages, double-spaced, 12 point font, with 1 inch margins**, in Summer Assignment 3 in Google Classroom:

Many argue that Randle Patrick McMurphy from *Cuckoo's Nest* is a Christ-figure. After reading Matthew 26-28 of the Bible and Chapter 14 of Foster's book, write a concise response comparing and contrasting McMurphy as a Christ-figure.

## Appendix C

Journal Questions for  
*How to Read Literature Like a Professor*  
by Thomas C. Foster  
(Adapted from Donna Anglin)

### 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 (or 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 6 or 7 (depending on edition) -- ...Or the Bible

Discuss a Biblical allusion and its significance in a work of literature you have read.

### Chapter 9 or 10 (depending on edition) -- It's More Than Just Rain or Snow

Discuss the importance of weather in a specific literary work.

### Interlude -- Does He Mean That

### 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 and investigate the symbolism in a specific literary work.

### 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 you have read is political.

**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 *Ben-Hur*.

**Chapter 15 -- Flights of Fancy**

Select a literary work in which flight signifies escape or freedom. Explain in detail.

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

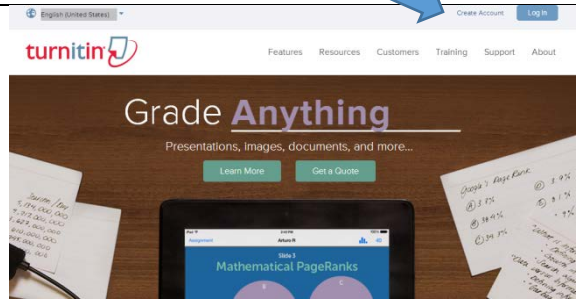

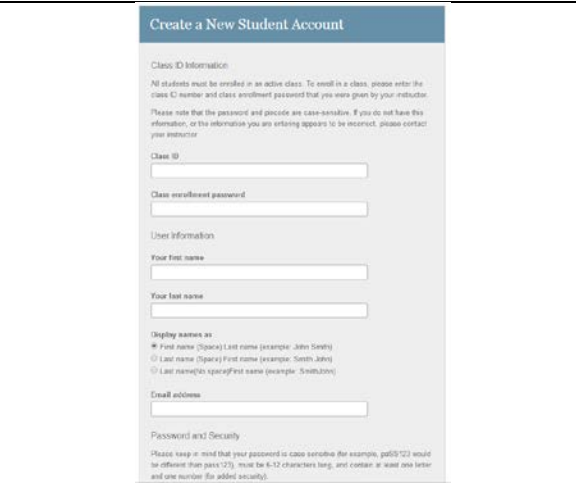
**Chapter 17 -- ...Except the Sex**

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 sometimes 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 the theme or develops characterization.

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

Think of a "baptism scene" from a significant literary work. How was the character different after the experience? Discuss.

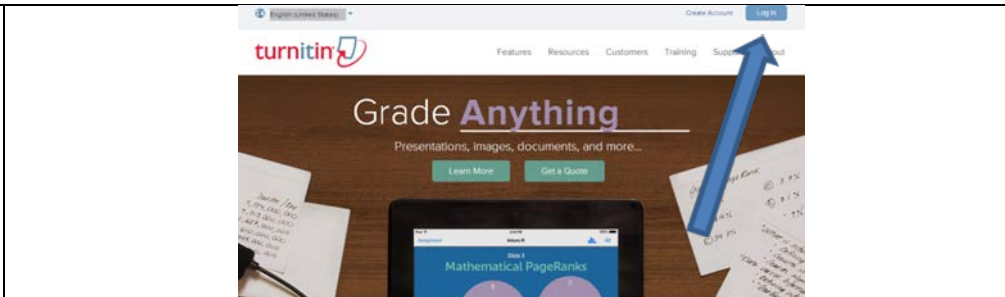
# Appendix D

<p><b>To Create an Account</b></p> <ol style="list-style-type: none"> <li>1. Go to <a href="http://www.turnitin.com">www.turnitin.com</a></li> <li>2. Select “Create Account” from the upper-right hand corner of the screen.</li> </ol> <p><b>If you already have an account, then just login and select “Enroll in a Class” and enter the Class ID and password in Step 5 below.</b></p>	
<ol style="list-style-type: none"> <li>3. Enter your school email address and password in the provided boxes.</li> </ol> <p>Email: <a href="mailto:ID#@student.guhsdaz.org">ID#@student.guhsdaz.org</a>      Password: first and last initial six digit birthday</p> <p>Example:  <a href="mailto:098765432@student.guhsdaz.org">098765432@student.guhsdaz.org</a>      cs051798</p>	
<ol style="list-style-type: none"> <li>4. Select “Student.”</li> <li>5. Fill in necessary information in “Creating a New Student Account.”</li> </ol> <p>Class ID: <b>15370958</b>      Class Enrollment Password: <b>walp</b></p> <p>Your First Name      Your Last Name</p> <p>Display Name As: Use the first option-First name (space) last name</p> <p>Email Address: <b>Use your school email address</b>      Enter Your Password: <b>Use your school password</b></p> <p>Choose and respond to the Secret Question</p> <ol style="list-style-type: none"> <li>5. Select “I Agree-Create Profile.”</li> </ol>	



**To Submit an Assignment**

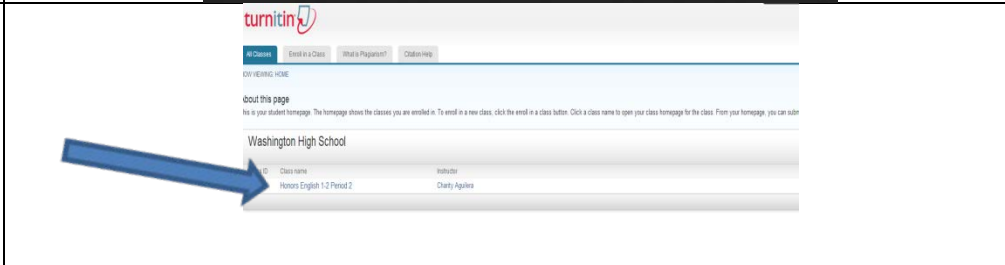
1. Go to [www.turnitin.com](http://www.turnitin.com)
2. Select “Log In” located in the upper-right hand corner of the screen.



3. Log in using your school email and password.



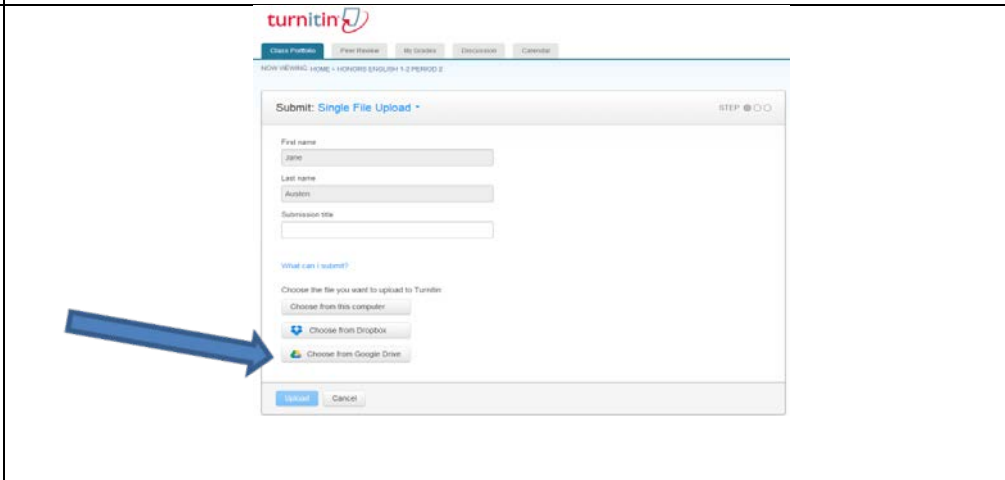
4. Double click on the class to which you are submitting the assignment.



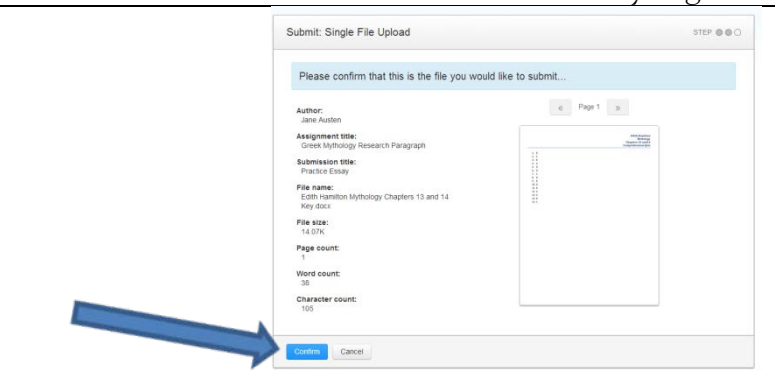
5. Locate the name of the assignment which you are submitting and select the “Submit” icon located on the right of the assignment title.



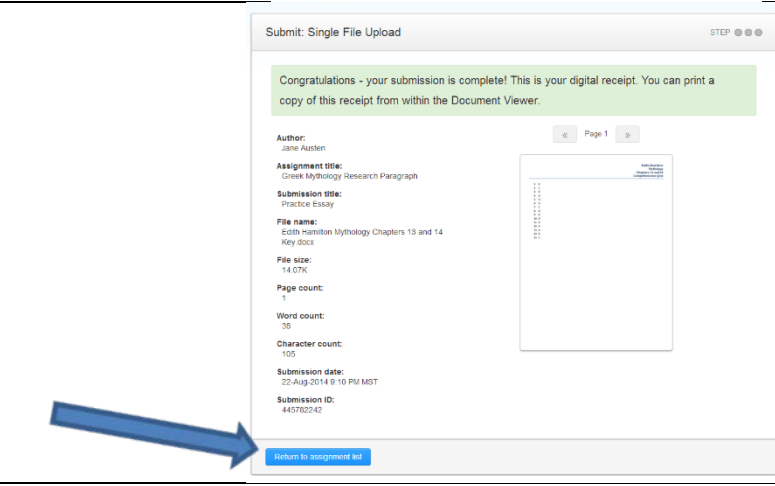
6. Enter the Submission Name (same as assignment name)
7. Select “Choose from Google Drive” to upload your assignment.
8. Once the file has uploaded (you will see it in the last box on the page), select the “Upload” icon.



9. Wait for the file to upload.  
  
10. Select “Confirm” when the file upload is complete.



11. Select “Return to the Assignment List.”



12. Your submission is complete.



2017-2018 Summer Assignment  
AP Literature and Composition  
Greenway High School

Reading in AP Literature and Composition involves an in-depth analysis of multi-culturally diverse selections ranging from the fifteenth century to the present day. To help prepare for the course, it is essential that you continue to exercise your reading muscle, your brain, throughout the summer. The Summer Assignment requires you to do just that, in addition to prepare you for writing at the required college-level for your senior year AP courses. You will also prepare annotations while you read which will be used to develop ideas for class discussions and your written assignments both this summer and during the school year.