Congratulations! You have been enrolled in the rewarding and worthwhile AP track of study for the course of AP English III Language and Composition with Mrs. Angela Kimbrough during the 2018-2019 school year. The following informational packet details the summer reading assignments for this course.

The AP test for this course will be Wednesday, May 15, 2019, at North DeSoto High School; this is a non-negotiable, international test date, and all students who are enrolled in AP English Language and Composition class at NDHS will take the test on Wednesday, May 15, 2019. The cost of the test is $94+, and the DeSoto Parish School Board has paid for each student’s testing fees for every AP test at every school during the last seven years – please send your appreciation for this decision to your school board member. The cost for one college English class is about $1,500 – including tuition, fees, and books; scoring a 3 or higher on this exam could possibly earn the student full credit toward one or more college English courses, depending on the acceptance of the credits by the student’s college of choice. Please explore and setup an account at http://student.collegeboard.org/ -- the AP curriculum is rigorous and challenging, but the reward is being prepared for college work and entering college with as many credits as possible toward a college degree.

Please be aware that all of the summer reading assignments for AP English III Language and Composition will be due on MONDAY, AUGUST 6, 2018. Please do not turn them in early. On Monday, August 6, 2018, each student will need to physically hand their assignments to Mrs. Kimbrough and sign a verification form for having done so. The grades for summer reading assignments will be input into students’ grades by the second week of class. Students are not to submit other students’ summer reading assignments because each student will need to sign the verification list.

Consider this summer reading as preparation for an intense book club. Do not be afraid to enjoy these books. The activities and discussions during the first few weeks of school will focus on these texts and themes. The characters and people in these texts face struggles and conflicts that shape their identity. Students will need to purchase hard/personal/physical copies of the texts (NO ELECTRONIC TEXTS), as they will need to bring the hard copies of the texts to class for reference and assessment; students also will be writing on the pages of these texts. Write notes in your copy of the book. Be prepared for your annotations to be checked. Use sticky notes for library books. Underlining and highlighting is meaningless without annotation. E-books are not permitted in class because they do not support the close reading strategies that students need to develop for the course. Annotations include defining words you do not know, writing commentary or reactions of your own, noting the rhetorical purpose and argument of each chapter, and summarizing ideas at the end of a chapter.

The summer reading assignments are not optional; the course constantly will refer to assignments as a foundation for the course. Students who turn in their summer reading assignments on Tuesday, August 7, 2018, will earn 10% off their earned points on each assignment; 20% off on Tuesday, August 8, 2018; and 30% off on Wednesday, August 9, 2018; and so on; no credit will be given for assignments submitted after Friday, August 10, 2018, as those students will earn zeroes for each of the assignments.

All assignments must be hand-written and in BLUE INK – AP tests require students to use BLUE INK only.
overview of summer reading assignments:

1. analysis of five chapters of literary motifs
   - **recommended** date of completion: by Friday, June 29, 2018
     **this is a recommended date to help you plan out the assignments**
     **do one chapter each week so that the information is being learned in chunks and not crammed at the last minute**
   - read *How to Read Literature Like a Professor* by Thomas C. Foster
   - will need a personal copy of the book and prior knowledge in which to use as examples
   - a test on motifs will be administered during the first week of class

2. read one novel from the three on the choice list:
   - scholarly research, literary analysis, and presentation to class
   - **recommended** date of completion: by Friday, July 22, 2018
     **this is a recommended date to help you plan out the assignments**
     **The books have several chapters, so it is recommended to read three to four chapters each week. DO NOT WAIT UNTIL THE LAST MINUTE.**
   - take notes in BLUE INK on notebook paper – recommended to do a main idea for every two pages of the book.
   - take an AR test by **Friday, August 10, 2018**
AP English III Language and Composition
Summer Reading Assignment for the 2018-2019 school year
North DeSoto High School
Mrs. Angela Kimbrough: angela.kimbrough@desotopsb.com

assignment #1: analysis of five chapters about literary motifs
(150-point test grade)

How to Read Literature Like a Professor by Thomas Foster is a useful little book. It will help you pull from what you have read in the past and apply some to novels and stories you will read in AP English Language and Composition and beyond. We will refer to this book during the entire class. It’s a gem. Bring it every day to class with you.

1. Read the book in its entirety, excluding chs. 15-17.
   These short writing assignments will allow you to practice literary analysis. When the prompt asks for an example from literature, you may use short stories, novels, plays, or films. Sometimes you will be asked to write a paragraph to answer the question. You may be asked to make a list for some answers. For some answers, you will be asked to think about your answers. You may not have to provide written answers for every chapter. If the answer requires a paragraph, respond in a paragraph, not an essay. If the answer requires a paragraph, respond in a paragraph, not 4 or 5 sentences. An average paragraph will be a minimum of 8 sentences with appropriate textual evidence supporting your analysis. A well-developed paragraph will often be more than 8 sentences; it will incorporate more than the required minimum textual evidence and thoughtful commentary for a more innovative analysis.

   When writing analytically, write in third person that does not use I, me, you, etc. – refrain from using first and second person pronouns. For example I think the wolf is the most important character in “Little Red Riding Hood” because … is written in first person. Instead, write: “The wolf is the most important character in “Little Red Riding Hood” because …” As you compose each written response, rephrase the prompt (not restate) as part of your answer. In other words, I should be able to tell which questions you are answering without referring back to the prompts. Remember to write about literature in present tense. Apply appropriate grammar, punctuation, and style in addition to your content.

   We will use this book during the entire class, so bring it to class with you.

   Label each response clearly.

2. Annotate and analyze chapter 1.

3. From the list below, choose 4 other chapters to annotate and analyze, but all students will be responsible for the information from all of the chapters. The class will do a study in which all of the chapters will be annotated and analyzed for the main information that all students need to remember:

   - choose one of the following: chapter 2, 14, OR 18
   - choose one of the following: chapter 5, 6, 7, 8, 9, OR 13
   - choose one of the following: chapter 10, 12, 19, OR 20
   - choose one of the following: chapter 13, 21, 24, OR 26

4. For each of the five chapters, each student will follow the writing prompt for each chapter. Please remember that a student’s grade will be earned mainly from the depth of the commentary and the support given to the points (concrete details) trying to be proven through the commentary. Parenthetical documentation of the page in which each concrete detail is found will be used or the paragraph will be deemed plagiarized. For help, consult the Purdue University OWL.
Chapter 1 -- *Every Trip Is a Quest (Except When It's Not)*: List the five aspects of the QUEST and then apply each of them to a book that you read in English 2.

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. Write a paragraph.

Chapter 5 -- *Now, Where Have I Seen Her Before?*: Define intertextuality. Discuss three examples that have helped you in reading specific works. Write a paragraph that focuses on one book from English 2.

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. Foster shows how Fugard reflects Shakespeare through both plot and theme. In your discussion, focus on theme. Write a paragraph.

Chapter 7 -- *...Or the Bible*: Read "Araby" (http://www.classicshorts.com/stories/araby.html). 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? Make a chart.

Chapter 9 -- *It's Greek to Me*: Write a free verse poem derived from or inspired by characters or situations from Greek mythology. Incorporate sound devices that create the music and rhythm and reinforce the meaning of your poem. Explore the Internet to jog your memory about myths. Type the poem.

Chapter 10 -- *It's More Than Just Rain or Snow*: Discuss the importance of weather in a specific literary work, not in terms of plot but in terms of metaphor, symbol, meaning below the surface of the text, etc. Write a paragraph.

Chapter 12 -- *Is That a Symbol?*: Use process described in the chapter and investigate the symbolism of a movie that you have seen. Write a paragraph. It should begin this way: In Steven Spielberg's *Jaws*, (Director's last name, title of film underlined)

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 novels you read as a high school student is political. Write a paragraph.

Chapter 14 -- *Yes, She's a Christ Figure, Too*: Apply the criteria in the chapter to a major character in a significant literary work. This is a particularly apt tool for analyzing film -- for example, *Star Wars, Cool Hand Luke, Excalibur, Gladiator*, and *Spiderman* all contain Christ figures. Write a paragraph.

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? Make a before and after chart.

Chapter 19 -- *Geography Matters...*: Discuss at least four different aspects of a specific literary work that Foster would classify under “geography.” Make a chart.

Chapter 20 -- *...So Does Season*: Find a poem by a well-known poet that mentions a specific season. Then, discuss how the poet uses seasons in a meaningful, traditional, or unusual way. Submit a copy of the poem with your analysis. Write a paragraph.

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. Write a paragraph.

Chapter 24 -- *...And Rarely Just Illness*: Recall two characters who die of a disease in a literary work. Consider how these deaths reflect the “principles governing the use of disease in literature.” Discuss the effectiveness of the death as related to plot, theme, or symbolism. Make a chart.

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. Answer in a paragraph.
assignment #2: choose a novel to read

1. Read and annotate one of the following novels:
   - The Things They Carried by Tim O’Brien
   - Adventures of Huckleberry Finn by Mark Twain
   - Their Eyes Were Watching God by Zora Neale Hurston

Take an AR test by Friday, August 10, 2018.
Student presentations will take place during class.

2. On a piece of notebook paper, write notes in blue ink – the main ideas.

BONUS (earn up to 25 test points for each):

1. Visit the exhibit about the novel at the National Veterans Art Museum in Chicago.
   A. How does the art reflect themes in the novel?
   B. What characters in the novel might have created particular pieces?
   C. What characters or events are illustrated in the art?
   D. Bring back your ticket stub, brochures, and pictures of yourself there.

2. Visit The National Vietnam War Museum at 12685 Mineral Wells Highway in Weatherford, Texas; on Highway 180 in western Parker County about a mile east of the Mineral Wells city limits. For more information, log on to http://www.nationalvnwarmuseum.org/ Bring back your ticket stub, brochures, and pictures of yourself there. In addition, interview a Vietnam veteran who may be visiting the museum and/or volunteering.

3. Interview a Vietnam War veteran OR read out loud a published oral history about the war experience, and write an oral history about his or her experiences.
   A. Record the interview or oral history.
   B. Type up the transcript of the interview.
   C. Write a rhetorical analysis of the person’s ideas.

   A. Watch the film.
   B. Type up the transcript of the film.
   C. Write a rhetorical analysis of the ideas in the film.