

Traverse City West High School

Advanced Placement English Literature and Composition

June 4, 2013

Dear Students and Parents:

Welcome to *Advanced Placement Literature and Composition*. As the name of the course implies, we will explore literature, especially through writing, in order to discover the ideas and philosophies crafted into classic and contemporary literature. Because this course is considered a freshman-level college course in literature, students will be expected to read actively, critically, and often. We will focus especially on literary style and techniques of interpretation.

In order to establish a common reading background for our class, your first assignment is to complete the Summer Reading Project (SRP), due on the first day of school. Instructions for this assignment are available in this packet and on West's Summer Reading Moodle page. This assignment will not only give us a starting point with our literature, but will also give you some practice using some concepts for analysis.

We ***strongly recommend*** purchasing these texts so that you can write in them, underline, make notes, etc. If you cannot purchase them, please check them out of a nearby library. Read these texts in the order listed: *How to Read Literature Like a Professor* by Thomas C. Foster and then *One Flew Over the Cuckoo's Nest*.

If you have any questions over the summer, please feel free to e-mail us or call us using the information below.

Sincerely,

Matthew Dumon

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What are my assignments?

1. Read the following chapters in *How to Read Literature Like a Professor* by Thomas C. Foster: Introduction, 1, 5, Interlude: Does He Mean That?, 11, 12, 13, 14, 15, 16, 17, 19, Interlude: One Story, 21, 25, 26, Envoi
2. Complete the “Big Ideas” assignment explained below (short summaries).
3. Read *One Flew Over the Cuckoo’s Nest* by Ken Kesey.
4. Complete the “Connections Essays” assignment.
5. Print your assignments and turn them in on the first day of class.

Questions? Don’t wait! Email or text either teacher ASAP!

“Big Ideas” Assignment - #2 on assignment list

Below is an example of how to do the “HtRLLaP’s Big Ideas” assignment. The intention of this is to get you to discover the Big Ideas within the chapters of Foster’s *How to Read Literature Like a Professor (HtRLLaP)*, so that you can apply these to your other summer reading. This is not intended to be an enormous writing assignment, but rather a collection of ideas. **Please note that you are required to summarize only the chapters we ask you to read in #1 above!**

Again—your task is NOT to outline the entire chapter, but to identify the main idea of each chapter—always suggested by the chapter title. Your task is to summarize the Big Idea **in a thoughtful and meaningful sentence or two** of your own creation. Naturally, we expect you to do your own work, and we expect you not to plagiarize.

Please examine the example below to help you determine the process. Note that we summarize the main ideas in just two sentences.

Foster, Thomas C. *How to Read Literature Like a Professor*. New York: Quill, 2003.

	The Big Idea
Chapter 1	The real reason for a character's journey is often not revealed until the end of the journey. Often, the real reason for the journey is about self-discovery.
Chapter 2	Eating and drinking is almost always significant, even ritualistic. Eating with people creates a sense of community and can even stand for other human relationships, from holy communion to sex.

Late Penalties: Each day late will result in a loss of points

Connections Assignment - #4 on assignment list

Once you complete *How to Read Literature Like a Professor*, you will read *One Flew Over the Cuckoo's Nest* and write three connection mini-essays, as you can see in the model below. Choose three chapters/scenes from *One Flew Over the Cuckoo's Nest*, and write three mini-essays connecting these chapters/ scenes to three different chapters from *HtRLLaP*. Please choose chapters/ scenes from different parts of the novel, for example, one from the beginning, the middle, and the end. The example below should give you an idea of how you may set these up.

- Be sure to include your Connection Header at the top of each entry and indicate word count at the end, as per my example below.
- You must also use an MLA parenthetical citation whenever a citation would be required.
- Each chapter from *HtRLLaP* may be used only once. So, you may not use the chapter about symbols in three mini-essays.

Catch-22 Ch. 2,5 Connection: *HtRLLaP*, Ch. 15, "Flights of Fancy," 26, "Is That Irony?"

Yossarian's time in the army revolves largely around his required time in flight. Yet while flight in literature often signifies freedom, his experiences in the air instead display the encroachment of his liberty. Yossarian's only escape from his tour of duty is to complete the required number of flights. Yet every time he comes close to the requirement, Colonel Cathcart tacks on another five missions. Yossarian's attempts to fly his way to freedom become futile as the quota remains forever outside of his reach. Ironically, the flights which should exist as a means of freedom become more of a trap, ensnaring him in a position of mortal danger. This dilemma, while first mentioned in the second chapter, continues to resurface throughout the first half of the novel, alerting the reader to the importance of freedom in *Catch-22*.

Another infringement on the freedom of flight surfaces in chapter five, as the reader is introduced to Yossarian's B-25 bomber. Although the plane is "safe [and] dependable," its "single fault" is that the bombardier, Yossarian, can reach the nearest escape hatch "only with difficulty" (Heller 48). The crawlway that leads to the hatch is notably stuffy, just too small for a man of Yossarian's build to comfortably pass through. This arrangement serves to accentuate Yossarian's entrapment in the air, and even more so notes that the American war authorities are either incompetent or unsympathetic. As Yossarian laments, there is room for an escape hatch in the nose, and yet none exists. His access to freedom, then, is that much more distant. Rather than carrying him to safety, the sky is just another place where the plot to kill him may succeed. Most importantly, the source of this plot is not entirely composed of Nazis. Heller seems to be highlighting a deeper war in which the ability to fight for one's own beliefs is on the line, and the greatest threat may emerge as easily from allies as from enemies. **(326 words)**

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Please use this rubric to guide all writing composed for the connection entries of the Summer Reading Project.

9-8

These well-focused and persuasive essays address the prompt directly and in a convincing manner. An essay scored a 9 demonstrates exceptional insight and language facility. An essay scored an 8 or a 9 combines adherence to the topic with excellent organization, content, insight, facile use of language, mastery of mechanics, and an understanding of the essential components of an effective essay. Literary devices and/or techniques are not merely listed, but the effect of those devices and/or techniques is addressed in context of the passage, poem, or novel as a whole. Although not without flaws, these essays are richly detailed and stylistically resourceful, and they connect the observations to the passage, poem, or novel as a whole. Descriptors: mastery, sophisticated, complex, specific, consistent, and well-supported.

7-6

These highly competent essays comprehend the task set forth by the prompt and respond to it directly, although some of the analysis may be implicit rather than explicit. The 7 essay is in many ways a thinner version of the 9-8 paper in terms of discussion and supporting details, but it is still impressive, cogent, and generally convincing. It may also be less well-handled in terms of organization, insight, or vocabulary. Descriptors: demonstrates a clear understanding but is less precise and less well-supported than a 9-8 paper. These essays demonstrate an adherence to the task, but deviate from course on occasion. The mechanics are sound, but may contain a few errors which may distract but do not obscure meaning. Although there may be a few minor misreadings, the inferences are for the most part accurate with no significant sustained misreadings. An essay that scores a 6 is an upper-half paper, but it may be deficient in one of the essentials mentioned above. It may be less mature in thought or less well-handled in terms of organization, syntax or mechanics. The analysis is somewhat more simplistic than found in a 7 essay, and lacks sustained, mature analysis.

5

These essays may be overly simplistic in analysis, or rely almost exclusively on paraphrase rather than specific, textual examples. These essays may provide a plausible reading, but the analysis is implicit rather than explicit. These essays might provide a list of literary devices present in the literature, but make no effort to discuss the effect that these devices have on the poem, passage, or novel as a whole. Descriptors: superficial, vague, and mechanical. The language is simplistic and the insight is limited or lacking in development.

4-3

These lower-half essays compound the problems found in the 5 essay. They often demonstrate significant sustained misreadings, and provide little or no analysis. They maintain the general idea of the writing assignment, show some sense of organization, but are weak in content, maturity of thought, language facility, and/or mechanics. They may distort the topic or fail to deal adequately with one or more important aspects of the topic. Essays that are particularly poorly written may be scored a 3. Descriptors: incomplete, oversimplified, meager, irrelevant, and insufficient

2-1

These essays make an attempt to deal with the topic but demonstrate serious weakness in content and coherence and/or syntax and mechanics. Often, they are unacceptably short. They are poorly written on several counts, including numerous distracting errors in mechanics, and/or little clarity, coherence, or supporting evidence. Wholly vacuous, inept, and mechanically unsound essays should be scored a 1.