Welcome to the elite world of AP Literature and Composition! College Board’s AP Literature and Composition course is designed with the literary scholar in mind. Students who take this course should be willing and excited to read and analyze canonical literature across the spread of time. There is significant reading that takes place outside of the classroom, so students need a commitment to the course and a love of reading. Students will also often work on 2-3 different assignments at once; a strong ability in time management is a requirement, especially if students have more than one AP course and/or multiple extra-curricular activities. This is not a foundational course. It is expected that all students have mastered the basics of English and are looking to expand their abilities to the collegiate level as this course is considered to be a college sophomore level course. We will prepare you to write and think for the college professor.

Message from last year’s AP Lit students:
● “You should probably enjoy reading if you take this class.”
● “Be prepared but not scared!”
● “She hears everything.”
● “You are going to learn. If you don’t want to learn, don’t come here.”
● “Keep up with the reading! Read every night.”
● “Nothing is busy work; everything has a purpose.”
● “Go in with an open mind. The material exposes you to new perspectives.”
● “Don’t procrastinate. Start your summer assignment early.”
● “Take advantage of Socratics.”

Summer Assignments: All of the following are due by the first day of class - handwritten and turned in hand-copy. If you are absent the first day of class, scan in your handwritten work and email to the teacher by the end of the first day.

1. Skim the listed chapters of How to Read Literature Like a Professor, and complete the assignment. Do this first!

2. Read The Picture of Dorian Gray, by Oscar Wilde, and create a theme log for two of the following thematic topics:
   a. The Purpose and Power of Art
   b. The Individual versus Societal Compliance
   c. External Influences on Internal Values

3. Read The Road, by Cormac McCarthy, and create a theme log for two of the following thematic topics:
   a. The Mortality of Man - Globally and Individually
   b. Love, Compassion, and Forgiveness
   c. Morality and the Continual Battle Between Good and Evil

4. Read Pride and Prejudice, by Jane Austen, and create a theme log for two of the following thematic topics:
   a. The Roles of Gender in Society
   b. The Importance of Class and Social Structure
   c. The Individual versus Societal Compliance

*How to Read Literature Like a Professor, all assignments, and all 6 theme logs for novels are due the first day of class. ALL WORK MUST BE INDIVIDUAL, ORIGINAL, AND HANDWRITTEN.
AP Literature and Composition Summer Assignment

How to Read Literature Like a Professor – Answer ALL of the following

All responses and applications of the theories are expected to be in-depth, academic writing – each assignment should be at least 1/3 a page.

Classic novels are preferable, but you may use contemporary film if necessary (no more than three times)

1: Chapter 1 – List five aspects of a QUEST and then apply them to something you have read (or viewed).

2: Chapter 2 – Choose a meal from a literary work and apply the ideas of Chapter 2 to this literary depiction.

3: Chapter 3 – What are the essentials of the Vampire story? Apply this to a literary work you have read or viewed.

4: Chapter 5 – Define intertextuality. Discuss three examples that have helped you in reading specific works.

5: Chapter 6 – Discuss a work that you are familiar with that alludes to or reflects Shakespeare. Show how the author uses this connection thematically. In your discussion, focus on theme.

6: Chapter 7 -- Find a “way the Bible shows up” in something you have read. Explain how this extends or emphasizes the story thematically.

7: Chapter 8 -- Think of a work of literature that reflects a fairy tale. Discuss the parallels. Does it create irony or deepen appreciation?

8: Chapter 9 -- Write a free verse poem derived or inspired by characters or situations from Greek mythology.

9: Chapter 10 -- Discuss the importance of weather in a specific literary work, not in terms of plot.

10: Chapter 11 -- Present examples of the two kinds of violence found in literature. Show how the effects are different.

11: Chapter 12 -- Use the process described in the book and investigate a particular symbol in a work of literature you have read.

12: Chapter 13 -- Assume that Foster is right and "it is all political." Use his criteria to show that one of the major works assigned to you in high school is political.

13: Chapter 14 -- Apply the criteria in this chapter 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.

14: Chapter 15 -- Select a literary work in which flight signifies escape or freedom. Explain in detail.

15: Chapter 18 -- Think of a "baptism scene" from a significant literary work. How was the character different after the experience?

16: Chapter 19 -- Discuss at least four different aspects of a specific literary work that Foster would classify under "geography."

17: Chapter 20 -- Find a poem that mentions a specific season. Then discuss how the poet uses the season in a meaningful, traditional, or unusual way. (Submit a copy of the poem with your analysis.)

18: Chapter 21 -- 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.

19: Chapter 22 -- Recall two characters who died of a disease in a literary work. Consider how these deaths reflect the "principles governing the use of disease in literature" (215-217). Discuss the effectiveness of the death as related to plot, theme, or symbolism.

20: Chapter 25 -- After reading Chapter 25, choose a scene or episode from a novel, play or epic written before the twentieth century. Contrast how it could be viewed by a reader from the twenty-first century with how it might be viewed by a contemporary reader. Focus on specific assumptions that the author makes, assumptions that would not make it in this century.

*How to Read Literature Like a Professor, all assignments, and all 6 theme logs for novels are due the first day of class.

ALL WORK MUST BE INDIVIDUAL, ORIGINAL, AND HANDWRITTEN.
**AP Literature and Composition Summer Assignment**

**Theme Log**

Name & Period:  
Title:  

**Theme**:  

<table>
<thead>
<tr>
<th>Citation</th>
<th>Short Quotation</th>
<th>Interpretation</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>page #</td>
<td>four or five words <em>(a direct quote)</em></td>
<td>briefly explain the quote (context, meaning, etc.)</td>
<td>how this quote connects to the thematic concept</td>
</tr>
</tbody>
</table>

**“Theme”** is the author’s viewpoint on a subject. Be specific on proving not just the topic of the theme, but also the author’s opinion about it. Themes have verbs!

**All sections must be filled in. All rows will be used (10 entries). You may add additional if you feel you need to.**

*How to Read Literature Like a Professor*, all assignments, and all 6 theme logs for novels are due the first day of class.

**ALL WORK MUST BE INDIVIDUAL, ORIGINAL, AND HANDWRITTEN.***