
AICE Literature in English: Summer Assignment 2012-2013

Welcome to AICE Literature in English. The Literature in English course aims to develop the following skills, each of which you may look forward to mastering next year.

- Appreciation of and informed personal response to literature in English in a range of texts in different forms, and from different periods and cultures.
- The interdependent skills of reading, analysis and communication.
- Effective and appropriate communication.
- Wider reading and an understanding of how it may contribute to personal development.

Please note: This is a demanding class, both in terms of the literature we will focus on and the time you will need to devote to understanding and writing about it. A high level of commitment and responsibility are mandatory. You can expect multiple projects, essays, and hefty reading assignments. In addition, you will be expected to participate regularly in discussions and in-class exercises. Success in this college-level class is going to require serious work and a willingness to meet deadlines.

Additionally, please be sure not to save the assignments that follow for the last two weeks of your summer vacation. They require some time and you will want to get them checked off of your list much sooner than that! An overview of the assignment is given below and the specific guidelines are directly after that. Good luck!

Email: teresamf@leeschools.net

Website: www.tfarland.wordpress.com

By about the middle of the summer, there will be a link from this site to our NFM classroom website. You may want to access this at some point to see a little more about class expectations!

Summer Assignment Checklist

- Assignment One:** *A Passage to India* by E.M. Forster – Reading Log (30 entries)—due first day of class
- Assignment Two:** *How to Read Literature Like a Professor*, Thomas C Foster—due to turnitin.com by 8/7/12, 11:59 pm
- Assignment Three:** College Application Essay—due to turnitin.com by 8/7/12, 11:59 pm

NOTE: I am a stickler for organization and completeness! You MUST read everything in this packet and follow all directions in order to do well! When in doubt, be thorough!! When you do more than enough, how can you go wrong? As a college-bound student, you should start thinking in this frame of mind!

On the FIRST day of class, in addition to going over the syllabus and course expectations, you will turn in your *Passage to India* Reading Log; (the other two assignments will already have been submitted to turnitin.com). Later in the week, there will be an assessment on the readings. Late summer assignments will not be accepted, so do not jeopardize your first quarter grade, please.

ASSIGNMENT ONE: *A Passage to India* by E.M. Forster

Read *A Passage to India* by E.M. Forster (the novel is part of the prose set text for the 2013 AICE Literature Exam). You may sign it out from Ms. Farland (E225) before summer; however, you will not be able to annotate or take notes in the book. I would highly encourage you to use *Amazon.com* or *half.com* to purchase your own copy.

During your reading of this novel, you will be maintaining a reading log in which you document prominent ideas, themes, quotations, and other noteworthy narrative devices in the novel: gender inequality, tradition versus progress, the influence of colonialism, etc.

- Assignment guidelines and a rubric can be found on pages 3, 4 and 5.
- Due **IN CLASS** on the first day of your scheduled class

ASSIGNMENT TWO: *How to Read Literature Like a Professor*, Thomas C. Foster

Read *How to Read Literature Like a Professor* by Thomas C. Foster. The assignment for *How to Read Literature like a Professor* is a series of short responses on selected chapters of the book. Follow the instructions for this assignment found on pages 5-6; do not write more than two or three paragraphs for each. In addition to adequately addressing the tasks, pay particular attention to grammar, usage, and mechanics.

- Due to **turnitin.com** by **Tuesday, August 7 2012 by 11:59 pm**

ASSIGNMENT THREE: College Application Essay

Almost every college requires applicants to submit personal essays as part of their application process. Some colleges limit the essay to 250 words and others allow 500 or more words.

To prepare you for this process, download the UF admissions application and write one essay according to their directions. Look online to see some examples. You may substitute a college admissions essay from another school but indicate the topic on your paper. (Essays should be 500 words in length).

The essays must be typed, double spaced, and submitted to turnitin.com. Do not exceed the word length.

- Due to **turnitin.com** by **Tuesday, August 7 2012 by 11:59 pm**

We will be sharing and revising these essays in class, so be sure to give this portion of the assignment your best effort--this will help you tremendously when scholarship time arrives.

If you have any questions at all about the assignments, or if you are unwilling to do it, please see me before school ends. **Please make sure you have returned (or emailed) the attached contract to me no later than May 28th, 2010.** If you have any questions over the summer, you may email me at teresamf@leeschools.net; additionally, you may access my blog at www.tfarland.wordpress.com. Enjoy your reading and have a great summer!

Assignments are to be submitted to turnitin.com by Tuesday, August 7 2012 by 11:59 pm.

You'll need to enroll in a class (2012-13 AICE English Lit):

Class / section id: 5128957

Enrollment password: summer (lower caps)

Reading Log

During your study of the novel, I want you to keep a log documenting prominent ideas, themes, quotations and noteworthy devices Forster uses. Your reading log is not a diary; it is rather an important means by which you will develop a better understanding of the texts we read in class. It is the place where you will incorporate the ideas we discuss in class, your own ideas about literature and the specific texts we study, and your understanding of those texts as a whole. This log will not only help you grasp a better understanding of what you read, it will provide a valuable study guide for your AICE papers 3 and 4.

Procedure:

Create 4 columns on your paper:

- **Chapter / Page**—this is where you will record the chapter and page on which you find the ideas you are logging
- **Significant Idea**—this column identifies the predominant or key ideas that you encounter while reading
- **Quotation / Diction/ Notes**—this column is where you would provide a quotation that represents the significant idea (whether it be an example of imagery or imperialism, for example) or examples of particular diction used by the author to help convey the idea, or notes, plot details, etc (this is something from the *text*)
- **Interpretive Explanation**—this column is where you would discuss the significance of the idea, the quote/language to the novel as a whole (something from *you*). These are YOUR ideas, insights, thoughts, questions, and commentary regarding the importance of your notations on the left. Why, for example, do you think Forster chose the details that he did? Or what patterns (overlapping images, repetitions of idea, details, colors that make connection) do you recognize? What do you think certain details might foreshadow?

The following are the predominant ideas to look for and log as you read:

- British Imperialism (and how it might be used to comment on man's difficult relations with others; arbitrary control over others)
 - The themes of isolation, loneliness, "separateness"—race, sex, culture, man himself
 - The role of women
 - Nature Imagery
 - Mysticism
 - Religion (Islam, Western Christianity, and Hinduism) and how it represents certain attitudes towards life and influences interpersonal problems and relationships
 - Rhetorical or narrative devices
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Ch/ Page	Sig Idea	Quotation / Diction/Notes	Interpretive Explanation
Ch1 Page 3	Nature Imagery	<p>“ . . . the city of Chandrapore presents nothing extraordinary” (3);</p> <p>“rubbish it deposits”; “so abased, so monotonous is everything” (3);</p> <p>“mud”, “rotting” (4); the Marabar Hills (caves)</p>	<p>Forster opens the novel with a rather disenchanting and stark portrayal of Chandrapore, perhaps implying that this is the view from a Western eye;</p> <p>he juxtaposes the “meagre” city with a description of the all controlling sky of India, “so strong and so enormous” (5); structurally he opens and ends the chapter with a mention of the caves, which may foreshadow the importance of the caves to the story</p>

Expectations:

- I expect a **bare minimum of thirty** detailed total entries for the entire novel. They are to be written neatly and legibly. **You may wish to purchase a spiral notebook in which to keep all your journal entries together.**

Reading Log Rubric

A	<ul style="list-style-type: none"> • Detailed, meaningful passages, plot, and quote selections • Thoughtful interpretation and commentary about the text; Avoids clichés. • Includes comments about literary and rhetorical elements such as diction, imagery, syntax, and how these elements contribute to the meaning/impact of the text. • Makes insightful personal connections and asks thought-provoking, insightful questions • Coverage of text is complete and thorough • Log is neat, organized and professional looking; student has followed directions in the organization of reading log
B	<ul style="list-style-type: none"> • Less detailed, but good plot and quote selections • Some intelligent commentary; addresses some thematic connections • Includes some literary/rhetorical elements, but less on how they contribute to the meaning/impact of the text • Some personal connection; asks pertinent questions • Adequately addresses all parts of reading assignment • Log is neat and readable; student has followed directions in the organization of log
C	<ul style="list-style-type: none"> • Few good details from the text • Most of the commentary is vague, unsupported, or plot summary/paraphrase • Some listing of literary/rhetorical elements; virtually no discussion on meaning or impact • Limited personal connection; asks few, or obvious questions • Addresses most of the reading assignment, but is not very long or thorough • Log is relatively neat, but may be difficult to read. Student has not followed all directions in log organization: loose-leaf, no columns, not in separate notebook, etc.
D or F	<ul style="list-style-type: none"> • Hardly any good detail from the text • All notes are plot summary or paraphrase • Few literary/rhetorical elements, virtually no discussion on meaning or impact • Limited personal connections, no good questions • Limited coverage of the text: way too short • Did not follow directions in organizing journal; difficult to read or follow

ASSIGNMENT TWO--INSTRUCTIONS

How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines
by Thomas C. Foster

The following assignments are adapted from Sandra Effie, who adapted them from Donna Anglin.

In Arthur Conan Doyle's "The Red-Headed League," Sherlock Holmes and Dr. John Watson both observe Jabez Wilson carefully, yet their differing interpretations of the same details reveal the difference between a "Good Reader" and a "Bad Reader." Watson can only describe what he sees; Holmes has the knowledge to interpret what he sees, to draw conclusions, and to solve the mystery.

Understanding literature need no longer be a mystery -- Thomas Foster's book will help transform you from a naive, sometimes confused Watson to an insightful, literary Holmes. Professors and other informed readers see symbols, archetypes, and patterns because those things are there -- if you have learned to look for them. As Foster says, you learn to recognize the literary conventions the "same way you get to Carnegie Hall. Practice." (xiv).

Note to students: These short writing assignments 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, films or TV shows. If your literary repertoire is thin and undeveloped, use the Appendix to jog your memory or to select additional works to explore. At the very least, watch some of the "Movies to Read" that are listed on pages 293-294. **Please note that your responses should be paragraphs--not pages! Your work should be presented in an organized and attractive manner.**

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 3: --Nice to Eat You: Acts of Vampires

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

Chapter 4 -- If It's Square, It's a Sonnet

Select three sonnets and show which form they are. Discuss how their content reflects the form. (Submit copies of the sonnets, marked to show your analysis).

Chapter 5 --Now, Where Have I Seen Her Before?

Define intertextuality. Discuss three examples that have helped you in reading specific works.

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. Read pages 44-46 carefully. In these pages, Foster shows how Fugard reflects Shakespeare through both plot and theme. In your discussion, focus on theme.

Chapter 7 -- ...Or the Bible

Read "Araby" by James Joyce (available on line). 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 -- Hansel and Gretel

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

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.

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 of the fence in "Araby." (Mangan's sister stands behind it.)

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 in another English class.

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.

SUMMER READING CONTRACT

I have received the summer reading assignment for AICE Literature in English. **By signing below, I acknowledge that I am responsible for reading both books and completing the assignments by the first day of class or the specified assignment dates. (To view the summer assignments, go to the school's intranet or tfarland.wordpress.com)**

Student Name: _____ **Student email:** _____

(please print)

Parent Name: _____ **Parent email:** _____

(please print)

Student Signature: _____

Parent Signature: _____