



Grand Terrace High
School
at the Ray Abril Jr.
Educational Complex

James Western
Principal

Mitch Hovey
Assist. Principal

Erica MacDonald
Assist. Principal

MarLan Parker
Assist. Principal

Deborah Villegas
Assist. Principal

Kimberli Thompson-
Irvin
Esmeralda Shreiner
English Department
Co-Chairs

21810 Main Street
Grand Terrace, CA
92313

(909) 580-5006

May 2018

Dear Parents and Students,

Welcome to the wonderful world of Advanced Placement Literature! This class will plumb the depths of fiction, poetry, and drama to uncover their truths about the human condition. We will make these discoveries through the processes of close reading, analysis, and writing, so be prepared to peel some onions!

This class is structured to meet the Common Core Standards and prepare you to take the Advanced Placement Literature Test in spring 2019. Both the standards and the test are rigorous endeavors that require strong commitments from the students involved, so it is recommended that participating students read and write at or above the 12th grade level.

To start the year, you should read and complete the assignments on the following texts and be ready to discuss them. This way you will be prepared to participate from the first day of class. *How to Read Literature Like a Professor* should be tackled first because you will be applying this information to the assignment for *Macbeth*:

1. *How to Read Literature Like a Professor* Thomas C. Foster
 - a. Write comprehensive notes on each chapter. See example on next page for guidelines.
2. *Macbeth* by William Shakespeare (in Prentice Hall: British Tradition textbook)
 - a. Create 5 dialectical journal entries identifying and discussing the use of concepts you learned about in *How to Read Literature Like a Professor*

You may check these books out from the Grand Terrace High School Library, but it is highly recommended that you purchase **your own copies** so you can annotate them as you read. These annotations will help you better-understand the text as you break down difficult language, analyze figurative language, connect diction to tone, and notice patterns within a text that contribute to meaning. You may still annotate a borrowed book by using Post-It Notes, but making notes directly in your own book that you can keep makes it easier for you to return to your observations and make connections between many of the readings we will be doing.

Please contact one of the teachers below if you have any questions about the readings or assignments over the summer, and we look forward to meeting you in the fall.

Regards,

Wray Finks
Email: Wray_Finks@cjusd.net

Betsy Slusarski
Email: Elizabeth_Slusarski@cjusd.net



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How to Read Literature Like a Professor Notes

Create notes on each chapter of *How to Read Literature Like a Professor* by Thomas C. Foster. You are creating a document that you will use throughout the year to help you analyze literature, so it should be typed, organized, and thorough. Cornell Note format works well for our purposes, but you may choose any note-taking form as long as it is clear, organized, and includes each of the following:

1. State the chapter's number and title
2. Identify the main concept developed in each chapter
3. Include supporting details to clarify the main topic
4. In addition, for five of the chapters in *How to Read Literature Like a Professor*, you will be completing a specialized assignment. Information is provided below.

Example:

CHAPTER 1: EVERY TRIP IS A QUEST (EXCEPT WHEN IT'S NOT)

| | |
|---------------------------|--|
| Main Concept | A QUEST is a journey a character undergoes to discover something about him- or herself |
| Supporting Details | <ul style="list-style-type: none"> • The quester needs: <ul style="list-style-type: none"> ○ somewhere to go ○ a reason for going (this will be a superficial purpose, not connected to the true discovery they'll be making along the way) ○ to overcome challenges along the way ○ a turning point where the real reason for going on the quest becomes evident • The quester does not realize he or she is undergoing a life-changing journey • The quester may or may not be successful in the end |

Extended Assignment – You will pick five chapters from *How to Read Literature Like a Professor* and complete one extended assignment for each. You will write a creative or analytical piece that uses concepts from that particular chapter. Choose from one of the following options. Each activity can only be used one time. **Each activity must be typed!**

- a) Write a short story (two pages-double spaced).
- b) Write a poem.
- c) Choose a film you have seen. Discuss the connection to one chapter from *HTRLLAP*.
- d) Read a short story or poem mentioned in *HTRLLAP* and *make your own* connections from the work.

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e) Create a “one-pager” that uses words and visuals to analyze a concept (very little white space should be left on paper). For info on a “One-pager” go to Google and type in “AP one-pager”.

Macbeth Dialectical Journals

Choose 5 quotes from the play that demonstrate concepts covered in Foster’s work, and create **5 typed 1-page** dialectical journal entries. Each entry must focus on analysis, not summary or paraphrasing. Although you may include a bit of summary to give the passage context, you should limit it to one or two sentences. If you are using the resource of a side-by-side translation, be sure to quote and analyze the original Shakespeare text, not the paraphrase. Below are suggestions you should follow to ensure you stay focused on analysis:

- Include speaker(s) when you record the quote
- Include the citation for the quote’s location after your quote using MLA Citation Format: (Act.scene.lines)
- Include line breaks when iambic pentameter is being used (if it’s iambic pentameter, every new line will start with a capital letter)
- Identify the concept from *How to Read Literature Like a Professor*, and fully explain its use in the passage

Example from *The Sun Also Rises* by Ernest Hemingway:

| Passage and Citation | Analysis |
|--|--|
| "In the morning it was raining. A fog had come over the mountains from the sea. You could not see the tops of the mountains. The plateau was dull and gloomy, and the shapes of the trees and the houses were changed. I walked out beyond the town to look at the weather. The bad weather was coming over the mountains from the sea..." "...Just then Montoya came into the room. He started to smile at me, then he saw Pedro Romero with a big glass of cognac in his hand, sitting laughing between me and a woman with bare shoulders, at a table full of drunks. He did not even nod." (74) | It's More than Just Rain or Snow: The celebrations in Pamplona, Spain have been going on for a couple days and things have been fun and exciting for Jake Barnes and his group of friends. Fun despite an underlying tension in their relationships from previous events. The story uses storms to force the group together and into confrontation. They become bored and a bout of serious drinking ensues, which leads to their petty squabbles turning into harsh words and fisticuffs, eventually destroying a relationship of honor that Barnes had spent years building with Montoya. Whereas they could have walked away at some point had the weather allowed, they had to face each other and stop running from the problems brewing under the surface. Between the fog and the rain, the characters become trapped, their exits obscured, and the showdown begins. |

Basically, what you want to do in your journals is notice how Shakespeare uses language and explain how his choices add meaning to the text. Read closely and question the text.



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Plagiarism

Plagiarism is the theft of another's work or ideas and will not be tolerated. The work you submit must be your own. **Any work that is plagiarized from any source, including another student, will be reported to the administration for disciplinary action.** Remember that the purpose of this class is to heighten your ability to think critically, which means you've got to think for yourself. The struggle is part of the process, and each effort you make will bring you closer to knowledge with real value. Cutting corners may be easier in the short term, but ultimately rob you of the skills you'll need to perform well on the AP Test and later in life. Enrich yourself by tackling the challenge, not cheating your way through it.

Begin the year strong by starting early, producing quality work, and keeping an open mind. We'll see you in August!