

AP English Literature & Composition

All summer assignments have been posted on google classroom. The code for the class is: o52an5g

Mr. Scroggins

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AP Literature

Summer Assignment Google Classroom Code: **o52an5g**

The following is a description of my expectations, curriculum requirements and various classroom policies. **Before you receive any credit for this course you must read this and return it with a signature from you and your parent or guardian.**

Course Overview

This course is designed to provide students with the opportunity to engage in the challenges and expectations commonly found in a college freshman English class. Students will engage in various writing, reading, and speaking activities, which are required components to passing this course.

Course Curriculum

This class is designed to help students meet the Expected School-Wide Learning Results, which are designed to create the following:

1. Effective Learners
2. Complex Thinkers
3. Responsible, Self-Directed Learners
4. Technologically-Skilled Workers
5. Community Contributors.

The primary textbook for this course is *Literature: Reading, Reacting Writing*. However, students will also read a wide variety of novels and plays. Below is a list of texts students **will** read throughout the duration of this course. All titles marked with an * **may** be read if time permits. This list is subject to change based on scheduling and availability of novels.

Semester I

The Epic of Gilgamesh

The Iliad

Antigone

Beowulf

**Oedipus the King*

Macbeth

Hamlet

Semester II

"The Metamorphosis"

Heart of Darkness

Brave New World

1984

Thier Eyes Were Watching God

Things Fall Apart

As I Lay Dying

Frankenstein

**The Old Man and the Sea*

The Strange Case of Dr. Jekyll and Mr. Hyde

Google Classroom

The expectation is that all students use Google Classroom for accessing and/or submitting assignments posted as instructed. Students should check their email daily to ensure they are up to date on assignments/announcements. Grade percentages will break down as follows:

Exams/Quizzes	30%
Classwork/Homework	35%
Essays/ Projects	35%

Grade Scale

100%-90% = A 89%- 80% = B 79%-70% = C 69%-60% = D Below 60% = F

Extra Credit

Generally, I offer one extra credit assignment per semester. I strongly encourage students to take advantage of this opportunity.

Deadlines & Make-up

- **Assignments are due on the due date. Since we use google classroom there are no excused assignments due to absence, and no late work will be accepted. The only exception to this rule is for major assignments. Major assignments will be accepted after the due date, but they will lose 50%.** Students will be informed as to which assignments are considered “major” but generally it is any assignment work more than 25 points, such as essays, presentations, novel outlines etc. Essays may be rewritten for a higher grade upon my approval up to one week after the paper has been returned. In order for an essay to be rewritten it must demonstrate a sense of concern for quality work.
- An unexcused absence earns a zero for any work covered in class that day as well as any assignments due.

Essays

All major essays must be typed, double spaced and in 12 point font. For those students who do not have a computer, there are computers available in the library. Students will be given a typed copy of the essay requirements well in advance of the due date. This should allow ample time to complete the assignment using one of the computers in the library.

Computers

“My printer wouldn’t work” has replaced “My dog ate my homework” as the most popular excuse for missing work. I know that this really does happen, and I would love to believe every student who tells me this. Unfortunately, I cannot. Therefore, it is your responsibility to handle the problem. Save it to flash drive and print it at school. Send me a copy of the assignment via e-mail, or e-mail it to a friend or even to yourself at school. Do whatever is necessary to handle the situation, but do not come to me with the “My printer wouldn’t work” excuse.

Exams

All major exams will be announced in advance and are given at the end of each unit. Students who miss an exam have 2-3 days to make it up. I do not allow students to make up low test grades.

Attendance

Regular and punctual attendance is required and essential in order for students to be successful on the exam in May. Students who arrive late are expected to enter quietly, take a seat and ask a classmate what has been missed. Poor attendance will be dealt with according to school policy.

Classroom Etiquette

Students are expected to be courteous at all times. When myself, or another student is speaking students are expected to listen politely. Everyone should be able to contribute to this class without fear of being laughed at or humiliated. Abusive behavior, abusive language, profanity, harassment of any kind, or actions, behavior, or attitudes which disrupt the learning process have no place in the classroom and will not be tolerated. Behavior like this will be dealt with swiftly and the consequences will be severe. The following items are not allowed in the classroom:

- No hats, sunglasses, hooded sweatshirts, or jackets that hide the eyes of face.
- No portable radios, CD players, MP3 Players, etc. may be used during class.
- No food or drinks (except water) in the classroom.
- Cell phones will remain off and out of sight at all times.

Personal and Academic Honesty

Students are expected to do their own work. The definition for cheating includes (but is not limited to): copying or lending assignments, communication, in any way, during a test; using notes in a situation where notes are not acceptable; plagiarism (the intentional or unintentional failure to give clear credit to the author of any words/ideas not your own) in any form (individual/group work). A first offense will result in loss of grade points for all individuals claiming credit with no possibility for make-up and notification of the student’s parent or guardian. A second offense will be reported to the principal or dean.

I have reviewed the course syllabus and academic honesty policy with my student.

parent or guardian signature

parent or guardian e-mail address

I have reviewed the course syllabus and academic honesty policy with my parent or guardian.

student signature

student e-mail address

Film Viewing Permission Slip

During the course of the semester, students may be viewing films directly related to the curriculum. However, some of these films may be rated PG-13 and therefore require a parent signature. If you do not feel comfortable with your student viewing PG-13 films, please let me know and I will arrange an alternate assignment.

_____ has my permission to watch a film which may be rated PG-13.

Parent of Guardian Signature

Date

Dialectical Journal

The dialectical journal is a type of double-entry note-taking which students use while reading literature. In the first column you will write a quote from the reading that you find interesting or important. In the second column you will explain why this quote is important, interesting, or how you can relate to it.

Quotation	Page	Why do I find this quotation interesting or important?
“I have come to change the old order, for I am the strongest here.”	p.68	This is important because it demonstrates Enkidu’s courage and establishes him as a viable threat to Gilgamesh.

Scroggins

AP Literature-Summer Assignment 2017

jasonscroggins@centralusd.k12.us

I would like to take this opportunity to welcome you to AP Literature, a course that will be exciting and challenging. This course will require you to push yourself harder than you have ever pushed yourself before. AP Literature is intended to be a college level literature course, and therefore you will be held to the same standards and expectations as a college freshman. The following assignment is a sampling of the kinds of assignments you will complete throughout this course. As complex thinkers, and responsible, self directed learners, you are expected to complete the following assignments by the first day of class.

Part I

Read each of the attached selections from the Bible. If you do not have access to the Bible, you may check one out from the library. You will be tested on some of these allusions the first week of school so you may wish to take notes. Please make sure you start early.

Part II

Study and be able to recognize the definitions for the key terms attached by the first day of school because you will be tested on these as well.

Part III

Read the following from *Mythology* by Edith Hamilton. This may be checked out from the library or you may purchase your own copy. Although there is no written assignment for this reading, there will be a test on the material the first week of school.

Part One:

"The Gods" through "The Roman Gods"

Part Two:

"Orpheus and Eurydice"

"The Quest of the Golden Fleece"

"Daedalus"

Part Three:

“Perseus”

“Theseus”

“Hercules”

Part Four:

“The Trojan War” Through “The War in Italy”

Part Five:

“Agamemnon and his children”

“Oedipus”

Part IV

Read *The Epic of Gilgamesh* starting with “Prologue: Gilgamesh King of Uruk” and keep a dialectical journal with at least two for each chapter (sample attached). **This will be submitted via google classroom no later than August 8th.** A limited number of copies will be available at the library. You may also access a free copy at <http://www.gutenberg.org>. You will be completing an in class timed write on this book the first week of school.

Part VI

Check out and read *How to Read Literature Like a College Professor*. This is an easy read but it will be extremely helpful to you as an incoming AP Literature student.

Due Dates: You will be tested on this material upon your return to school in August and you will be expected to turn in your dialectical journal by midnight on August 8th. You may e-mail me at jscroggins@centralusd.k12.ca.us if you have any questions. **I will not accept your assignment late, so be a responsible self directed learner and complete this on time and to the best of your ability.**

Biblical Allusions

Rationale: The King James Bible is an important part of Western literature. Most of the novels, plays, and poems read in AP Literature will contain multiple Biblical allusions. Therefore, part of the required summer assignment will include studying the allusions listed below. You are free to use any version that provides you with an understanding of the material. Please read the passages listed below with a literary, not religious, mindset. Understand, you will be taking a multiple choice quiz on this material upon your return to school in August. You will also be required to recognize the use of some of these Biblical allusions in a piece of literature. If you have any questions or concerns regarding the reading, please stop by my classroom (Room 15).

ALLUSION	LOCATION
OLD TESTAMENT ALLUSIONS	
Creation Story; Fall of Man	Genesis 1, 2, and 3
Cain and Abel	Genesis 4: 1-16
The Flood	Genesis 6: 9-25
The Tower of Babel	Genesis 11: 1-9
Sodom and Gomorrah	Genesis 18
Lot and his Wife	Genesis 19
The Ten Commandments	Exodus 20: 1-17
Golden Calf	Exodus 32
Jephthah's Oath	Judges 11

Samson and Delilah	Judges 16:16
David and Goliath	I Samuel 17
King Solomon's Wisdom	I Kings 3
Patience of Job	Job 1, 2, 3; 40, 41, 42
Shadow of Death	Psalms 23
NEW TESTAMENT ALLUSIONS	
The Beatitudes	Matthew 5:1-12
Fall of a Sparrow	Matthew 10: 27-31
John The Baptist Head on a Platter	Matthew 14: 1-12
Rich man/camel	Matthew 19: 16-26
Judas/silver coins	Matthew 26: 14-16
Golgotha	Matthew 27: 29-34
Gethsemane/ Temptation of Christ	Mark 14: 32-42
The Crucifixion	Mark 15

Blind leading blind	Luke 6:39-42
Two Foundations	Luke 6:46-49
Parable of the soils	Luke 8:4-15
The Good Samaritan	Luke 11:29-38
Parable of the Lost Sheep	Luke 15:1-7
The Prodigal Son	Luke 15:11-22
Render Unto Caesar	Luke 20:19-26
Lazarus	John 11
The Resurrection	John 20, 21

Dialectical Journal

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Dialectical Journal

Quotation	Page	Why do I find this quotation interesting or important?
"I have come to change the old order, for I am the strongest here."	p.68	This is important because it demonstrates Enkidu's courage and establishes him as a viable threat to Gilgamesh.

AP Literature-Key Terms

Anaphora- the regular repetition of the same word or phrase at the beginning of successive phrases or clauses. A look at John F. Kennedy's inaugural speech gives us good examples of anaphora. Another older example of anaphora follows:

This royal throne of kings, this scepter'd isle,

This earth of majesty, this seat of Mars,

This other Eden, demi-paradise,

This fortress built by nature for herself...

-John of Gaunt in Shakespeare's *Richard*

Antithesis- the juxtaposition of sharply contrasting ideas in balanced or parallel words, phrases, grammatical structure, or ideas. For example, Alexander Pope reminds us that "To err is human, to forgive divine." Ella Wheeler Wilcox's "Solitude" is a poem consisting entirely of opposites. Antithesis can best be seen in the first two lines of each stanza.

Laugh, and the world laughs with you;

Weep, and you will weep alone,

Rejoice, and men will seek you;

Grieve, and they turn and go,

Apostrophe- an address or invocation to something that is inanimate-such as an angry lover who might scream at the ocean in his or her despair. Many are familiar with the title line of a famous Christmas carol, which exemplifies apostrophe: "O little town of Bethlehem, how still we see thee lie..." Percy B. Shelley does the same in "Ode to the West Wind," when he opens with "O wild west wind, thou breath of Autumn's being..."

Archetype- recurrent designs, patterns of action, character types, themes or images which are identifiable in a wide range of literature; for instance, the *femme fatale*, that female character who is found throughout literature as the one responsible for the downfall of a significant male character.

Asyndeton- a style in which conjunctions are omitted, usually producing a fast-paced, more rapid prose. For example, Caesar's famous lines, "I came, I saw, I conquered," are asyndeton.

Caesura- a pause in a line of verse, indicated by natural speech patterns rather than due to specific metrical patterns. Pope was able to keep his heroic couplets interesting by varying the position of the caesurae, as here:

Alas how changed! || What sudden horrors rise!

A naked lover || bound and bleeding lies!
Where, where was Eloise? || Her voice, her hand,
Her poniard, || had opposed the dire command.

Chiasmus- a figure of speech by which the order of the terms in the first of two parallel clauses is reversed in the second. This may involve a repetition of the same words: "Pleasure's a sin, and sometimes sin's a pleasure"-Byron.

Conceit- a comparison of two unlikely things that is drawn out within a piece of literature, in particular an extended metaphor within a poem. Conceits might be the idea of tracing a love affair as a flower growing, budding, coming to fruition, and dying, for example. Hair might be spun gold; teeth like stars or pearls, etc. The wall in Robert Frost's "Mending Wall" is a conceit upon which Frost focuses the messages in his poem.

And on a day we meet to walk the line
And set the wall between us once again.
We keep the wall between us as we go.
To each the boulders that have fallen to each.
And some are loaves and some so nearby balls
We have to use a spell to make them balance:
"Stay where you are until our backs are turned!"
We wear our fingers rough with handling them.

Dactylic- a metrical foot in poetry that consists of one stressed syllable followed by two unstressed syllables. This beat can be seen in Phillip Brooks' poem "Christmas Everywhere": "Everywhere, everywhere, Christmas tonight./ Christmas in lands of the fir-tree and pines."

Elegy- a poetic lament upon the death of a particular person, usually ending in consolation. Perhaps the most famous elegy is Thomas Gray's poem, "Elegy Whitten in a Country Churchyard."

Farce- a play or scene in a play or book that is characterized by broad humor, wild antics, and often slapstick and physical humor. Shakespeare's *A Midsummer's Night's Dream* is filled with farce. The more contemporary *Catch-22* uses farce as did Peter Sellers in the *Pink Panther* or Monty Python's *Search for the Holy Grail*.

Iambic- a metrical foot in poetry that consists of an unstressed syllable followed by a stressed syllable ~/~/~/~/~/. Often iambs are used in sets of five called *iambic pentameter*. All of Shakespeare's sonnets are written in iambic pentameter.

Shall I compare thee to a summer's day?

Thou art more lovely and more temperate.

In medias res- "in the midst of things"; refers to opening a story in the middle of the action, necessitating filling in past details by exposition or flashback.

Juxtaposition- the location of one thing as being adjacent or juxtaposed with another. This placing of two terms side by side creates a certain effect, reveals an attitude, or accomplishes some purpose of the writer. In *The Loved One*, Evelyn Waugh relies on juxtaposition to establish the dark humor of his novel. A pet funeral parlor is juxtaposed with a ritzy human funeral parlor, and the fun begins. Clever use of juxtaposition is also evident in "The Duel," a children's poem by Eugene Field. The first two lines set up the opposition:

The gingham dog and the calico cat

Side by side on the table sat

You can well imagine what happens...

Motif- a recurrent device, formula, or situation that often serves as a signal for the appearance of a character or event. For example, in *The Great Gatsby*, the recurring image, or motif, of the color green is found throughout the novel.

Narrative Structure- a textual organization based on sequences of connected events, usually presented in a straightforward, chronological framework.

Occasional Poem- a poem written about or for a specific occasion, public or private. An *epithalamium* is a wedding poem, for example.

Ode- A lyric poem that is somewhat serious in subject and treatment, elevated in style and sometimes uses elaborate stanza structure, which is often patterned in sets of three. Odes are written to praise and exalt a person, characteristic, quality or object, for example, Poe's "To Helen," or Keats's "Ode to a Nightingale."

Paradox- a statement that seems contradictory but may actually be true. A popular paradox from the 1960s was when protestors would "fight for peace."

Pastoral- a work (also called an *eclogue*, a *bucolic*, or an *idyll*) that describes the simple life of country folk, usually shepherds who live a timeless, painless (and sheep less) life in a world full of beauty, music, and love. *Jane Eyre* and *Wuthering Heights* are examples of pastoral literature.

Petrarchan Sonnet- also called *Italian sonnet*: a sonnet form that divides the poem into one section of eight lines (octave) and a second section of six lines (sestet), usually following the *abba abba cde cde* rhyme scheme though the sestet's rhyme varies.

O Earth, lie heavily upon her eyes;
Seal her sweet eyes weary of watching. Earth;
Lie close around her; leave no room for mirth
With its harsh laughter, nor for sounds of sighs.
She hath no questions, she hath no replies,
Hushed in and curtained with a blessed dearth
Of all that irked her from hour of birth;
With stillness that is almost Paradise.
Darkness more clear than noonday holdeth her,
Silence more musical than any song;
Even her very heart has ceased to stir;
Until the morning of Eternity
Her rest shall not begin nor end, but be;
And when she wakes she will not think it long.

-Rossetti

Realism-the practice in literature of attempting to describe nature and life without idealization and with attention to detail.

Refrain-a repeated stanza or line(s) in a poem or song. In *The Battle Hymn of the Republic* the refrain(chorus) is "Glory, glory halleluia; Glory, glory halleluia."

Scansion-the analysis of verse to show it's meter (marking the stressed and unstressed syllable in a poem).

Shaped Verse-another name for concreted poetry; poetry that is shaped to look like and object.

Syntax-the way words are put together to form phrases clauses and sentences. Syntax is the sentence structure and how it influences the way the reader receives a particular piece of writing.

Terza rima-a verse form consisting of three-line stanzas in which the second line of each rhymes with the first and third of the next. Shelley's "Ode to the West Wind," written in terza rima, begins:

O wild West Wind, thou breath of Autumn's being, a
Thou, from whose unseen presence the leaves dead b
Are driven, like ghosts from an enchanter fleeing a
Yellow, and black, and pale, and hectic red. b
Pestilence-stricken multitudes: O thou, c
Who chariotest to their dark wintry bed... b

Trochaic-a metrical foot in poetry that is the opposite of iambic. The first syllable is stressed, the second is not: /~
/~ /~ /~

Villanelle-a verse form consisting of nineteen lines divided into six stanzas-five tercets (three-line stanzas) and one quatrain (four-line stanza). The first and third line of the first tercet rhyme, and this rhyme is repeated through each of the next four tercets and in the last two lines of the concluding quatrain.