Welcome to Advanced Placement English Literature and Composition and the opportunity to explore great literature! As students in an advanced placement course, much will be expected from you including, but not limited to, integrity, dedication, and diligence. With that in mind, we will begin the journey into English Literature and Composition with:

Required Readings:
- **Book**: *How to Read Literature Like a Professor* by Dr. Thomas C. Foster (ISBN 978-0-06-000942-7)
  **NOTE**: Please read *How to Read Literature Like a Professor* (**HTRLLAP**) first! We recommend a hard copy, but you can also find it here: [https://mseffie.com/assignments/professor/How%20to%20Read%20Literature%20like%20a%20Professor%202nd.pdf](https://mseffie.com/assignments/professor/How%20to%20Read%20Literature%20like%20a%20Professor%202nd.pdf)
- **8 Short Stories** (please see the links)
  - “The Story of an Hour” by Kate Chopin [http://www.vcu.edu/engweb/webtexts/hour/](http://www.vcu.edu/engweb/webtexts/hour/)
  - “The Yellow Wallpaper” by Charlotte Perkins Gilman [https://csivc.csi.cuny.edu/history/files/lavender/wallpaper.html](https://csivc.csi.cuny.edu/history/files/lavender/wallpaper.html)
  - “A Good Man is Hard to Find” by Flannery O’Connor [http://xroads.virginia.edu/~drbr/goodman.html](http://xroads.virginia.edu/~drbr/goodman.html)
  - “A Very Old Man with Enormous Wings” by Gabriel Garcia Marquez [http://www.ndsu.edu/pubweb/~cinichol/CreativeWriting/323/MarquezManwithWings.htm](http://www.ndsu.edu/pubweb/~cinichol/CreativeWriting/323/MarquezManwithWings.htm)

Part I: *How to Read Literature Like a Professor (HTRLLAP)*:
1. The chapters build upon each other and are designed to help you understand the concepts that are presented. Don’t get discouraged and give up! One of the differences between a good reader and a poor reader is that the good reader will get through the text, and then go back and try to understand the difficult passages.

Part II: The Short Stories
1. You may read the stories in any order. It is always suggested that you research the author as well, in order to better understand the concepts/ideas behind the story.
2. While you read each story, consider some of the chapters from *HTRLLAP*. Which chapters could relate to the story? Which chapters could you use to analyze the story?

***NOTE**: Many of these stories will be the focus of discussion/activities/assignments during the first few weeks of school. Make sure to read all of them fully and be prepared to share your knowledge during class.

Part III: Written Assignments
1. You will be assigned particular chapters from *HTRLLAP*, for which you will write well-developed responses that analyze specific elements from the short stories. Please refer to the specific instructions for each short story/response.
2. Each response must address the assigned chapters from *HTRLLAP* AND include examples from the
text that support the connection.

3. Start a new page for each entry and make sure it is titled with the correct story. Every response to each story must be 200 to 300 words in length.

4. This assignment must be typed. Please complete in either a Google Doc or Microsoft Word document and save it. You will receive instructions from your teacher during the first week of school regarding submission.

5. Your assignment will be submitted using turnitin.com, a program that detects plagiarism.

Assignment: Write your responses for each story by using the chapters provided from HTRLLAP. Each response must address both chapters, the story itself, and include examples. Please use the chapter titles as your reference, as some newer copies of the text have changed the numbers of the chapters.

1. “The Story of an Hour” by Kate Chopin.
   --Analyze using: Ch. 23 (It’s never just heart disease) & Ch. 26 (Is he serious? And other ironies)

2. “Young Goodman Brown” by Nathaniel Hawthorne
   --Analyze using: Ch. 6 (…Or the Bible) & Ch. 7 (Hanseldee and Greteldum)

3. “The Yellow Wallpaper” by Charlotte Perkins Gillman
   --Analyze using: Ch. 16 (It’s all about sex…) & Ch. 23 (…And rarely just illness)

4. “Araby” by James Joyce
   --Analyze using: Ch. 1 (Every trip is a quest) & Ch. 12 (Is that a symbol?)

5. “A Good Man is Hard to Find” by Flannery O’Connor
   --Analyze using: Ch. 3 (Nice to eat you: Acts of Vampirism) & Ch. 19 (Geography Matters)

   --Analyze using: Ch. 2 (Acts of Communion) & Ch. 11 (…Concerning Violence)

7. “A Very Old Man with Enormous Wings” by Gabriel Garcia Marquez
   --Analyze using: Ch. 14 (Yes, she’s a Christ figure, too) & Ch. 15 (Flights of Fancy)

8. “The Flowers” by Alice Walker
   --Analyze using any TWO chapters of your choice from HTRLLAP.

Teacher’s Notes:

- Submission Standards: Please refer to Part III “Written Assignments” #1-5
- All assignments will be submitted during the FIRST WEEK that you report to school—school begins on August 13th. In addition to the assignment itself, you will have an assessment on the readings during the first week of school.
- This is your first opportunity to convey a positive impression to your teacher, and also to set a high standard for yourself as a student in Advanced Placement English Literature and Composition. Our advice is to pace yourself throughout the summer with this assignment (don’t wait until the week or weekend before school—way too stressful), enjoy the readings, and have a great summer break!

The AP Literature and Composition teachers believe that you will find this course intriguing and challenging. We look forward to working with you during the 2018-2019 school year. If you have any questions, contact:

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