Assignment
This summer you will read the book, How to Read Literature Like a Professor Revised Edition: A Lively and Entertaining Guide to Reading Between the Lines by Thomas C. Foster. Be sure you have the 2014 edition.

Students need to purchase, read, and annotate How to Read Literature Like a Professor Revised Edition (2014) by Thomas C. Forster. This is a book you will find useful through college, so owning it and marking it up is a good thing. It has been revised, and you should be sure that the copy you use or pick up is the revised version.

How to Read Literature Like a Professor draws on the author's experience as a professor of English. The content will help students better understand the process involved in analyzing a literary text. The work is built on the idea that books and writing are seldom original. For students to get the most from reading a literary text, they need to practice looking for patterns, symbolism, and historical links: all of which are contained in a literary work. Foster explains how to approach a text and provides “a practical and amusing guide to literature” that can, and should, serve as a foundation for interpreting texts for years to come.

Assignment: Choose five (5) of the prompts and respond in paragraph form (a couple of paragraphs per prompt will suffice). Everyone MUST complete Chapter 27—A Test Case. Please note that I expect you to read the entire book, (see Parent Acknowledgement) as it will be referred to throughout the year. Also, there will be a test on the book the first week of school.

To help you best respond to the prompts in this assignment, you will need to do the following:
- Preview this packet to help focus your reading.
- Read and annotate the text using the annotation guide included with this assignment. Chapters 16 & 17 are optional chapters and are NOT required. See Parent Acknowledgement before reading.
- Respond in paragraph form, citing textual evidence to support your analysis. A couple paragraphs per prompt will be sufficient.
  - All answers must be typed.
  - Re-phrase the prompt as part of your answer. In other words, I should be able to tell which question you are answering without referring back to the prompts.
  - All responses must be in complete sentences taking care to proofread for correct spelling, punctuation, and sentence structure.
  - Pay special attention to pronouns: make antecedents clear—ie, say “Foster” first, not "he."
  - Try to refrain from using the pronoun "I" unless absolutely necessary.
- Use MLA format and include a Works Cited page if you consult outside sources.
  - Refer to Purdue OWL for help: https://owl.english.purdue.edu/owl/resource/747/01/
  - When quoting or paraphrasing a text, proper MLA citations are required—ie, parenthetical footnotes.

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, or films—Yes, film is a literary genre. You must use a text or film that has NOT been discussed already in the book. At the very least, watch some of the "Movies to Read" that are listed. No more than 2 of your responses can be movie-related. Please note that your responses should be paragraphs—not pages!

The completed prompts, your annotated text, and the signed Plagiarism Declaration & Parent Acknowledgement are due the first week of school during your first scheduled English II class, either August 12 (A-day) or August 13 (B-day). Any assignments submitted late will be penalized 11 points per day (including weekends).
Annotation Guidelines

1. Main ideas/claims: Highlight text in pink (2-3 per chapter)

2. Questions/Comments: Highlight text in yellow with written comments/questions between lines or margins (10-15 per chapter).

3. Literary Devices: Highlight text in blue and write the literary device above (5-10 per chapter).

4. Vocabulary: Underline and define unfamiliar words at the bottom of the page (5-10 per chapter)

5. At the conclusion of each chapter, outline the content of the chapter (as applicable).

   Example Outline:

   Chapter Title

   1. Main Idea (If more than one per chapter, repeat this outline)
      a. Supporting detail
         i. Book example from the chapter
         ii. Book example from the chapter
      b. Supporting detail
         i. Book example from the chapter
         ii. Book example from the chapter

Why do we annotate?

✓ It deepens comprehension of the text.
✓ It slows down your reading which helps you discover ideas you may have missed.
✓ It makes you a more active reader; and therefore, a better reader.
✓ It reveals what you’re thinking as you read.
✓ It helps you make connections in the book.
✓ It helps you choose focused and significant pieces of evidence to incorporate in your writing.
Writing Prompts (Choose five (5) prompts to complete; in addition, everyone completes Chapter 27—A Test Case)

Introduction: How'd He Do That? Yes, you can do your first assignment on the Intro! How cool is 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, using references (quotes not necessary) to the text.

Chapter 1 -- Every Trip Is a Quest (Except When It's Not)
List the five (5) aspects of the QUEST and then apply them to something you have read (or viewed) in the form used on Pages 4-5.

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 --Now, Where Have I Seen Her Before?
Define intertextuality. Discuss two examples that have helped you in reading specific works.

Chapter 5 -- 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 39-41 carefully. In these pages, Foster shows how Athol Fugard reflects Shakespeare through both plot and theme. In your discussion, focus on theme.

Chapter 6 -- ...Or the Bible
Read "Araby" by James Joyce (available at https://www.plato-philosophy.org/wp-content/uploads/2016/05/Araby.pdf.)
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 7 -- Hanseldee and Greteldum
Think of a work of literature that reflects a fairy tale. Discuss the parallels. Does it create irony or deepen appreciation?

Chapter 8 -- It's Greek to Me
Write a free verse poem derived or inspired by characters or situations from Greek mythology.

Chapter 9 -- It's More Than Just Rain or Snow
Discuss the importance of weather in a specific literary work, not in terms of plot.

Chapter 10 -- Never Stand Next to the Hero
Present examples from two books you've read or movies you've seen of characters who died so that the hero/heroine might live or be better—remember not to use examples Foster used, like Mercutio or Patroclus.

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 pages 112-113 to investigate symbolism in a literary work you have read or viewed.

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 assigned to you as a student in high school is political.
Chapter 14 -- Yes, She's a Christ Figure, Too
Apply the criteria on page 126 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 (See Parent Acknowledgement)
OK … the sex chapters. The key idea from these chapters is that "scenes in which sex is coded rather than explicit can work at multiple levels and sometimes be more intense than literal depictions" (149). 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.

Chapter 18 -- If She Comes Up, It's Baptism
Think of a "baptism scene" from a significant literary work. How is the character different after the experience? Discuss.

Chapter 19 -- Geography Matters...
Discuss at least three (3) different aspects of a specific literary work that Foster would classify under "geography."

Chapter 20 -- ...So Does Season
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.)

Chapter 21 -- Marked for Greatness
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.

Chapter 22 -- He's Blind for a Reason, You Know
No option here, but you still must read and annotate.

Chapter 23 -- It's Never Just Heart Disease...And Rarely Just Illness
No option here, but you still must read and annotate.

Chapter 24 -- Don't Read with Your Eyes
After reading Chapter 24, 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.

Chapter 25 – It’s My Symbol and I’ll Cry If I Want To
Foster's given us the conceit of the symbol of the flea in John Donne's so-named poem and rattled on about Yeats' fondness for gyres which seem to have an inside meaning that take work to uncover. Do you have a poet or author who uses an odd word/phrase that might be over-looked for its symbolic meaning? Give some explanation here—both of the author and of the work/works in which the symbol appears.

Chapter 26 -- Is He Serious? And Other Ironies
Select an ironic literary work and explain the multi-vocal nature of the irony in the work.

Chapter 27 -- A Test Case
Complete the task that Foster sets out for you on Pages 282 & 283. Type your responses and be prepared to participate in a class discussion about it.
Plagiarism Declaration

1. I know that plagiarism means taking and using the ideas, writings, works or inventions of another as if they were one’s own. I know that plagiarism not only includes verbatim copying, but also the extensive use of another person’s ideas without proper acknowledgement (which includes the proper use of quotation marks). I know that plagiarism covers this sort of use of material found in textual sources and from the Internet.

2. I acknowledge and understand that plagiarism is wrong.

3. I understand that my research must be accurately referenced. I have followed the rules and conventions concerning referencing, citation and the use of quotations as set out MLA Formatting and Style Guide (https://owl.english.purdue.edu/owl/resource/747/01/).

4. This assignment is my own work. I acknowledge that copying someone else’s assignment, or part of it, is wrong, and that submitting identical work to others constitutes a form of plagiarism.

5. I have not allowed, nor will I in the future allow, anyone to copy my work with the intention of passing it off as his or her own work.

6. I understand that if I plagiarize all or part of an assignment, I am in direct defiance of the Student Code of Conduct at Jensen Beach High School and that the grade for that assignment will be a zero, and I will have neither the opportunity to re-do the work, nor will I be given an alternate assignment.

Print Student Name______________________________________________

Signature ______________________________________________________

Date ________________

Parent Acknowledgement

I have reviewed the required summer reading assignment for the English II Pre-AP course that my child will be taking during the 2017-2018 school year. I understand that the assignment is required and failure to complete the assignment will result in a zero with no makeup options. Late assignments will be penalized 11 points for each day not submitted, including weekends—no exceptions. I also understand that Chapters 16 & 17 are optional and need only be read and annotated with my permission.

Print Name_____________________________________________________

Parent Signature ________________________________________________

Date ________________