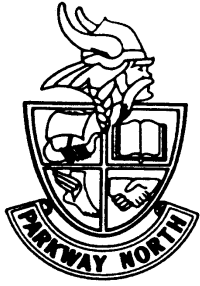


**ENGLISH  
DEPARTMENT**



**PARKWAY  
NORTH  
HIGH SCHOOL**

**12860 Fee Fee Road  
St. Louis, MO 63146  
314-415-7654  
FAX 314-415-7634**

**ENGLISH  
DEPARTMENT**

**Debbie Banashek-Twist  
Jennifer Bannecker  
Mark Bannecker  
David Beck  
Jeffrey Church  
Allison Cundiff  
LuAnn Fallahi  
Heather Fleming  
Tricia Frank  
Kim Hanan-West  
Scott Kreher  
Megan McCorkle  
Melissa Lynn Pomerantz  
Tracy Silvagnoli  
Wendy Surinsky**

10 May 2018

Dear Students,

Welcome to AP Literature and Composition. This senior capstone course will work to develop your reading, writing, and critical thinking skills through the study of novels, plays, poetry, and art from Ancient Greece to the present. The reading component of the course includes canonical texts that are represented on the AP Literature examination as well as contemporary texts that represent cross-curricular topics of literary and social concern. The writing component of the course is developed through a series of on-demand and process-based essays that involve comparison of multi-genre texts, analysis of literature in intellectual history, and critical assessment of authors' rhetorical techniques. The critical thinking portion of the course will engage students' speaking and listening skills, challenging and reinforcing our perspectives on literature in intellectual history. We will be discussing the cultures we bring to the classroom, the canonical significance of each piece and criteria for such assessment, and our roles within each of these as readers and thinkers.

This course will prepare you for the Advanced Placement test, which will be in the spring of 2019. Our goal is to prepare you for success on the test, but a bigger goal is to allow students to engage with texts of literary merit in an intellectually profound way. AP Literature is also available for 6 hours of college English credit through the University of Missouri. **If you decide to take the course for college credit, you must be enrolled in AP Literature and Composition for both semesters.** More information will be provided the first week of school.

AP Literature and Composition will require nightly reading and writing in order to be successful in the course. Our class will have a website (Google classroom) that includes daily lectures and agenda, copies of handouts, and other course material not handed out in class.

We encourage you to purchase your own texts so that you may annotate them as you read (these texts will be available in the North High bookstore, but I have listed the ISBNs in case you would like to purchase them on your own), but student copies are available for check out if necessary. Our texts for the fall and spring semesters are listed below:

Summer reading:

The summer reading for AP Literature will be a selection of PDFs that are located on our Google classroom.

There are also a series of writing prompts that must be completed before the first day of class. You will upload your written responses to [turitin.com](http://turitin.com).

Summer Reading/Writing Instructions:

1. Read the fiction excerpt, the nonfiction excerpt, and the poetry PDFs. View the YouTube videos and read the online excerpts.
2. Be sure to annotate each of these pieces as you read and listen (see Google classroom for notes on annotation), and provide thorough responses in your notebooks. Work to avoid procrastination.
3. As you read/listen, keep a writer's journal. Record the most significant or powerful passages/quotes/moments from each work (a minimum of one cited passage and responses per medium is required with a total of ten entries from the summer considerations) along with your comments, questions, interpretations, and responses to these passages. Also record your responses to the pieces overall, and to any connections and contrasts you find between them. Be concise and analytical (avoid mere summary) looking for meaning and considering author style. To read like a writer means to ask two questions at once: What does the piece mean, and how does the piece mean? How do these writers control and play with language, and to achieve what effect?

Fall 2018 semester:

Aeschylus, <i>The Oresteia</i> , Fagles translation	978-0140443332
Homer, selections from <i>The Iliad</i> , Fagles translation	978-0140275360
Selections from Geoffrey Chaucer, <i>The Canterbury Tales</i>	978-0140424386
William Shakespeare, <i>Hamlet</i>	978-1451669411
Selections from John Milton, <i>Paradise Lost</i> (Provided by teacher)	

Winter Break reading:

Jeanette Winterson, <i>Written on the Body</i>	978-0679744474
OR	
Jeffrey Eugenides <i>Middlesex</i>	978-0312427733
*parent permission required for Winterson	

Spring 2019 semester

Fyodor Dostoevsky, <i>Crime and Punishment</i> Pevear & Volokhonsky translation	9780679420293
Jane Austen <i>Pride and Prejudice</i>	978-0141439518
Franz Kafka <i>The Metamorphosis</i>	978-0805210576
Albert Camus <i>The Stranger</i> Matthew Ward translation	978-0679720201
Zora Neale Hurston <i>Their Eyes Were Watching God</i>	978-0061120060

Recommended supplementary texts:

MLA Handbook, 8 <sup>th</sup> edition	978-1-60329-262-7
<i>How to Read Literature Like A Professor</i>	978-0062301673
<i>Essential Literary Terms</i>	978-0393283891
Additional helpful website:	

<http://blog.prepscholar.com/ap-literature-reading-list>

Required communication:

Google classroom: AP Literature and Composition:

<https://classroom.google.com/u/1/c/MTQ1MTI0NDkzMjha>

Code: pdbksev

Turnitin.com:

**Class ID: 18049591**

**Enrollment key: vikings18**

Optional learning opportunity this summer:

Please consider visiting Shakespeare in the Park:

<https://www.sfstl.com/in-the-park/romeo-and-juliet-2018/>

**ROMEO & JULIET**

**06.01.18 – 06.24.18**



The show begins at 8:00 pm nightly and is free (no performances on Tuesdays). Here is the overview from the website:

Enjoy your summer and read as much as you can. I look forward to seeing you in the fall.

Sincerely,

Allison Cundiff

[ACundiff@parkwayschools.net](mailto:ACundiff@parkwayschools.net)

Allison Cundiff  
AP Literature and Composition  
Summer work, 2018

Dear Students,

Welcome to AP Literature and Composition! I am very excited to work with all of you in the 2018-2019 school year. Our summer reading and writing is a multimedia assignment that will ask you to examine a variety of sources that relate to the idea of **the body as an extension of self**. We will consider our own personae as we consider the experiences of other authors, poets, and musicians. This is a detailed assignment, so be sure to read over the instructions thoroughly.

Summer Reading/Writing Instructions:

**Read** the excerpts below (labeled step 1, step 2, etc.), and be sure to **annotate** each of these pieces as you read and listen (see Google classroom for notes on annotation) or jot down notes on each in your notebook. These annotations will help to ensure thorough responses to be turned in the last week of summer.

As you read, **keep a formal writer's journal** where you will **respond to the questions below each prompt**.

After you have read the nonfiction, fiction, and poetry and listened to the jazz and spoken word poetry, you will have a total of **five paragraphs to upload to turnitin.com**. You will compose these five paragraph responses in **one document** and upload using this login/password key:

Turnitin.com:

**Class ID: 18049591**

**Enrollment key: vikings18**

The series of reading and writing assignments is below. Please proceed through each step without skipping ahead.

### Step 1: LITERARY CRITICISM

Read the article on Reader Response Literary Criticism found on Google Classroom titled “Reader Response Criticism” (there is a quick introduction in the link below). Reader Response is the style of Literary Criticism we will be employing during the summer reading:

<https://owl.english.purdue.edu/owl/resource/722/06/>

\*no writing is required for this reading

### Step 2: NONFICTION

Read the excerpt from *Between the World and Me* by Ta-Nehisi Coates. As you read, annotate the text, and choose one or more quotes to use in your response to the below prompt:

\*In one well developed analytical paragraph, discuss what Coates argues is the precarious nature of his African American body. What dangers does he cite that threaten the safety of his body, and how does he attempt to preserve both his own and the bodies of his loved ones? What ideas about the perceived value of black life do these examples support? (Penguin Books).

### Step 3: FICTION

Read the excerpt from *Invisible Man* by Ellison. As you read, annotate the text, and choose one or more quotes from the reading to use in your response to the below prompt:

\*In one well developed analytical paragraph, discuss what makes Ellison's narrator invisible. What is the relationship between his invisibility and other people's blindness--both involuntary and willful? Is the protagonist's invisibility due solely to his skin color? Is it only the novel's white characters who refuse to see him? (NPR).

### Step 4: POETRY

Please read the poetry excerpts by Audre Lorde and Nikki Finney, As you read, annotate the poems for diction, tone, and imagery. Choose a minimum of one quote from each to use in a synthesis paragraph response to the below prompt:

\*In one well-developed analytical paragraph, discuss the ways in which the poems thematically intersect. How does the diction, tone, or imagery in each piece contribute to the pathos?

### Step 5: JAZZ

Listen to the six recordings by John Coltrane (3), Charles Mingus, and Esperanza Spalding (2). As you listen, record your thoughts on the musicality, the tone, and respond to the below prompt:

\*In one well developed paragraph, discuss how the themes of freedom of expression or freedom of the body function in these pieces. You might want to conduct brief research into each of the artists and their goals in recording these songs. Be sure to make reference to a minimum of three recordings in your one paragraph response.

John Coltrane:

“Blue Train”:

<https://www.youtube.com/watch?v=S1GrP6thz-k>

“Alabama”:

<https://www.youtube.com/watch?v=saN1BwlxJxA>

<https://www.youtube.com/watch?v=k8iKZUBDrJQ>

Charles Mingus

“Fables of Faubus”:

<https://www.youtube.com/watch?v=48eAYnfgrAo>

Esperanza Spalding

“Black Gold”:

<https://www.youtube.com/watch?v=Nppb01xhfe0&feature=youtu.be>

<http://www.npr.org/sections/ablogsupreme/2012/02/02/146287135/new-esperanza-spalding-song-in-time-for-black-history-month>

#### Step 6: SPOKEN WORD POETRY

View the spoken word poem “Da Rulez” by Marvin Hodges, Em Allison & Saidu Tejan-Thomas and respond to the prompt below:

<https://www.youtube.com/watch?v=xpvutGPY7zU>

\*In one well developed paragraph, discuss how the poets use their bodies to convey their messages. Convey the diction in the poems, their body language, their tone, and their actual voices.