

# Incoming 12<sup>th</sup> Grade Advanced Placement English Literature 2009 Summer Assignment

## *The European Heritage is Highlands Theme for the Senior School Year*

**Required Texts:** These texts will be used for summer reading and throughout the year.

<i>The Fall</i> by Albert Camus	ISBN: 13: 978-0679720225
<i>Heart of Darkness</i> by Joseph Conrad	ISBN: 13: 978-1593081232
<i>Saint Joan</i> by George Bernard Shaw	ISBN: 13: 978-0140437911
<i>Tristan &amp; Iseult</i> retold by Joseph Bedier	ISBN: 13: 978-0679750161

**Bonus Text:** These are “optional” and must be done in the order given and see section II below for “warning”

1 <sup>st</sup> . Bonus: <i>Villette</i> by Charlotte Bronte	ISBN: 13: 978-0140434798
2 <sup>nd</sup> . Bonus: <i>The Professor</i> by Charlotte Bronte	ISBN: 13: 978-0760768853
3 <sup>rd</sup> . Bonus: <i>Shirley</i> by Charlotte Bronte	ISBN: 13: 978-0141439860

**Supplemental Text Suggestions:** (These are not required but are recommended student aids.)

<i>How to Read Literature Like a Professor</i>	ISBN: 13: 978-0060009427
<i>Dictionary of Literary Terms &amp; Literary Theory</i> by J.A. Cuddon	ISBN: 13: 978-0140513639
<i>Facts on File: Classical and Biblical Allusions</i> by Martin Manser	ISBN: 13: 978-0816048694

### **I. Part One of Summer Reading Assignment: Write neatly. No typed papers will be accepted.**

Read the novel *The Fall* by Albert Camus. As you read the novel, choose a paragraph within each section (pp. 3-16, 17-41, 72-96, 97-118, 119-147) that you feel is significant to the meaning/theme of the section. Copy the paragraph. Then explain the significance (see list of literary themes on reverse side) of the paragraphs you chose, make sure to include the page number where the paragraph is located. Title and then put your collection of paragraphs and explanations into the **Exams, Essays, and Responses** section of your English Binder.

Read the short novel *Heart of Darkness* by Joseph Conrad. There are other selected short fictions in this book, but you are required only to read *Heart of Darkness*. As you read the short novel, choose a paragraph within each of the three chapters that you feel are significant to the meaning/theme of the chapter. Copy the paragraph. Then explain the significance (see list of literary themes on reverse side) of the paragraphs you chose, make sure to include the page number where the paragraph is located. Title and then put your paragraphs and explanations into the **Exams, Essays, and Responses** section of your English Binder.

Read the play *Saint Joan* by George Bernard Shaw. As you read the play, choose one paragraph within each act’s scene that you feel is significant to the meaning/theme of the act’s scene. Copy the paragraph. Then explain the significance (see list of literary themes on reverse side) of the paragraph you chose, make sure to include the page number, act, and scene where the paragraph is located. Title and then put your paragraphs and explanations into the **Exams, Essays, and Responses** section of your English Binder.

Read the novel *Tristan & Iseult* retold by Joseph Bedier. As you read the novel, choose one paragraph within each chapter that you feel is significant to the meaning/theme of the chapter. Copy the paragraph. Then explain the significance (see list of literary themes on reverse side) of the paragraph you chose, make sure to include the page number where the paragraph is located. Title and then put your paragraphs and explanations into the **Exams, Essays, and Responses** section of your English Binder.

### **II. Bonus Texts**

This part of the summer reading is optional. You will receive *substantial* extra credit for doing this “Bonus” reading.

**Warning: I will only consider scoring this optional assignment if the required work, above in Part One, is done to a standard of excellence. In other words, don’t bother doing the “Bonus” assignment unless you have done excellent and complete work on Part One, because I won’t count the “Bonus” work you have done.**

**First,** read the novel *Villette* by Charlotte Bronte. As you read the novel, choose one paragraph within each chapter that you feel is significant to the meaning/theme of the chapter. Copy the paragraph. Then explain the significance (see list of literary themes on reverse side) of the paragraph you chose, make sure to include the page number where the paragraph is located. Title and then put your collection of paragraphs and explanations into the **Exams, Essays, and Responses** section of your English Binder. **Write neatly. No typed papers will be accepted.**

**Second,** read and do the same task with *The Professor* by Charlotte Bronte

**Third,** read and do the same task with *Shirley* by Charlotte Bronte

**YOUR ENGLISH BINDER (3” Three Ring Notebook) WITH THE COMPLETED SUMMER READING ASSIGNMENT IS DUE 2<sup>ND</sup> DAY OF SCHOOL.**

(over: see list of Common Themes in Literature)

Read: These are a just a few of the *many* possible literary subjects and themes. The point to remember is that a subject is not a theme: a subject is some dimension of the human condition examined by the work; a theme is a statement, direct or implied, about the subject. The themes about the subjects on the list are still fairly general. As a critical writer discussing a particular literary work, you'll need to bring your observations about theme closer to the work.

Write: Choose a word/paragraph from the text to focus upon. In your first sentence, make a direct or implied statement about the subject. In your second sentence, then, comment on the word/paragraph and the statement thematically (this is the "So What?" about the idea). In other words, expand the meaning of the word/paragraph with its connection to the theme of the essay, novel, poem or play.

## **Common Themes in Literature**

### **1. The Individual in Nature**

- a. Nature is at war with each of us and proves our vulnerability.
- b. People are out of place in Nature and need technology to survive.
- c. People are destroying nature and themselves with uncontrolled technology.

### **2. The Individual in Society**

- a. Society and a person's inner nature are always at war.
- b. Social influences determine a person's final destiny.
- c. Social influences can only complete inclinations formed by Nature.
- d. A person's identity is determined by place in society.
- e. In spite of the pressure to be among people, and individual is essentially alone and frightened.

### **3. An individual's Relation to the gods.**

- a. The god(s) are benevolent and will reward human beings for overcoming evil and temptation.
- b. The gods mock the individual and torture him or her for presuming to be great.
- c. The gods are jealous of and constantly thwarts human aspiration to power and knowledge.
- d. The gods are indifferent toward human beings and let them run their undetermined course.
- e. There are no gods in whom people can place their faith or yearning for meaning in the universe.

### **4. Human Relations**

- a. Marriage is a perpetual comedy bound to fail.
- b. Marriage is a relationship in which each partner is supported and enabled to grow.
- c. An old man marrying a young woman is destined to be a cuckold.
- d. Parents should not sacrifice all for a better life for their children.
- e. There are few friends who will make extreme sacrifices.

### **5. Growth and Initiation**

- a. A boy and a girl must go through a special trial or series of trials before maturing.
- b. Manhood or womanhood is often established by an abrupt, random crisis, sometimes at an unusually early age.
- c. Aspects of childhood are retained in all of us, sometimes hindering growth, sometimes providing the only joy in later life.
- d. A person grows only in so far as he or she must face a crisis of confidence or identity.

### **6. Time**

- a. Enjoy life now, for the present moment, because we all die too soon.
- b. By the time we understand life, there is too little left to live.

### **7. Death**

- a. Death is part of living, giving life its final meaning.
- b. Death is the ultimate absurd joke on life.
- c. There is no death, only a different plane or mode of life without physical decay.
- d. Without love, death often appears to be the only alternative to life.

### **8. Alienation**

- a. An individual is isolated from fellow human beings and foolishly tries to bridge the gaps.
- b. Through alienation comes self-knowledge.
- c. Modern culture is defective because it doesn't provide group ties which in primitive cultures makes alienation virtually impossible.

# Highland High School

39055 25<sup>th</sup> St West Palmdale, CA 93536 661-538-0304

## Advanced English Contract

*\*Return Signed Contracts to the boxes in rooms 114 or 205 during the regular school year. During summer break, return signed contracts to the counseling office.\**

Please Print Neatly

Student Name \_\_\_\_\_ Student ID# \_\_\_\_\_

### Class Requested for the 2009-2010 School Year (circle one):

Pre-AP/IB 9

Pre-AP/IB 10

AP 11

AP 12

Current English Teacher's Name and Title of Your Current English Class

\_\_\_\_\_

I understand that I am enrolling in a two (2) semester class and that **I will not be permitted to drop the class at any time**. I understand this is a college level class that usually requires one to one and a half hours of homework each night. I understand that late work for the summer assignment will be deducted 10% per week up until the end of the first quarter. I understand that summer work will not be accepted for credit after that deadline. I will ask the honors or AP teacher for assistance.

I am aware that I am required to take the AP exam (if I am in 11<sup>th</sup> or 12<sup>th</sup> grade) and the cost will be approximately \$84.00 per test. I also understand that fee reductions may be available, based on the Federal School Lunch Program, but it is my responsibility to inquire about and discuss fee reductions with the AP coordinator. I understand that if for any reason I do not to take the AP exam (in 11<sup>th</sup> and 12<sup>th</sup> grade), I will be given *regular credit* (non-weighted) not Advanced Placement credit for that entire year's English class.

Questions should be addressed to:  
Brian Guthrie [bguthrie@avhsd.org](mailto:bguthrie@avhsd.org)  
Gary Holt [gholt@avhsd.org](mailto:gholt@avhsd.org)

*I Have Carefully Read the Above and Agree to the Stated Terms*

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Date  
(over)

FOR PARENTS: **Please read and sign in the spaces provided.**

Parent/Guardian support of their child's educational responsibilities in honors and AP classes is critical to that child's academic success. Please give the following statements careful consideration *before enrolling your student in an honors or AP class*:

1. I can provide a quiet place for my child to study.

\_\_\_\_\_  
*Parent Signature*

2. I will ensure that my child does not work a part-time job more than five to eight hours per week.

\_\_\_\_\_  
*Parent Signature*

3. I will encourage my child to study an average of one and a half hours for each honors or AP class he/she takes.

\_\_\_\_\_  
*Parent Signature*

4. I understand that extra curricular activities take valuable study time and I will therefore discourage my child from becoming involved in **too many** extra curricular activities.

\_\_\_\_\_  
*Parent Signature*

5. I will avoid taking my child out of school except for illness or family emergencies. **I will refrain from planning vacations, trips, and unnecessary appointments during valuable class time.**

\_\_\_\_\_  
*Parent Signature*

6. I am willing to keep in contact with the honors/AP teacher and Edline to monitor my child's academic progress.

\_\_\_\_\_  
*Parent Signature*

7. I want my child to enroll in honors/AP courses because we value scholarship and a rigorous education.

\_\_\_\_\_  
*Parent Signature*

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Phone number (s)

\_\_\_\_\_  
Email address (s)