

Pebblebrook High School Summer Reading (2019-2020 School Year)

Required Reading Philosophy: The Pebblebrook English Department believes that the required reading assignment is an opportunity for students to establish a broad literary foundation and exercise independent reading and thinking skills. Students entering ANY English course must follow the directions below. See chart below for specific reading assignments.

Grade	Book and Author	On-Level Assignment	Honors/AP Assignment
9th	<p><i>The Seven Habits of Highly Effective Teenagers</i> Sean Covey</p>	<p>9th Lit: After reading <i>The Seven Habits of Highly Effective Teens</i>, please choose a task from the list below to explain how you believe each habit will affect you in this coming school year. How do you believe the lessons taught in each chapter can help you be successful? What information from the book could assist you and your fellow peers to help you reach your goals?</p> <p>Student Project Choices:</p> <ul style="list-style-type: none"> • Create a comic book • Write a rap • Create a blog • Create a poster • Film a commercial or infomercial 	<p>Honors 9th Lit.: Complete the same assignment as on-level.</p>

Purchasing Books: You may find all books in the public library or you may purchase one from a bookstore or on the internet (Amazon.com, Half.com, Barnes & Noble, The Book House in Mableton, etc.) If you have any questions, contact the English Administrator Robin Dowdy at Robin.Dowdy@cobbk12.org.

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Grade	Book and Author	On-Level Assignment	Honors/AP Assignment
10 th	<p><u>Book Choices:</u></p> <p><u>See attached pdf file</u></p>	<p><u>World Literature</u></p> <p>Choose ONE of the focus questions below and answer it in a multi-paragraph essay. Start with a claim in your introduction, and be sure to refer to the author and title of the book. Body paragraphs will provide a thorough explanation, including three or more quotations to support your argument. Cite the quotations and any paraphrases.</p> <p>Focus questions (choose ONE):</p> <ol style="list-style-type: none"> 1. To what extent does culture shape your main character's identity? <p>OR</p> <ol style="list-style-type: none"> 2. To what extent does cultural background shape your main character's place in his or her society? <p>Book Choices listed on pages 7-8 of this handout.</p>	<p><u>Honors World Literature</u></p> <p>Complete the same assignment as on-level.</p>

Purchasing Books: You may find all books in the public library or you may purchase one from a bookstore or on the internet (Amazon.com, Half.com, Barnes & Noble, The Book House in Mableton, etc.) If you have any questions, contact the English Administrator Robin Dowdy at Robin.Dowdy@cobbk12.org. Required Reading Philosophy: The Pebblebrook English Department believes that the required reading assignment is an opportunity for students to establish a broad literary foundation and exercise independent reading and thinking skills. Students entering ANY English course must follow the directions below. See chart below for specific reading assignments.

Grade	Book and Author	On-Level Assignment	Honors/AP Assignment
11 th		<p>American Lit: Select four (4) of the eleven literary works listed below and complete the following assignment for each short story:</p> <p><i>(Note: Lexile levels are listed in parentheses next to the text. Be sure to select stories that are at or above your Lexile level.)</i></p> <ul style="list-style-type: none"> • “Rip Van Winkle” by Washington Irving (1070L) • “The Tell-Tale Heart” by Edgar Allan Poe (820L) • “The Masque of the Red Death” by Edgar Allan Poe (1240L) • “A Clean, Well-Lighted Place” by Ernest Hemingway (730L) • “Cat in the Rain” by Ernest Hemingway (730L) • “The Winnowing” by Isaac Asimov (850L) • “Kaleidoscope” by Ray Bradbury (890L) • “Story of an Hour” by Kate Chopin (970L) • “The Celebrated Jumping Frog of Calaveras County” by Mark Twain (600L) • “The Yellow Wallpaper” by Charlotte Perkins Gilman (930L) • “Cathedral” by Raymond Carver (590L) <p>For each of the four short stories you choose, complete the following response (can be written or typed):</p> <p><i>A complete and thorough response includes:</i></p> <ul style="list-style-type: none"> • Two complete paragraphs (6-8 sentences each) <ul style="list-style-type: none"> ○ Paragraph 1: A brief, chronological summary of the work ○ Paragraph 2: A response to one of the prompts below <ul style="list-style-type: none"> ▪ You may only respond to each prompt ONCE; choose a different one for each text you read • Evidence from the text, whether direct or paraphrased 	<p><u>Honors American Lit.:</u> Complete the same assignment.</p> <p><u>AP Lang:</u> See assignments on pages 10-18</p>

Purchasing Books: You may find all books in the public library or you may purchase one from a bookstore or on the internet (Amazon.com, Half.com, Barnes & Noble, The Book House in Mableton, etc.) If you have any questions, contact the English Administrator Robin Dowdy at Robin.Dowdy@cobbk12.org..

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Grade	Book and Author	On-Level Assignment	Honors/AP Assignment
12 th	<i>See Specific Course for Reading Titles</i>	<p>Multi Lit: Read each of the four articles and respond by generating a video blog or written blog post, How to Set up a Blog.</p> <p>Article 1: Why the Best Kids Books are Written in Blood by Sherman Alexie</p> <p>Article 2 Why Black Lives Matter (Pick one of the articles from this list to read.)</p> <p>Article 3 Who am I? Think Again Ted Talk by Hetain Patel</p> <p>Article 4 NPR Race Card Project– Read three of the six word essays and complete one of the summary activities.</p>	<p>Honor’s British Literature: Read <i>Grendel</i> by John Gardner and complete the attached blog assignment.</p> <p>AP Lit: Read <i>How to Read Literature like a Professor</i> AND <i>Complete the assignment listed below.</i></p>

Purchasing Books: You may find all books in the public library or you may purchase one from a bookstore or on the internet (Amazon.com, Half.com, Barnes & Noble, The Book House in Mableton, etc). If you have any questions, contact the English Administrator Robin Dowdy at Robin.Dowdy@cobbk12.org.

9th Literature

After reading *The Seven Habits of Highly Effective Teens*, please choose a task from the list below to explain how you believe **each** habit will affect you in this coming school year. How do you believe the lessons taught in each chapter can help you be successful? What information from the book could assist you and your fellow peers to help you reach your goals?

Student Project Choices:

- Create a comic book
- Write a rap
- Create a blog
- Create a poster
- Film a commercial or infomercial

Video Resources

<https://www.powtoon.com/edu-home/>

<https://www.wevideo.com/>

<https://clipchamp.com/en/pricing/compress-record>

Blog Resources

www.wordpress.com

<https://www.blogger.com>

10th: World Literature

Book Requirements: Suggestions are located below, however, if you should choose your own text, please follow the guidelines below:

- **Must be a book that has to do with culture or identity**
- **Must be at least 100 pages**
- **May NOT be any book you read in Ninth Grade**
- **No picture books, magazines, pamphlets, or graphic novels**

Assignment: Choose **ONE** of the focus questions below and answer it in a multi-paragraph essay. Start with a claim in your introduction, and **be sure to refer to the author and title of the book**. Body paragraphs will provide a thorough explanation, including three or more quotations to support your argument. **Cite the quotations** and any paraphrases.

Focus questions (choose ONE):

3. To what extent does culture shape your main character's identity?

OR

4. To what extent does cultural background shape your main character's place in his or her society?

****The multi-paragraph essay is due at the beginning of class on the first day of school.**

Literature		
Author	Title	Lexile
Bernier-Grand, Carmen T.	<i>Frida: Viva la Vida! Long Live Life!</i>	750L
Garcia, Cristina	<i>The Agüero Sisters</i>	1000L
Jin, Ha	<i>Ocean of Words Army Stories</i>	790L
McCunn, Ruthanne Lum	<i>Thousand Pieces of Gold</i>	940L

Porter, Connie	<i>Imani All Mine</i>	580L
Walker, Alice	<i>Meridian</i>	1010L
Whitaker, Alecia	<i>Wildflower</i>	830L
Wright, Richard	<i>Black Boy</i>	950L
Smith, Zadie	<i>White Teeth</i>	960L
Nonfiction/Informational Text		
Author	Title	Lexile
Beal, Merrill D.	<i>"I Will Fight No More Forever": Chief Joseph and the Nez Perce War</i>	1130L
Carrick Hill, Laban	<i>America Dreaming: How Youth Changed America in the 60's</i>	1190L
Cunxin, Li	<i>Mao's Last Dancer</i>	810L
Le Guin, Ursula K.	<i>Always Coming Home</i>	N/A
Nabhan, Gary Paul	<i>Why Some Like It Hot: Food, Genes, and Cultural Diversity</i>	N/A
Nerburn, Kent	<i>Chief Joseph & the Flight of the Nez Perce: The Untold Story of an American Tragedy</i>	N/A
Santiago, Esmeralda	<i>When I Was Puerto Rican: A Memoir</i>	1029L
Sherr, Lynn	<i>Failure Is Impossible: Susan B. Anthony in Her Own Words</i>	N/A
Stone, Tanya Lee	<i>The Good, the Bad, and the Barbie: A Doll's History and Her Impact on Us</i>	1120L
Tobin, Jacqueline L. and Raymond G. Dobard	<i>Hidden in Plain View: A Secret Story of Quilts and the Underground Railroad</i>	N/A
Ward, Geoffrey C. and Ken Burns	<i>Not for Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony</i>	N/A

11th: American Literature

Select **four (4)** of the eleven literary works listed below and complete the following assignment for **each** short story:

(Note: Lexile levels are listed in parentheses next to the text. Be sure to select stories that are at or above your Lexile level.)

- “Rip Van Winkle” by Washington Irving **(1070L)**
- “The Tell-Tale Heart” by Edgar Allan Poe **(820L)**
- “The Masque of the Red Death” by Edgar Allan Poe **(1240L)**
- “A Clean, Well-Lighted Place” by Ernest Hemingway **(730L)**
- “Cat in the Rain” by Ernest Hemingway **(730L)**
- “The Wrecking” by Isaac Asimov **(850L)**
- “Kaleidoscope” by Ray Bradbury **(890L)**
- “Story of an Hour” by Kate Chopin **(970L)**
- “The Celebrated Jumping Frog of Calaveras County” by Mark Twain **(600L)**
- “The Yellow Wallpaper” by Charlotte Perkins Gilman **(930L)**
- “Cathedral” by Raymond Carver **(590L)**

For **each** of the four short stories you choose, complete the following response (can be written or typed):

A complete and thorough response includes:

- Two complete paragraphs (6-8 sentences each)
 - Paragraph 1: A brief, chronological summary of the work
 - Paragraph 2: A response to one of the prompts below
 - You may only respond to each prompt **ONCE**; choose a different one for each text you read
- Evidence from the text, whether direct or paraphrased

1. What connections can you make with your reading? (What prior reading, movies, life experiences, etc., can you relate to the work?)

2. What is an emotional response you had to the work?

3. Is there a character you identify with? Which one and why?

4. What is the most significant or meaningful passage in the work? What makes the passage so important?

5. Is there anything you find confusing about the work? Discuss.
6. Is there a contemporary connection you can make? What is it? Explain.
7. What beliefs, ideas, issues or values are expressed in the work?
8. What parts of the work seem realistic? What parts seem unrealistic, and why?
9. What does the work say about America and/or the American Dream?

AP Language and Composition Summer Assignment

Welcome to Advanced Placement Language and Composition! As you know, this is a college-level reading, writing, and speaking course and you are expected to do college-level work in both difficulty and volume. You will analyze the stylistic and rhetorical structure of primarily non-fiction works and write persuasively with precision, concision, and clarity. This summer reading assignment has been created not to torture you during your days of relaxation, but rather to give you an introduction to the kinds of reading you will see throughout the course and types of analysis that will be required of that reading.

The volume of work is generally estimated to be 50 percent more than a non-AP English course. Roughly, that means you will complete at least six hours of homework per week in addition to class meetings. Part of any AP class includes required summer work in order to (1) adequately prepare you for the upcoming year and so that (2) the entire class shows up to school the first day with the same set of knowledge. Our goal is to make the best use of the (very!) limited class time we share together.

This completed summer packet is due on August 2, 2019; that's the second day of classes. Be prepared to discuss your work also. Please pace yourselves over the summer; do not wait until the last minute to begin. Create a packet that is tidy and easy for me to navigate, separated by section.

Part I. Define the literary terms list below (yes, ALL of them).

Literary terms are labels for the precise language tools writers use to create meaning. Your understanding and use of these writing tools is crucial to your success. While deconstructing a piece of writing, identifying the tool or technique authors use is also crucial. Knowing how and why they used the tool is even more crucial. Define each of these terms concisely in your own words, by hand. Do not simply copy a definition from an online source without translating and understanding the term. You must interpret the definition for yourself. Formatting is up to you; you may make flashcards, write them out on notebook paper, make a chart/graphic organizer – whatever works for you. However, these all must be written by hand; printed or digital copies will NOT be accepted. You will use these terms this year when you analyze the readings and for many of the AP assignments, as well as the exam.

A. Word Use and Meaning (all tools are used for a literary effect)

Diction	Connotation	Sensory Detail
Prose	Denotation	Figurative Language
Verse	Colloquial Language	Metaphor
Alliteration	Slang	Extended Metaphor
Onomatopoeia	Imagery	Simile

Abstract and Concrete Language

Hyperbole

Understatement

Cliché

B. Sentences and Paragraphs

Syntax

Parallelism

Repetition

Clause

Phrase

Sentence

C. Literary Genres/Rhetorical Modes

Novel

Non-fiction

Short story Dramatic literature (plays)

Memoir

Autobiography

Biography

Diary

Irony

Literary Tone

Literary Style

Literary Theme

Satire

Sarcasm

Voice

Paragraph

Juxtaposition

Climactic order

Rhetorical question

Anecdote

Expository essay

Narrative essay

Cause-and-effect

Compare and contrast

Classification

Process analysis

D. Fictional Elements**Point of View (POV)****Setting****Exposition****Rising action****Climax****Falling action****Resolution/denouement****Episodic****Ambiguous ending****Protagonist****Antagonist****Archetype****E. Argument and Persuasion****Rhetoric****Ethical Appeal (Ethos)****Rational Appeal (Logos)****Emotional Appeal (Pathos)****Thesis****Claim****Personification****Anthropomorphism****Objectification****Audience****Dialogue****Symbol/symbolism****Parable****Allegory****Motif****Foreshadowing****Flashback****Evidence****Concession****Inductive Reasoning****Deductive Reasoning****Oxymoron****Paradox**

Part II. Dialectical Journal: Reader Responses for essays listed below (no more than six pages total writing)

The AP Lang curriculum expects you to read different essays written by many different authors about a variety of subjects. The list below provides a collection that will provide a solid base from which we can build exposure to effective non-fiction work.

- A. You will write six responses, in order. Please be clear and concise; length is not as important as content. Your entries should demonstrate engagement with the texts, attempt to understand the various arguments presented, and provide a sampling of your best critical thinking.
- B. Analyze each essay for any one or more of the six aspects below (SOAPSTone) and you must provide clear evidence to support your analysis by using quotations from the piece (don't forget MLA parenthetical citations!). Select meaningful text evidence that adequately draws from the beginning, middle, and end of each text.
- C. Vary your analysis. Try not to repeat the same type of analysis for every essay.
- D. Vary your application of the literary terminology. Play with many of your literary terms. Challenge yourself to find literary tools that each writer uses uniquely.
- E. Be professional - all information must be typed (12 point Arial, Calibri, or Times New Roman font) and have proper MLA format (check the Perdue OWL link below for MLA formatting guidelines). In addition, you must create a heading with your name, the article title, and article author. You only need one heading for each article and you must use proper MLA format.
- F. Analyze and react to the passage in full sentences - not notes. However, I would highly recommend annotating your text as you read through the essays. Your response should NOT just be a personal reaction or summary; rather, you should attempt to analyze the methods that the writer uses to make his or her argument using the SOAPSTone aspect(s) below.

Analyze for one of the six aspects of SOAPSTone (you may blend more than one aspect):

Speaker: Discuss the authority and credibility of the speaker/writer. How does the speaker establish his or her ethos in the essay? Explain specific ways that the speaker/writer helps to define him or herself as a trustworthy and/or qualified messenger.

Occasion: Analyze the reason(s) the writer/speaker is choosing to approach the topic at this particular moment in time. Is he or she writing in reaction to a specific event or person? Discuss how the occasion is revealed in the essay.

Audience: Explain to whom this piece is directed. How do you know who the audience is? How is the audience defined? Discuss how the speaker/writer demonstrates understanding of the audience and how he or she uses that understanding to accomplish his or her goals.

Purpose: Analyze the purpose/argument/claim of the speaker/writer. Explore the purpose beyond its basic informative nature. Discuss how the purpose is revealed in the passage.

Subject: Explain the general topic, content, and ideas contained in the text. Does the speaker/writer explicitly state the subject, or is it implied?

Tone: Analyze the attitude of the speaker/writer. Tone extends meaning beyond the literal. Find tone in the author's diction, syntax, structure, and imagery. Give specifics of the tone of the author and discuss how the tone affects the effectiveness of the passage.

Include the author and the title of each essay. Explain what specifically in the essay is effective and how and why something was effective. These are the best essayists of their generation; their work is quality, and with an open mind, I am sure you can discover why they are praise-worthy. Whether you like or enjoy the essay should not be emphasized. Be objective, clear, and concise. You are an architect studying the structure of each piece. Do not summarize. Summary is NOT analysis!

We will continue to analyze essays in this same structured method throughout the year. There are many authors on the must-read AP Comp list, and the list below contains a number of them. Some will confuse and confound you; that's okay! This is practice and we will work on these analysis skills throughout the semester. Discuss what is effective, interesting, artistic, weird, or powerful. Happy analysis! :)

List of essays for analysis (Choose SIX of the fourteen options below).

1. 1901: Mark Twain, Corn-pone Opinions
2. 1909: John Muir, Stickeen
3. 1923: Ernest Hemingway, Pamplona in July
4. 1925: H.L. Mencken, The Hills of Zion
5. 1928: Zora Neale Hurston, How It Feels to Be Colored Me
6. 1937: Richard Wright, The Ethics of Living Jim Crow: An Autobiographical Sketch
7. 1941: E.B. White, Once More to the Lake
8. 1949: Langston Hughes, Bop
9. 1955: James Baldwin, Notes of a Native Son
10. 1957: Eudora Welty, A Sweet Devouring

11. 1967: N. Scott Momaday, *The Way to Rainy Mountain*
12. 1970: Maya Angelou, *I Know Why the Caged Bird Sings*
13. 1972: John McPhee, *The Search for Marvin Gardens*
14. 1980: Richard Rodriguez, *Aria: A Memoir of a Bilingual Childhood*

B. Reader Response Score Guide:

(0-1 is an ineffective analysis, 4 is perfect; no one is perfect all of the time). Use this score guide to determine what you must do to craft a successful analysis of a writing piece.

4 · One or more aspect(s) of SOAPStone analysis was addressed thoroughly and thoughtfully.

· Student supported analysis with appropriate textual references; quotations formatted and framed seamlessly. · Students identified author's stylistic and rhetorical choices by using a variety of appropriate literary terminology. · Student demonstrates awareness of the author, the era or period, or the piece of writing. (Not extensive research but enough to fully understand the audience and context) · Student made connections to historical, political, cultural, or his or her personal life, conveying a sense of scope larger than the text analyzed. · Student's voice (personality) is apparent in the writing; student conveys his or her own defined sense of style. · Writing is mature; language choices are clear and concise; no common errors, writing flows from idea to idea and paragraph to paragraph.

3

· One or more aspect(s) of SOAPStone analysis is addressed. · Student offered quotations as evidence of author's choices. · Student used some literary terminology to identify author's writing choices. · Word and phrasing choices are mostly appropriate; few errors, flow is interrupted or less developed than a 4. · Student conducted superficial research to determine audience or simply guessed: all adults, literature human beings, all Americans, etc. · Some language choices are less academic and mature: got, a lot, kind of, clichés, cheesy phrases, high school slang or colloquialisms (not on purpose for effect), etc. · Response lacks voice; the analysis is complete but there is no detectable personality.

2 · Aspects of SOAPStone are thinly analyzed. · Student offered very little textual evidence to support analysis (or used very long quotations to fill page). · Student used few literary terms to identify basic author choices (diction and syntax). · Student's language choices are immature; several common errors, little evidence of proofreading. · Student has poor command of word choice and sentence structure; response flow is choppy. · Analysis of original text is incomplete or simplistic (highlighted a few phrases here and there)

0/

1 · Student summarized or retold the information from the text; analysis is missing or simplistic. · Student did not use a single quotation as evidence or support. · Student's language choices are immature, redundant, and vague; paper riddled with common errors. · Annotation of original text is sporadic or non-existent.

Part III. Understanding the AP Composition Test Structure and the Course Description

Reading the official course description will give you a clearer idea of what's expected of you. When we meet in August, I will ask you to discuss overall description of the AP Composition course. You will receive a syllabus that details of the weekly assignments and thematic units.

Download the PDF AP Course Description: <https://secure-media.collegeboard.org/ap-student/course/ap-english-language-english-lit-composition-2012-course-exam-description.pdf>

1. Go to the Table of Contents page. Read:

A. AP Reading

B. AP Exam Scores

C. Overview

D. The Course/Introduction (Goals)

E. Skim the Authors section.

F. The Exam (explanation)

G. Read the first multiple-choice passage and complete questions 1-10.

H. Skim the rest of the multiple-choice sections and questions.

I. Read Sample Free-Response Question 1.

J. Skim the rest of the Free-Response questions, including the synthesis question (#4) through page 48.

IV. Understanding MLA In-Text Citations and Works Cited Page

1. Go to: <http://owl.english.purdue.edu/owl/resource/747/02/>

2. Read this page. Know the contents: <http://owl.english.purdue.edu/owl/resource/747/05/>

***Formatting Guidelines from Purdue OWL:**

Font Size: 12-point font for everything, even your title.

Margins: One-inch margins all the way around the text on your paper.

Title: Centered after your heading. Please pick titles that enhance your paper.

Font Type or Style: Times New Roman, Arial, Calibri, or other “normal” font. Please resist the urge for Comic Sans, Papyrus, or other highly stylized fonts.

Spacing: For anything that will be read and corrected by your helpful teachers or peer editors, you need to double-space. When in doubt, double-space. Leave only one space after periods or other punctuation marks.

Heading: Top left and double-spaced. See the example on the next page.

Your First and Last Name

Ms. Mariko Antonacci

AP Language and Composition

Date (Day, month, and year)

(Your Title Goes Here)

Title Page: A title page is not necessary for MLA format.

Paragraph Format: Indent for each paragraph and do not skip an extra line between paragraphs unless you are writing a memo, thank you letter, cover letter, or any other business communication.

Header: Number all pages consecutively in the upper right-hand corner. Do not handwrite the numbers. On Word, go to Insert pull-down menu and choose Page Numbers. On Word 2013 and later, you can double-click on where the header would go and start typing.

Underline, Bold, and Italics: Do not underline or bold unless it is an MLA format you’re using in a bibliography. Use italics for titles of books and other periodicals. Quotations are used for quotations, sarcasm, and “foreign” words, as well as article titles.

Spell check: Use it! There is no excuse for not using it.

Presentation: Make your paper neat and easy to read!

Early Submission: If you would like to submit your summer work early, you may attach it to an e-mail and send it to me at the e-mail account listed below. Otherwise, please bring your printed work on August 2, 2019. *Be prepared; do not ask me to print assignments on the due date or attempt to finish them in class. **AP SUMMER ASSIGNMENTS WILL NOT BE ACCEPTED LATE - ABSOLUTELY NO EXCEPTIONS.**

***Plagiarism:** Pebblebrook High School's plagiarism policy will be applied to any plagiarism for the summer assignment. You will not receive credit for plagiarism because you did not do the work. Furthermore, you may not make up the assignment. You may not use materials from another student. Do not work collaboratively on this assignment. Collaboration has its place; however, we are working to prepare you for the AP Exam where no collaboration is allowed. If you are having difficulty comprehending the readings, writing the assignments, or completing the assignments, please contact me; I am always here to help. This is the best way to avoid panicking and resorting to cheating!

I am excited for our AP Language and Composition experience! :)

Contact Information:

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12th: AP Literature:

1. Read *How to Read Literature like a Professor* by Thomas Foster
2. After reading the novel, choose a chapter of the text to apply to your reading of the short stories listed below. While reading, think about how you can apply the concepts that Foster illustrates in the text to your analysis. For instance, based on my reading of the chapter “Is that a Symbol?” how can I analyze “A Rose for Emily” for symbolic relevance? After you have read the short stories, you will write a 2-3 paragraph analysis of each short story applying the information from Foster’s book. You must use 5 different chapters from the novel (not just the same one over again).

Short Stories:

“A Rose for Emily” by William Faulkner

“Story of an Hour” by Kate Chopin

“A Good Man is Hard to Find” by Flannery O’Conner

“Stranger in the Village” by James Baldwin

“Battle Royal” by Ralph Ellison

