



Halletos University

## Advanced Placement Composition and Literature Summer Syllabus: 2017-2018

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*Please feel free to contact either of us should you have any questions or concerns regarding summer work.*

Advanced Placement Composition and Literature is a senior English course taught at a college level with the content, approaches and expectations commensurate with an exceedingly difficult college English course. In the spring, students will take the Advanced Placement Exam in literature and receive college credit for scores of 3, 4, or 5, depending on the requirements of the individual colleges. This is a course that analyzes *how* an author makes meaning; it deals in elements of style analysis in novels, dramas, and poetry. It is also a composition course---meaning we will work diligently to hone your writing skills. Summarization is a thing of the past; it is expected that you understand the text. Students must bring dedication, enthusiasm, and scholarly acumen to all their efforts in class so that we may all learn from one another through various approaches. We are all learners, and as such each of us will have a voice. The course work is exceedingly demanding and the workload is heavy. You signed on for this course—literally because you wanted to be challenged, and you will be. We look forward to accompanying you on our literary journey.

N.B.: In this course, you may *not* use your cell phone to read novels; you may purchase or check out the texts in hard copy or you may use a reading device – Kindle, etc.

### Summer Assignments

- *How to Read Literature Like a Professor* (revised edition) by Thomas C. Foster
  - **ISBN-10:** 0062301675 (be sure you're purchasing the *latest* edition)
  - Amazon link: <https://www.amazon.com/How-Read-Literature-Like-Professor/dp/0062301675>
  - **Due: Monday, Aug. 14, 2017** (See assignment details below)
- Halletos University Literary Terms
  - See the attached list of terms for which you will be responsible. You will need to both know the definition and be able to identify them in literary examples
  - **Test: Monday, Aug. 21, 2017**
- *The Great Gatsby* by F. Scott Fitzgerald
  - If you did not read the text as a junior, please do so and be prepared to analyze and write on the text beginning **Tuesday, Aug. 22, 2017**. Hint: watching one of the film versions will *not* replace reading.
- *Let Me Die in his Footsteps* by Lori Roy (**must be purchased/checked out for use on 08/29/17**)
  - **ISBN-10:** 1101984309
  - Amazon link: <https://www.amazon.com/Let-Me-Die-His-Footsteps/dp/1101984309>
  - Do **NOT** read during summer, but have in class ready to use on **Tuesday, Aug. 29, 2017**

**Halletos University Summer Project:**  
***How to Read Literature Like a Professor***  
**By Thomas C. Foster**

**Directions:** Please select ten of the chapters you find most compelling and create a Power Point or Keynote. *Be sure you are using the revised edition (ISBN-10:0062301675).* You will include:

1. The title of the chapter
2. The main idea of the chapter in your words
3. One example from literature or film not already mentioned in the text, and a complete explanation of how the example relates to the chapter
4. Include a picture of the book or film that you are referencing
5. Save your project in PDF format and email to us at the addresses listed above.
6. Email your project to either Mrs. Hall or Mrs. Seletos, or share with us on Goggle Docs (remember to give us “permission to edit”) by **Monday, August 14.**

**WORDS OF ADVICE:**

We are well aware that there are online resources available for *HTRLLAP*. You may find yourself tempted to utilize these "study tools" as a shortcut. We strongly advise you against this plan, as any part of your project that is plagiarized from an online source or from another student will earn a zero on the entire assignment (be advised that we will grade all projects together, so plagiarism will be caught regardless of the teacher to which you are assigned.) Here are some sites to avoid:

Keep in mind that an Internet search is easy for us, too. We are well aware of the “helper” websites on which students often rely. Avoid Gradesaver, Sparknotes, and others. Please read the book. Do your own project. Learn something---we’ll be referencing these chapters throughout the year.

\* Tragic Tale: Last year one student called another a day or two before school began and said she was “really in a jam,” not having time to finish the assignment, and the other student “felt sorry for her” and “shared” the assignment. The tragedy of this tale is that they both (even the student who actually did the assignment) earned a zero. If *you* can make the time to do the work, so can they; don’t give away your intellectual property!

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## Literary Terms

**Directions:** Study each of the following terms and be prepared for a definition test on **Monday, August 21.**

**allegory-** An expression, by means of symbolic fictional characters and actions, of truths about human conduct and experience.

**allusion:** A reference in literature or in art to previous literature, history, mythology, pop culture/ current events, or the Bible.

**ambiguity:** Quality of being intentionally unclear. Events or situations that are ambiguous can be interpreted in more than one way. This device is especially beneficial in poetry, as it tends to grace the work with the richness and depth of multiple meanings.

**anachronism:** An element in a story that is out of its time frame; sometimes used to create a humorous or jarring effect.  
*Beware:* This can also occur because of careless or poor research on the author’s parts.

**anadiplosis:** repeating last word of clause at beginning of next clause. (When I give, I give of myself)

**anecdote:** A short and often personal story used to emphasize a point, to develop a character or a theme, or to inject humor.

**antecedent:** The word or phrase to which a pronoun refers. It often precedes a pronoun in prose (but not necessarily in poetry). This grammar question appears repeatedly in AP multiple-choice questions.

**antithesis:** A concept that is directly opposed to a previously presented idea.

**anaphora:** Repetition of an opening word or phrase in a series of lines.

**anthropomorphism:** Giving a human quality, emotion or ambition to a non-human object or being. Differs from personification in that the non-human objects acts like a human rather than simply being given the trait. All singing/dancing Disney animals are examples.

**aphorism:** A terse statement that expresses a general truth or moral principle; sometimes considered a folk proverb.

**apostrophe:** A rhetorical figure of direct address to a person, object, or abstract entity. (O Death, spare me!)

**apotheosis:** Elevating someone to the level of a god. Helen of Troy is considered the apotheosis of beauty.

**archetype:** A character, situation, or symbol that is familiar to people from all cultures because it occurs frequently in literature, myth, religion, or folklore. (includes *characters, situations & symbols*)

**aside:** A short speech or remark made by an actor to the audience rather than to the other characters, who do not hear him or her. Shakespeare's characters often share their thoughts with us in this way.

**assonance:** The repeated use of a vowel sound. ex: How now brown cow? Twice five miles in a mazy motion.

**asyndeton:** A rhetorical term for a writing style that omits conjunctions between words, phrases, or clauses. Poets use asyndeton to quicken the pace of the line.

**bildungsroman:** A novel whose principal subject is the moral, psychological, and intellectual development of a usually youthful main character. (ex. *Great Expectations* or *Harry Potter*)

**cacophony:** Harsh, discordant sounds, unpleasant to the ear; the sound of nails scratching a blackboard is cacophonous. Cacophony is used by poets for effect. Notice all the *cacophonous* sounds in these two lines: *sq, st, ck, ft, t, k, sc, ch*:

**catharsis:** In his *Poetics*, Aristotle wrote that a tragedy should "arouse pity and fear in such a way as to accomplish a catharsis of such emotions in the audience." The term refers to an emotional cleansing or feeling of relief.

**chiasmus:** The opposite of parallel construction; inverting the second of two phrases that would otherwise be in parallel form. ex. parallel construction: "I like the idea; I don't like its execution." ex. chiasmus: "I like the idea; its execution, I don't."

**colloquial:** Of or relating to slang or regional dialect, used in familiar everyday conversation. In writing, an informal style that reflects the way people spoke in a distinct time and/or place.

**comic relief:** Humor that provides a release of tension and breaks up a more serious episode.

**consonance:** Same consonant sound in words with different vowel sounds.

**denouement:** the outcome or clarification at the end of a story or play; the winding down from climax to ending.

**deus ex machina:** Literally, when the gods intervene at a story's end to resolve a seemingly impossible conflict. Refers to an unlikely or improbable coincidence; a cop-out ending.

**diction:** The deliberate choice of a style of language for a desired effect or tone. Words chosen to achieve a particular effect that is formal, informal, or colloquial.

**didactic:** A didactic story, speech, essay or play is one in which the author's primary purpose is to instruct, teach or moralize.

**distortion:** An exaggeration or stretching of the truth to achieve a desired effect. ---Gregor Samsa waking up as a large insect in Kafka's *The Metamorphosis* is a distortion of reality.

**epigraph:** A brief quotation found at the beginning of a literary work, reflective of theme. Toni Morrison's *Beloved* opens with the epigraph: "Sixty million and more" which says volumes about slavery.

**epiphany:** A sudden flash of insight. A startling discovery and/or appearance; a dramatic realization.

**epistolary novel:** A novel in letter form written by one or more of the characters. The novelist can use this technique to present varying first person points of view and does not need a narrator.

**epistrophe:** repetition of words at the end of a line, phrase, or clause

**epithet:** an identifying expression, like "the polo player" for Tom Buchanan (also works for places, objects)

**euphemism:** Substitution of an inoffensive word or phrase for another that would be harsh, offensive, or embarrassing. "He passed on" rather than "he died". A dishwasher calling herself a "utensil maintenance tech."

**euphony:** The quality of a pleasant or harmonious sound of a word or group of words as an intended effect.

**fallacy:** a mistaken belief, especially one based on unsound argument. (Ex. the notion that the camera never lies is a fallacy)

**farce:** A kind of comedy that depends on exaggerated or improbable situations, physical disasters, and sexual innuendo to amuse the audience. Many situation comedies on television today might be called farces.

**figurative language:** Unlike literal expression, figurative language uses *figures of speech* such as a metaphor, simile, metonymy, personification, hyperbole.

**foil:** A character whose contrasting personal characteristics draw attention to enhance, or contrast with those of the main character. A character who, by displaying opposite traits, emphasizes certain aspects of another character. For example, Tybalt serves as Romeo's foil.

**foreshadowing:** Foreshadowing hints at what is to come. It is sometimes noticeable only in hindsight, but usually it is obvious enough to set the reader wondering.

**hamartia:** a tragic (fatal) flaw

**hubris:** Insolence, arrogance, or pride. In Greek tragedy, the protagonist's hubris is usually the tragic flaw that leads to his or her downfall.

**hyperbole:** An extreme exaggeration for literary effect that is not meant to be interpreted literally.

**sensory imagery:** Anything that affects or appeals to the reader's senses: sight, sound, touch, taste, or smell.

**in medias res:** In literature, a work that begins in the middle of the story.

**interior (internal) monologue:** A literary technique used in poetry and prose that reveals a character's unspoken thoughts and feelings. An interior monologue may be presented directly by the character, or through a narrator.

**inversion:** A switch in the normal word order, often used for emphasis or for rhyme scheme. (Think Yoda will you! ☺)

**litotes:** (lie-toe-tees) A figure of speech consisting of an understatement in which an affirmative is expressed by negating its opposite, as in *This is no small problem*.

**meiosis:** understatement, the opposite of exaggeration: "I was somewhat worried when the psychopath ran toward me with a chain saw." (i.e., I was terrified). *Litotes* (especially popular in Old English poetry) is a type of meiosis in which the writer uses a statement in the negative to create the effect: "You know, Einstein is not a bad mathematician."

**metamorphosis:** A radical change in a character, either physical or emotional.

**metonymy:** A figure of speech that replaces the name of something with a word or phrase closely associated with it; similar to synecdoche (many authors do not distinguish between the two).  
Ex.: "the White House" instead of "the president" or "the presidency"; "brass" to mean "military officers"; "suits" instead of "supervisors"

**monologue:** A long speech made by one person, often monopolizing a conversation.

**oxymoron:** A figure of speech that combines two contradictory words, placed side by side: *bitter sweet, wise fool, living death*.

**paean:** a hymn sung in ancient Greece in invocation of or thanksgiving to a deity; any song of praise

**parable:** A short story illustrating a moral or religious lesson.

**paradox:** A statement or situation that at first seems impossible or oxymoronic, but which solves itself and reveals meaning.

**parallelism:** The repeated use of the same grammatical structure in a sentence or a series of sentences. This device tends to emphasize what is said and thus underscores the meaning. Can also refer to two or more stories within a literary work that are told simultaneously and that reinforce one another. "I came, I saw, I conquered." (Plutarch)

**pathos:** The quality of a literary work or passage which appeals to the reader's or viewer's emotions- especially pity, compassion, and sympathy. Pathos is different from the pity one feels for a tragic hero in that the pathetic figure seems to suffer through no fault of his or her own.

**periodic sentence:** A sentence that delivers its point at the end; usually constructed as a subordinate clause followed by a main clause. ex. At the piano she practiced scales.

**point of view:** Perspective of the speaker or narrator in a literary work. As simple as this seems, understanding from what point of view the piece is written is *vital* to effective interpretation.  
Ex.: First person (I, me); Second person (you); Third person limited (he, they); Third person omniscient (he, they & internal thoughts)

**polysyndeton:** repetition of conjunctions in close succession (as in *we have ships and men and money*). Poets use polysyndeton to *slow* the pace of the line for emphasis

**pun:** Humorous play on words that have several meanings or words that sound the same but have different meanings. In *Romeo and Juliet*, Mercutio's "You will find me a grave man" refers both to the seriousness of his words and the fact that he is dying.

**refrain:** Repetition of a line, stanza, or phrase.

**repetition:** A word or phrase used more than once to emphasize an idea.

**rhetorical question:** A question with an obvious answer, so no one response is expected; used for emphasis or to make a point. (*not* well used in *your* essay!)

**satire:** The use of humor to ridicule and expose the shortcomings and failings of society individuals, and institutions, often in the hope that change and reform are possible.

**shift (volta):** In writing, a movement from one thought or idea to another; a change; it's *huge* to address the shift in poetry, but don't worry, we'll practice.

**soliloquy:** A dramatic or literary form of discourse in which a character talks to himself or herself or reveals his or her thoughts without addressing a listener.

**syllogism:** a three-part deductive argument in which a conclusion is based on a major premise and a minor premise ("All men are mortal; Socrates is a man; therefore, Socrates is mortal.")

**symbol:** A concrete object, scene, or action which has deeper significance because it is associated with something else often an important idea or theme in the work.

**synesthesia:** (Greek- "perceiving together"): conflation of two or more senses (loud color).

**synecdoche:** a figure of speech where one part represents the entire object, or vice versa. ex. All *hands* on deck; lend me your *ears*.

**syntax:** The way in which words, phrases, and sentences are ordered and connected.

**theme (meaning of the work as a whole):** The universal insight presented in a work: (contrary to popular belief, the theme is NEVER simply one word).

**tone:** Refers to the author's attitude toward the subject, and often sets the mood of the piece.

**tongue in cheek:** Expressing a thought in a way that appears to be sincere, but is actually joking. Ex: "How do you like this neon cowgirl outfit? I think I'll wear it to my job interview tomorrow."

**tragic (fatal) flaw:** Traditionally, a defect in a hero or heroine that leads to his or her downfall.

**transition/segue:** The means to get from one portion of a poem or story to another; for instance, to another setting, to another character's viewpoint, to a later or earlier time period. It is a way of smoothly connecting different parts of a work. Authors often use transitional sentences or phrases to achieve this. Transition phrases include "the next day", "thereafter", and other phrases that mark the passage of time.

**zoomorphism:** attributing animal qualities to a god. (many Egyptian gods are zoomorphic)