

Summer Assignment for IB 11 Literature - J. Ashby
How to Read Literature Like a Professor by Thomas C. Foster
(Revised edition – ISBN: 978-0-06-230167-3)

Over the summer you are responsible for reading *How to Read Literature Like a Professor* and completing the following assignment based on your reading. Presentations will begin on Monday, August 5, but they should be shared electronically on the first full day of school, July 31, 2019 by 8:00 a.m. This is an enlightening, humorous, thought-provoking book – one that will make you look at literature through a different lens than ever before but one that you will use regularly in IB Lit. Enjoy your journey!

(Note: You have signed up for an advanced class for which you may receive college credit. You will be expected to keep up with the reading and to hand in assignments on time, starting with this summer assignment. **Failure to complete this assignment by the due date will result in a dismissal from the course. If this assignment is not suited for you, then this class will not be either.**)

Assignment: You will create a presentation that incorporates a choice from each of the following groups:

GROUP A: Select one to incorporate into your presentation:

Chapter 1: Every Trip Is a Quest (Except When It's Not)

Discuss five aspects of the quest and then apply them to something you have read.

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 5: When in Doubt, It's from Shakespeare... or Chapter 6: Or the Bible

Choose a literary work and discuss its connections with Shakespeare or the Bible. Films, such as *West Side Story*, can be used as well.

GROUP B: Select one to incorporate into your presentation:

Chapter 7: Hansel and Gretel

Think of a work of literature that reflects a fairy tale. Discuss the parallels. How do these parallels impact your interpretation and appreciation for the work?

Chapter 10: It's More Than Just Rain or Snow

Discuss the importance of weather in a specific literary work in terms of its thematic or symbolic value, not its impact on the plot.

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 you've read 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*, and *Gladiator*, to name a few.

GROUP C: Select one to incorporate into your presentation:

Chapter 18: If She Comes Up, It's a Baptism

Think of a "baptism" scene from a significant literary work. Discuss how the character differs after the experience.

Interlude – One Story

Write your own definition for "archetype." Then identify an archetypal story and apply it to a literary work with which you are familiar.

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. (Include the text of the poem in your presentation.)

Chapter 21: Marked for Greatness

Select a character from a major literary work who has a physical imperfection and analyze its implications for characterization.

GROUP D: EVERYONE must complete the following exercise, but you have a choice of short stories to use as a vehicle.

Chapter 27: A Test Case

Read the short story "The Garden Party" by Katherine Mansfield (begins page 262), and then read Foster's analysis that starts on page 283. **Think about** his analysis and compare/contrast his ideas to those you had as you were reading (**in your head – this should NOT be a part of your presentation**).

Now, you will choose from the following list a short story to read and analyze on your own using strategies from **at least 3 chapters** that you read about in *How to Read Literature Like a Professor*. Your analysis will be the final component of your presentation.

Short stories:

"The Ones Who Walk Away from Omelas," by Ursula Le Guin

"Winter Dreams," by F. Scott Fitzgerald

"The Pit and the Pendulum," Edgar Allan Poe

"Through the Tunnel," by Doris Lessing

"The Minister's Black Veil," by Nathaniel Hawthorne

"Dr. Heidegger's Experiment," by Nathaniel Hawthorne

(You should be able to find these online.)

THE PRESENTATION: I imagine that you have questions about your presentation, but you have the freedom to present the above information in the format of your choosing: powerpoint, google slides, prezi, video, etc. Attached is a rubric that explains how you will be graded. Although I will be grading your entire presentation that you submit to me, the only portion of the presentation that you will share with the class is your analysis of the short story. The length of this portion of the presentation should be between 6-8 minutes. I have marked on the rubric that the first two components will be counted twice (for a total of 24 and 16 points respectively), and the third component will be counted five times (for a total of 60 points).

If you have any questions, feel free to visit my classroom before school is out, email me (joye.ashby@pcsstn.com), or call or text me (919-702-3363). You may also submit your presentations to me early to get my input. Have a wonderful summer, and I look forward to our IB adventure next year!

Thanks!

Joye Ashby

Summer Assignment Rubric:

TRAIT	4	3	2	1
Nonverbal Skills				
Eye Contact				
Body Language				
Poise				

Total points for nonverbal skills: _____ x 2 = _____

Verbal Skills	4	3	2	1
Enthusiasm				
Elocution				

Total points for verbal skills: _____ x 2 = _____

Content	4	3	2	1
Subject Knowledge				
Organization/Mechanics				
Creativity				

Total points for content: _____ x 5 = _____

Total score: _____/100