

Summer Reading Assignment - Research Paper Preparatory Reading

Welcome to Summer Reading! For two years, seniors in Academic English IV have taken part in a new program for their summer reading. Given its success, it will continue into this school year. You will choose from an approved book list of British Literature titles. Your choice of book title will be the basis of your senior year research paper. Each student will choose her preferred book title that she will research during the school year. This will help the writing process during the school year and ensure you have mastery over the material you are writing a literary analysis paper about. It is in your best interest to choose your book title by June 6th. Do not simply pick the same title as your friend as each student must research and develop her own unique thesis statement for the paper. Select a book title that appeals to **you** based on the brief synopsis.

Over the summer, you will have **3** assignments -

1. Read & annotate
2. Complete a reading log (Document 1)
3. Complete a dialectical journal (Document 2)

1. **Reading & Annotations**

The expectation of summer reading is to take the assignment seriously and complete it to the best of your ability. Plan to annotate as you read (that means it is not meant to be a fast-read, but is meant to be enjoyed, like a fine meal). You are involving yourself in the reading process, and taking notes as you go. Keep in mind that the end goal is to make the research paper process smoother and generally easier on yourself.

Books can be purchased in either used or new condition, as long as it is not already written in. Annotations include underlining, looking up words, and summarizing key quotes and/or passages within pages. Also take note of

emerging themes or literary devices you spot. Just mark key things, as you are training yourself to look for the most important pieces of a story.

2. Reading Log (Document 1)

Create a reading log – you can use a word table - day/date, time you started/finished, pages (what pages?- format like p.5-15, p. 85-120, etc.) There is no expectation for how many pages to read at a time. Create a plan for yourself (starting early in the summer...) and stick to it. This item is graded for effort.

3. Dialectical Journal (Document 2)

The Dialectical Journal – You must have **8 total entries** (divided into equal sections of your book). This is not the reading log; journal entries with novel content/page #, followed by your writing. PLEASE DATE EACH ENTRY.

A dialectical journal is a conversation between you and what you are reading. It highlights the questions, connections, and ideas that you have as you read. This process is an important way to understand a piece of literature. By writing about literature, you make your own meaning of the work in order to truly understand it. When you do this yourself, then the text belongs to you -- you make it yours. The passages are there for everyone to read; however, the connections and interpretations are uniquely yours. You are neither right nor wrong in your response. So be willing to take risks, try your ideas, and be honest.

Since the journal is a conversation between you and the text, you'll need to record parts of the text and your thoughts about the text. On the left side of your journal page, record phrases, sentences or short passages that interest you. On the right side of the page, write your thoughts about the quoted text. Use literary terms in your reflections and elaborate as you express your thoughts!

Aim for a mix of comments about:

- what you think something means (interpretation)
- the personal connections you make (to a character, setting, event)
- patterns you notice (symbols, repetition, patterns)
- predictions you can pose

- commentary on important decisions made by characters, ideas expressed, or key events
- observations about a character
- what seems unusual
- recognition of a literary technique and ideas about its meaning and purpose

PROCEDURE: Use a 3 column table: item #/date, then novel passage/quote, and then commentary & date – in landscape format, 12 point type, & .5” margins for the pages.

- As you read, choose passages that stand out to you and record them in the left-hand column of the chart (ALWAYS include page numbers).
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)

You must label your responses using the following codes:

- (Q) Question – ask about something in the passage that is unclear
- (C) Connect – make a connection to your life, the world, or another text
- (P) Predict – anticipate what will occur based on what’s in the passage
- (CL) Clarify – answer earlier questions or confirm/negate a prediction
- (R) Reflect – think deeply about what the passage means in a broad sense – not just to the characters in the story/author of the book. What conclusions can you draw about the world, about human nature, or just the way things work?
- (E) Evaluate - make a judgment about what the author is trying to say

Some sentence leads could include:

Why did ... Who is ...

This doesn’t make sense because ...

This setting reminds me of...

This character reminds me of...

because ...

If I were (character), at this point, I
would ...

What would happen if ...

Now, I understand ...

This idea/event seems to be important
because ...

The language makes me feel the
author is ...

When the author does ... , it creates
a ... tone that ...

The details create / show ...

The ... is compared to a ... and it really
makes me see how ...

The ...symbolizes ... and it ... (the
effect)

With the ... , the author creates an
image of ... that ...

Sample of the Dialectical Journal:

Item #	Date	Passage/ Quote & page #	Commentary
1	6/7/23	[Book Title], [Chapter #], [Quote]	The setting is important because...
2	6/15/23	[Book Title], [Chapter #], [Quote]	I think this is significant to his/her character development because...
3	6/23/23	[Book Title], [Chapter #], [Quote]	The language here reminds me of...

Grading: Entries will be evaluated on details, thoughtfulness, and variety in the type of entry. You must have at least eight entries.

Basic Responses- these are for just the minimum grade (think “B” or “C”)

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

Higher Level Responses- doing any of these will get you more points (think “A”)

- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc...)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole

Organization of work for submission:

- Put your name on the first page or has a header on all assignments.
- Use a file name we can both use; try this: 202208xx (year, month, day) YOUR INITIALS, and the assignment (example 20230815GSlog)
- Save an electronic copy of your docs as a back-up in your computer English IV folder for 2023-2024. Make that a habit all year... save each draft, be able to locate your work!
- Remember that your Word documents must be submitted through Canvas.
- Bring your annotated novel to class.

	4 – Exceeds Expectations	3 – Meets Expectations	2- Partially Meets Expectations	1-Does Not Meet Expectations
Quality of Responses	All entries demonstrate deep insight into the novel and do an exceptional job of explaining the student's thoughts thorough the skillful selection of textual evidence and thoughtful analysis.	Most entries demonstrate sufficient insight into the novel and adequately explain the student's thoughts through the selection of textual evidence and analysis.	Some entries demonstrate a lack of insight into the novel and do not adequately explain the student's thoughts.	No evidence of insights beyond simply identifying or restating the speaker and/or circumstances o the passages or quotes.
Quantity of Responses	Includes 16-20 relevant quotations or passages accompanied by high-level student responses.	Includes 16-20 relevant quotations or passages accompanied by mostly high-level student responses.	Includes 16 relevant quotations or passages accompanied by some less than high-level student responses.	Does not include minimum of 16 relevant quotations or passages, accompanied by insufficient student responses.
Conventions	Evident control of grammar, spelling, and sentence formation. All entries are grammatically correct.	Sufficient control of grammar, spelling, and sentence formation. Few grammatical errors.	Limited control of grammar, spelling, and sentence formation. Confused or inconsistent use of conventions.	Minimal control of grammar, spelling, and sentence formation.
Format	All passages/quotes are copied carefully, are placed in quotation marks, and are <u>followed by the page numbers.</u>	Most passages/quotes are copied carefully, (some may contain minor errors), are placed in quotation marks, and are <u>followed by the page numbers.</u>	Many passages/quotes are copied but may contain errors, lack quotation marks, and/or may be <u>missing page numbers.</u>	Passages/quotes often contain obvious errors, and are <u>missing quotation marks and/or page numbers.</u>

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On the first day of class, you will have an essay to serve as the standard “summer reading quiz.” If you read and did the above assignments, do not worry - you will be fine! To prepare, simply complete the three assignments above to the best of your ability. Do NOT use Sparknotes or other on-line sources, likewise, do not use collaborative group-think: other sources are NOT FROM YOUR HEAD and words coming from other places may sound like plagiarism.

Any questions or concerns, feel free to email me at rheuckroth@vjmhs.org as I will be periodically checking email throughout the summer.

Approved Reading Titles for the Summer Assignment:

(CHOOSE ONE BASED ON YOUR PERSONAL PREFERENCES. TRY NOT TO REPEAT THE SAME TITLE AS YOUR FRIENDS.)

- *Pride & Prejudice* by Jane Austen - The most popular of Austen's novels, *Pride and Prejudice* examines marriage and manners in Regency England through vibrant characterization and comic aplomb.
- *Sense & Sensibility* by Jane Austen - The satirical, comic work offers a vivid depiction of 19th-century middle-class life as it follows the romantic relationships of Elinor and Marianne Dashwood, each personifications of good sense (common sense) and sensibility (emotionality), respectively.
- *Emma* by Jane Austen - centered on the perceptions and sensibilities of Emma Woodhouse, readers live in Emma's consciousness, eavesdrop on her thoughts and feelings, and see through Emma's eyes what she sees—or what she should have seen. Emma is an interesting heroine: imaginative, playful, and well-intentioned, but also snobbish, vain, willful, and occasionally inconsiderate and hurtful.
- *Persuasion* by Jane Austen - Anne Elliot, the quiet heroine, has an "elegance of mind and sweetness of character" that her family does not appreciate. At 29 she has almost passed the marriageable age for women, her looks seem to have faded, and she finds herself in the role of the spinster aunt whom everybody exploits but nobody listens to. When her father, Sir Walter, and her eldest sister, Elizabeth, need advice regarding the family's money crises, they reject Anne's retrenchment proposal, opting instead to lease the family home and take up lodgings in Bath.
- *Wuthering Heights* by Emily Bronte - a story of love, hate, social status, and revenge set in the moorlands of Northern England at the end of the 18th century. The novel follows the repercussions of the ill-fated love between the impetuous, strong-willed protagonists Catherine "Cathy" Earnshaw and Heathcliff.
- *Heart of Darkness* by Joseph Conrad - Conrad's most famous novella, *Heart of Darkness* is a fictional treatment of his experiences in Africa. Charlie Marlow recounts the traumatic Congo expedition to four companions aboard the

Nellie, a cruising boat anchored in the Thames estuary. London has also been "one of the dark places of the earth," Marlow begins, thus evoking European imperialistic history at the beginning of his tale about a journey through Africa in search of a white explorer.

- *A Tale of Two Cities* by Charles Dickens- "It was the best of times, it was the worst of times..." (Dickens). The story is set in the late 18th century against the background of the French Revolution. The plot involves Sydney Carton's sacrifice of his own life on behalf of his friends Charles Darnay and Lucie Manette.
- *Oliver Twist* by Charles Dickens- Dickens's second novel, the story of an appealing orphan who survives as part of the London underworld, although not very successfully, Oliver interacts with one of fiction's most famous "light" villains, Fagin, as well as one of its most evil, Bill Sikes. The first English novel with a child as main character, *Oliver Twist* offered a view of the lower depths of Victorian society through a child's innocent viewpoint.
- *A Passage to India* by E.M. Forster - illustrates Forster's belief that British imperialism devastated colonized countries, their people, and the relationship between the colonized and the imperial power. The novel details the complicated relationships formed between the British and the Indians.
- *Brave New World* by Aldous Huxley - The novel depicts an orderly society in which scientifically sophisticated genetics and pharmacology combine to produce a perfectly controlled population whose entire existence is dedicated to maintaining the stability of society. People are genetically engineered to satisfy the regulated needs of the government in regard to specific mental and physical sizes and types.
- *The Time Machine* by H.G. Wells - the first significant tale in which travel to another age was achieved through scientific endeavor, in this case the creation of a machine that somehow allowed its operator to step outside the normal flow of time and move forward or backward at will.
- *1984* by George Orwell - published in 1949 as a warning against totalitarianism. The chilling dystopia is set in 1984 in Oceania, one of three perpetually warring totalitarian states (the other two are Eurasia and

Eastasia). Oceania is governed by the all-controlling Party, which has brainwashed the population into unthinking obedience to its leader, Big Brother. Protagonist Winston belongs to the Outer Party, and his job is to rewrite history in the Ministry of Truth, bringing it in line with current political thinking. However, Winston's longing for truth and decency leads him to secretly rebel against the government.

- Metamorphosis by Franz Kafka - protagonist, Gregor Samsa, wakes up in his bedroom one morning only to discover that he has inexplicably metamorphosed into a giant dung beetle. As Gregor struggles to coordinate the new facets of his insect body, and come to terms with the fantastic reality that has presented itself, it is revealed to the reader—through Kafka's third person narrative—that Gregor is a traveling salesman who lives with his parents and younger sister inside a modest apartment, for which Gregor's salary is needed to pay the bills. Gregor has never been satisfied by his work, but he is burdened not only with the responsibility of rent and household bills, but also with the difficult task of paying down his parents' debt, accumulated through the collapse of his father's business.
- A Midsummer Night's Dream by William Shakespeare - A comedy that showcases when three worlds collide one night in a dark forest. In this five-act play, the reader encounters many scenarios: the patriarchy of marriage in Athens, a quest for unrequited love, King and Queen fairies quarrel leading to a spiral of magic spells, theatrics of townspeople, and hostile friendships ultimately leading to a happy ending.
- Julius Caesar by William Shakespeare - depicts one of the most significant moments in world history, the assassination of Caesar.
- Hamlet by William Shakespeare - The Tragedy of Hamlet, Prince of Denmark opens on a dark and foreboding scene where nervous sentinels cross paths during their nightly watch. And, among this group of guards is Hamlet's friend and confidante, Horatio. We soon learn the reason for their anxiety, namely that during the past two nights they have been visited by a ghostly apparition in the form of Old Hamlet—the recently deceased father of the prince that bears his name.

- *The Canterville Ghost* by Oscar Wilde - a humorous ghost story which places a very traditional English ghost at the mercy of the extremely pragmatic new residents of the stately home to which he is bound.
- The Importance of Being Earnest by Oscar Wilde - the most renowned of Oscar Wilde's satirical comedies. It's the story of two bachelors, John 'Jack' Worthing and Algernon 'Algy' Moncrieff, who create alter egos named Ernest to escape their tiresome lives. They attempt to win the hearts of two women who, conveniently, claim to only love men called Ernest.
- *The Picture of Dorian Gray* by Oscar Wilde - a moral fantasy novel, one of Wilde's most famous works, is an archetypal tale of a young man who purchases eternal youth at the expense of his soul. Young and impressionable Dorian Gray is the essence of beauty to painter and friend, Basil Hallward. A third party, Lord Henry Wotton, plots to influence Dorian's outlook on life and presses his philosophies on the young gentleman. Dorian's obsession with his own portrait leads to a chain of events and downward spiral, destroying the lives of others in its wake. Friendships and morals are put to test as Dorian hides the secret of a portrait in his attic.
- *Mrs. Dalloway* by Virginia Woolf - a poetic novel, set on a single day in the middle of June in 1923, weaves together several narrative perspectives. Clarissa Dalloway, an upper-class English wife, is throwing a party on the day chronicled in this novel, and Septimus Smith, a troubled survivor of World War I, is reaching the end of his modest abilities to cope with the stresses of modern life. Switching between these two stories, the narrative creates an elegiac picture of a tragically beautiful world that is perpetually dying.