

### **Summer Reading Assignment - Research Paper Preparatory Reading**

Welcome to Summer Reading! Last year, seniors in Academic English IV piloted 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 6<sup>th</sup>. Please try not to 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 setting reminds me of...

This doesn't make sense because ...

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	6/7/21	[Book Title], [Chapter #], [Quote]	The setting is important because...
2	6/15/21	[Book Title], [Chapter #], [Quote]	I think this is significant to his/her character development because...
3	6/23/21	[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 20220815GSlog)
- Save an electronic copy of your docs as a back-up in your computer English IV folder for 2022-2023. 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@vjmh.org](mailto:rheuckroth@vjmh.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.
- *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.
- *Jane Eyre* by Charlotte Bronte - The novel follows the story of Jane, a seemingly plain and simple girl as she battles through life's struggles.
- *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.
- *Animal Farm* by George Orwell - a satiric fable of an animal revolution betrayed by the avarice and corruption of a small minority within the farm.
- *1984* by George Orwell - a dystopian novel that tells the story of Winston Smith and warns of the dangers of a totalitarian government that rules through fear, surveillance, propaganda, and brainwashing.
- *The Turn of the Screw* by Henry James - a horror novella that follows the ghost stories of a governess. Written by American-born British novelist and poet, Henry James, this story is filled with psychological suspense and questions of apparitions, causing the reader to question reality from start to finish.
- *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.
- All's Well that Ends Well by William Shakespeare - one of a genre of plays often called the "problem plays," because of its resistance to fall under one genre of comedy or romance. As with many other Shakespeare works, the first scene of *All's Well That Ends Well* anticipates and announces many of

the play's central concerns: old age, the shadow of death, sexual desire, and gender roles.

- Julius Caesar by William Shakespeare - depicts one of the most significant moments in world history, the assassination of Caesar.
- Macbeth by William Shakespeare - One of Shakespeare's most famous tragedies, Macbeth tells a tale of greed and lust for power and how the pursuit of such things inevitably leads one to their ultimate downfall. Macbeth is a Scottish general who has managed to lead his army to defeat invaders.
- Othello by William Shakespeare - As a Moor (Moroccan or North African) in Venice, Othello faces prejudice based on his dark skin, foreign origin, and Muslim background. He is a self-made man who manages to overcome prejudice to rise to the rank of general and marry a beauty from an exclusive Venetian family. His unlikely achievement could be seen as a prototype for the immigrants who, despite racism and xenophobia, achieve the American Dream.
- Pygmalion by George Bernard Shaw - The play is a modern interpretation of an ancient myth. In Ovid's *Metamorphoses*, Pygmalion, an artist, falls in love with Galatea, a statue of an ideal woman that he created. In Shaw's rendition, Higgins, a teacher, "creates" Eliza, his pupil, by teaching her to speak like a duchess—a transformation that allows Shaw to attack the superficial class prejudices of his time.
- *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.
- *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.