

Name: _____

Mrs. Sasser/Honors English 12 Summer Reading Assignment

Welcome to Honors English 12:

I am very excited to be beginning this journey with you! Honors English 12 will enable you to explore some of the most significant literature every written, and prepare you to take the AP English Literature and Composition Exam in May of 2012 (for potential college credit!). I am so excited about our course next year that I want for you to get a head start. You will be best prepared for the AP English Exam if you read, read high quality material, and read voraciously for the next year. In order to start the year strong, I am asking each student to complete the following summer assignment. This assignment will be due the **first day of school**, and will count as a **test grade** in the first quarter.

Assignment Guidelines:

1. Read the unabridged novel *Jane Eyre* (Charlotte Bronte). You may wish to purchase your own so that you can write in and highlight your copy. This is a lengthy novel, so plan your time accordingly. Carefully read the novel, and respond to the reading in a bound marbled composition book. Fold your journal pages in half from right to left. Use the left hand column to make notes of significant lines, key quotations, ideas about setting, character, etc. In the right hand column, ask questions while you are reading, and respond to the quotations. (This is called a “dialectical journal.” See the attached page for further instructions and an example.) This must be completed while you are reading the book. Do NOT wait until you have finished reading the book to do this!! We will use your notes as a framework for discussion during the first weeks of school. You may not use Sparknotes, or any other reading summaries or helps to assist you. This will be considered plagiarism, and will result in a zero on the assignment. Expect to complete a minimum of 40 quotations and comments for this book. Spread your comments throughout the categories, so that not all are reflection, not all are on figurative language, etc. Please get comfortable with this process; we will be utilizing it throughout the year.

2. Complete the same process for the novel *Cry, the Beloved Country*. Before you begin this reading, you will want to have some background information on the author and the time period. Please read the following articles online: on Alan Paton <http://www.kirjasto.sci.fi/apaton.htm> and on South Africa and Apartheid <http://www-cs-students-stanfrd.edu/~cale/cs201/apartheid.hist.html> Follow the same instructions to complete a dialectical journal for this novel, and please complete a minimum of 30 quotations and comments for this book. You may use the same notebook that you used for *Jane Eyre*.

3. Read one play from the following list. Read it thoroughly; however, you are not required to complete a dialectical journal for your play reading. If you would prefer to read a play not on the list, please approve this with me. It needs to be of significant literary merit.

The Crucible, *Death of a Salesman*

or *All My Sons* Arthur Miller

Our Town Thornton Wilder

A Doll's House Henrik Ibsen

Who's Afraid of Virginia Woolf Edward Albee

The Little Foxes Lillian Hellman

The Importance of Being Earnest Oscar Wilde

A Streetcar Named Desire Tennessee Williams

Anything by Shakespeare (except *Macbeth* or *A Midsummer Night's Dream*) *Hamlet* would be a preferred choice.

Parents/Guardians: Please note that the literary choices here, and throughout the course are titles that frequently appear on AP Exams. Great care has been taken to ensure that students are studying material that is of high literary substance. However, students are studying at a college level. This means that Victory Christian Academy does not condone the content of every text or reading list that may be provided to the student during this course. Please preview any suggested titles carefully with your child.

The reading level of this course will be commensurate with what students could expect in a college course. This means that most novels will have an approximate reading timeline of 3-4 weeks. Below is a list of **potential novel titles** that we may read in the next year. Students are encouraged to read ahead in order to minimize workload during the school year. Re-reading may be necessary in order to facilitate participation in discussion and for written responses. You may read unabridged versions for the following:

Great Expectations Dickens
Wuthering Heights Bronte
Macbeth Shakespeare
The Glass Menagerie Williams
A Raisin in the Sun Hansberry
Animal Farm Orwell
Anthem Rand
Heart of Darkness Conrad
A Mid-summer Night's Dream Shakespeare
A Doll's House Ibsen
Oedipus the King Sophocles

There are many other titles with which students may wish to become familiar. Please see the reading list at

http://www.collegeboard.com/html/apcourseaudit/courses/english_lit_textbook_list.html for other suggested authors.

Please contact me at ssasser@vca-edu.org before June 13 if you have any questions. Otherwise, contact the school office at (804) 262-8256 during office hours (Mon.-Thurs. during the summer) and I will contact you for assistance.

Looking forward to an exhilarating year!

Mrs. Sasser

AP/Honors Summer Reading Rubric Name: _____

Mrs. Sasser **Assignment:** _____

Points Awarded:

Quotations	Student journaled on 40 quotations.
Reflection	Student journaled thoughtfully and with persuasive reflection.
Entries	Student spread their entries over all categories: questions about the text, details, reflection, author's craft, and interpretation.
Instructions	Student followed instructions given in the assignment fully, and labeled each of his/her quotations properly.
Reading Completed	All reading was completed for this book.

Teacher comments:

Grading Scale:

- 5: Student fulfilled or exceeded the requirements.
- 4: Student mostly fulfilled the requirements.
- 3: Student somewhat fulfilled the requirements.
- 2: Student met very little of the requirements.
- 1: Student met none of the requirements.

Dialectical Journals Instructions

Directions: To create a journal entry, choose a passage that you would like to respond to using the choices below. Write the page number and the quote on the left-hand side of the page and identify the type of entry you are making. On the right-hand side of the page, record your response to the quote. Interspersed throughout your entries, you must record TPQ's, thought provoking questions. These questions may not have an obvious answer, but one can arrive at an answer by using textual evidence. These questions do not go beyond the text. The purpose of the DJ is to get you to interact with the text as you read, so do not make your entries when you finish reading.

Types of Entries

1. **Basic questions about the text** - Genuine questions you have which are needed to clarify understanding of basic facts and the story line. These may be due to lack of historical knowledge about the text or general confusion about what is happening in the story.
2. **Key details** - Note key details which reveal important information about the character, the environment, the character's relationship with other characters or with his/her environment, or other clues which you find essential to understanding the text.
3. **Reflection** - Can you relate to the character or the character's situation? Write down some general observations about the relation of the text to your own personal experience or understanding of how the world works.
4. **Author's Craft** - Comment on the literary qualities of the text, i.e., the use of imagery, simile, and metaphors; the plot development; predictability; the complexity or flatness of characters and situations; irony, etc. Explain how these elements contribute to the meaning of the text.
5. **Interpretation** - Examine the author's style. What is the author trying to say by selecting particular words or by using a specific writing style? Focus on diction, syntax, and/or tone. Take one or more sentences from the reading in which the meaning is unclear or which aptly represents the author's style. Focusing on this passage, write about what you think the author is trying to express. You may need to support your theory by using other parts of the text.

QUOTES FOR DIALECTICAL JOURNAL	WHAT IS THE EFFECT?
<p><i>“The door of the jail being flung open from within, there appeared, in the first place, like a black shadow emerging into the sunshine, the grim and grisly presence of the town beadle...”</i></p> <p>Page 56</p>	<p>The door was flung open which shows the power of the town beadle. But he is compared in the simile “<u>like a black shadow</u>” which connects the beadle with the pervading dark imagery of the Puritan environment. A black shadow is threatening, foreboding, oppressive. This image of black seems to continue throughout this novel.</p>
<p><i>“Stretching forth the official staff in his left hand, he held his right upon the shoulder of a young woman. . . who repelled him, by an action of marked with natural dignity. . and stepped into the open air, as if by her own free will.”</i> Page 57</p>	<p>Hester is not a victim. She does not bow under to the dictates of Puritan society. By using the word <u>repelled</u>, we see that Hester holds off the beadle, who symbolizes this repressive society. She shows her strength of character.</p>
<p><i>“Those who had before know her, and had expected to behold her dimmed. . . to perceive how her beauty shone out, and made a halo of the misfortune and ignominy in which she was enveloped.”</i></p> <p>Page 58</p>	<p>Hester is beautiful and has a strong spirit. She is <u>not dimmed</u> or diminished like Dimmesdale. Instead her beauty shines out, and Hawthorne’s use of the word “<u>halo</u>” is deliberate. She is later described as a Madonna with her child.</p>