

Honors English II Summer Reading Assignment 2018

Using your Carteret Schools student email, register for the Honors II Summer Reading Course by joining with the following code: 4ak9db

In Google Classroom, you'll have access to resources and digital versions of your summer reading assignment. Required Texts:

How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines, Revised Edition by Thomas C. Foster

What does it mean when a literary hero is traveling along a dusty road? When he hands a drink to his companion? When he's drenched in a sudden rain shower? Ranging from major themes to literary models, narrative devices and form, Thomas C. Foster provides us with a broad overview of literature—a world where a road leads to a quest, a shared meal may signify a communion, and rain, whether cleansing or destructive, is never just a shower—and shows us how to make our reading experience more enriching, satisfying, and fun.

Choose ONE of the following novels (we will be reading and making references to both texts during the year, so you'll be familiar with both of these novels eventually).

The Great Gatsby by F. Scott Fitzgerald

The Great Gatsby, arguably Fitzgerald's finest work and certainly the book for which he is best known. A portrait of the Jazz Age in all of its decadence and excess, Gatsby captured the spirit of the author's generation and earned itself a permanent place in American mythology. Gatsby's rise to glory and eventual fall from grace becomes a kind of cautionary tale about the American Dream.

The Scarlet Letter by Nathaniel Hawthorne *There is a free Kindle version of this text

The Scarlet Letter is Nathaniel Hawthorne's masterpiece and one of the greatest American novels. Its themes of sin, guilt, and redemption, woven through a story of adultery in the early days of the Massachusetts Colony, are revealed with remarkable psychological penetration and understanding of the human heart. The result is an American tragedy of stark power and emotional depth that has mesmerized critics and readers for nearly a century and a half.

Summer Assignments:

1. For each chapter of *How to Read Literature*, create a double entry journal in which you take at least 3

quoted or summarized details from the text and record your reactions or understanding of what Foster is communicating (see the attached sample). 2. For your novel of choice—*The Great Gatsby* or *The Scarlet Letter*—write an analytical essay of at least

750 words exploring the character(s), the theme(s), the symbol(s), or the historical context in which the novel was written. Make connections to Foster's strategies from *How to Read Literature* in your analysis.

These are due on the first day of school; failure to do so will result in a grade of zero.

Academic Integrity

You are expected to do your own thinking and writing on these tasks. Do not include anything from outside sources. Do not access any on-line essays or study guide resources (i.e. Sparknotes, Cliff's Notes, etc.) Do not share your essay with a classmate or "help" someone else. To quote Hawthorne, "Be true! Be true! Be true!" If your journal, essay, or any parts of your assignments are taken from the internet or copied from another source it will result in a grade of zero and you may be removed from the Honors Program. Please refer to the Carteret Board of Education Plagiarism Policy for any further questions.

Sample Double Entry Journal How to Read Literature

Chapter: Preface

Summary or Quotes Your Analysis

Foster begins by noting that authors have control over their books while they are writing them, but as soon as a book is published it's a different story. It's impossible to predict how a piece of literature will be received and interpreted by readers; for example, books such as Herman Melville's *Moby-Dick* (1851) or F. Scott Fitzgerald's *The Great Gatsby* (1925) were poorly regarded when they were first published, even though they are now considered masterpieces of English literature.

The idea that literature has a "life of its own" is one of the most important concepts in the book. Rather than being attached to what the author intended or what other people think, readers should use "deep reading" techniques to create their own interpretation. As the examples of *Moby Dick* and *The Great Gatsby* show, other people can be wrong and people's appreciation for books can change over time!

Foster expresses gratitude for the nontraditional students he has taught at the University of Michigan-Flint, who have been instrumental in the writing and revising of *How to Read Literature Like a Professor*. These students—many of them adult learners—prove that the best thing for a professor to do (once he or she has properly explained different reading techniques) is "stand aside" and allow students to analyze texts for themselves.

Here Foster gives context of his book and gives a sense of the audience for whom it was written. Literary analysis might have a reputation for being elitist and difficult for most except college-education people, but Foster aims to counter this by making "reading like a professor" possible for anyone.

Foster moves on to thank the high school English teachers who assign *How to Read Literature Like a Professor* to their students. The inventive teaching methods of these teachers and the positive feedback they report about the book helps to show that young people's engagement with literature is alive and well. Foster lists contemporary authors who similarly prove that, contrary to what some people believe, reading is not dead. He argues that "literature does not die... it expands." Finally, Foster expresses thanks to the students who show enthusiasm about the book and the study of literature.

Foster emphasizes that the practice of reading can be just as creative and important as writing. His words create the impression of a global community of readers—including scholars, students, and teachers—who together ensure that literature will never "die." Furthermore, Foster indicates that the contributions of students and "beginner readers" to this community are just as valuable as those of authors and professors.

Your 750-word essay will receive three grades: Reading, Analysis, and Writing.

Score Reading Grade

1 - D

(Inadequate)

- The response demonstrates little or no comprehension of the source text.
- The response fails to show an understanding of the text's central idea(s), and may include only details without reference to central idea(s).
- The response may contain numerous errors of fact and/or interpretation with regard to the text.
- The response makes little or no use of textual evidence (quotations, paraphrases, or both), demonstrating little or no understanding of the source text.

2 - C

(Partial)

- The response demonstrates some comprehension of the source text.
- The response shows an understanding of the text's central idea(s) but not of important details.
- The response may contain errors of fact and/or interpretation with regard to the text.
- The response makes limited and/or haphazard use of textual evidence (quotations, paraphrases, or both), demonstrating some understanding of the source text.

3 - B

(Proficient)

- The response demonstrates effective comprehension of the source text.
- The response shows an understanding of the text's central idea(s) and important details.
- The response is free of substantive errors of fact and interpretation with regard to the text.
- The response makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text.

4 - A

(Advanced)

- The response demonstrates thorough comprehension of the source text.
- The response shows an understanding of the text's central idea(s) and of most important details and how they interrelate, demonstrating a comprehensive understanding of the text.
- The response is free of errors of fact or interpretation with regard to the text.

● The response makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text.

Score Analysis Grade

1 - D

(Inadequate)

- The response offers little or no analysis or ineffective analysis of the source text and demonstrates little or no understanding of the analytic task.
- The response identifies without explanation some aspects of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's choosing, or numerous aspects of the response's analysis are unwarranted based on the text.
- The response contains little or no support for claim(s) or point(s) made, or support is largely irrelevant.
- The response may not focus on features of the text that are relevant to addressing the task, or the response offers no discernible analysis (e.g., is largely or exclusively summary).

2 - C

(Partial)

- The response offers limited analysis of the source text and demonstrates only partial understanding of the analytical task.
- The response identifies and attempts to describe the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing, but merely asserts rather than explains their importance, or one or more aspects of the response's analysis are unwarranted based on the text.
- The response contains little or no support for claim(s) or point(s) made.
- The response may lack a clear focus on those features of the text that are most relevant to addressing the task.

3 - B

(Proficient)

- The response offers an effective analysis of the source text and demonstrates an understanding of the analytical task.
- The response competently evaluates the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing.
- The response contains relevant and sufficient support for claim(s) or point(s) made.
- The response focuses primarily on those features of the text that are most relevant to addressing the task.

4 - A

(Advanced)

- The response offers an insightful analysis of the source text and demonstrates a sophisticated

understanding of the analytical task.

- The response offers a thorough, well-considered evaluation of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing.
- The response contains relevant, sufficient, and strategically chosen support for claim(s) or point(s) made.
- The response focuses consistently on those features of the text that are most relevant to addressing the task.

Score Writing Grade

1 - D

(Inadequate)

- The response demonstrates little or no cohesion and inadequate skill in the use and control of language.
- The response may lack a clear central claim or controlling idea.
- The response lacks a recognizable introduction and conclusion. The response does not have a discernible progression of ideas.
- The response lacks variety in sentence structures; sentence structures may be repetitive. The response demonstrates general and vague word choice; word choice may be poor or inaccurate. The response may lack a formal style and objective tone.
- The response shows a weak control of the conventions of standard written English and may contain numerous errors that undermine the quality of writing.

2 - C

(Partial)

- The response demonstrates little or no cohesion and limited skill in the use and control of language.
- The response may lack a clear central claim or controlling idea or may deviate from the claim or idea over the course of the response.
- The response may include an ineffective introduction and/or conclusion. The response may demonstrate some progression of ideas within paragraphs but not throughout the response.
- The response has limited variety in sentence structures; sentence structures may be repetitive.
- The response demonstrates general or vague word choice; word choice may be repetitive. The response may deviate noticeably from a formal style and objective tone.
- The response shows a limited control of the conventions of standard written English and contains errors that detract from the quality of writing and may impede understanding.

3 - B

(Proficient)

- The response is mostly cohesive and demonstrates effective use and control of language.
- The response includes a central claim or implicit controlling idea.
- The response includes an effective introduction and conclusion. The response demonstrates a clear progression of ideas both within paragraphs and throughout the essay.
- The response has variety in sentence structures. The response demonstrates some precise word choice. The response maintains a formal style and objective tone.
- The response shows a good control of the conventions of standard written English and is free of significant errors that detract from the quality of writing.

4 - A

(Advanced)

- The response is cohesive and demonstrates a highly effective use and command of language.
- The response includes a precise central claim.
- The response includes a skillful introduction and conclusion. The response demonstrates a deliberate and highly effective progression of ideas both within paragraphs and throughout the essay.
- The response has a wide variety in sentence structures. The response demonstrates a consistent use of precise word choice. The response maintains a formal style and objective tone.
- The response shows a strong command of the conventions of standard written English and is free or virtually free of errors.