

## English I Honors Summer Assignment 2016

Welcome to English I Honors. The course is a challenging one, designed for highly motivated and highly capable students. The primary purpose of this course is to give students a complex reading and writing experience which prepares them to encounter sophisticated texts with confidence, independence, and creativity.

The following assignments are due on the first day of class.

### - Assignment One -

Read Lorraine Hansberry's play "A Raisin in the Sun," and the following essays from *One Hundred Great Essays*. Prepare a dialectical journal for each while you are reading. (See directions and example below.)

1. Anzaldua, *How to Tame a Wild Tongue*
2. Hurston, *How It Feels to Be Colored Me*
3. Lakoff, *You Are What You Say*
4. O'Faolain, *Are You Somebody?*
5. Sontag, *A Woman's Beauty: Put-Down or Power Source?*
6. Theroux, *Being a Man*

### *The Dialectical Journal*

The purpose of this type of response log is to record the personal reactions that you have toward the text that you are reading. Dialectical journals require you to *note what is important and analyze your own thoughts and responses* to the text. A dialectical journal represents a method of having a conversation with a work of literature. It is a type of double entry note-taking in which students write notes that dialogue with the text, thereby developing critical reading and reflective questioning.

Your journal should be set up on your own paper like the model below. Remember that page numbers should be included in the left-hand column. Journal entries may take several forms or focus on various aspects of your reading.

Observations may be:

- questions about material not understood;
- comments to explain a statement;
- facts to remember for later;
- comments on interesting diction, imagery, characters, or literary devices;
- definitions to vocabulary;
- questions regarding what may be a flaw in the writer's logic;
- an assertion about a character, or other interesting aspects of the novel and the writer's craft.

## ***Suggestions***

1. Don't procrastinate! It is difficult to log several chapters at one time. Keep it current.
2. Don't be afraid to go back and add to your log. Sometimes, you may miss something, like foreshadowing. Go back and add it to the log for that chapter.
3. Read with a pen or pencil. If you own the book--which is highly recommended--write important thoughts in the margins and then add it to the log when you finish.
4. Less is not more. Don't be afraid to add your personal thoughts to the right hand side. You cannot put too much in. Remember that the right hand side is for your thoughts. Record them all.
5. Take the time to write down anything in relation to the text. If you are intrigued by certain statements or if you're attracted to characters or issues or problems, write your response. Try to take at least five minutes to write when you've finished an assignment or when you've put your book down for a break. You may want to write something that strikes you then. Make sure that you include page numbers.
6. Make connections with your own experience. What does the reading make you think of? Does it remind you of anything or anyone? Make connections with other texts or concepts or events. Do you see any similarities between this text (concept, events) and other texts (concepts, events)? Does it bring to mind other related issues?
7. Ask yourself questions about the text. What perplexes you about a particular passage? Try beginning, "I wonder why..." or "I'm having trouble understanding how..." or "It perplexes me that..." or "I was surprised when..."
8. Try agreeing with the writer. Write down the supporting ideas. Try arguing with the writer. On what points, or about what issues, do you disagree? Think of your journal as a place to carry on a dialogue with the writer or with the text in which you actually speak with him or her. Ask questions; have the writer respond. What happens when you imagine yourself in his/her shoes?
9. Write down striking words, images, phrases, or details. Speculate about them. Why did the author choose them? What do they add to the story? Why did you notice them? Copy words from the text into your journal and respond to them. On the first reading you might put checks in the margin of your novel where the passages intrigue you; on the second reading, choose the most interesting ideas, then write about them.
10. Describe the author's point of view. How does the author's attitude shape the way the writer presents the material?

## ***Directions***

1. You may type or handwrite your journal.
2. Divide the paper in half vertically (from top to bottom).
3. Each side of the paper has a different function.

- (a) The Left Side: take notes, direct quotes, and observations, lists, and images, descriptions of events or summaries. This side of the paper is for *factual* information. Things on this side of the paper come from the book. Use direct quotes whenever possible. You must include the page number from which the information comes.
- (b) The Right Side: record your own reactions, reflections and opinions on this side of the paper. These may include comments, reactions, objections, feelings, questions, theories, and new learnings. Things on this side of the paper come from your brain.

**4. You should have *an entry for every few (2-3) pages of text.***

5. BE PREPARED to talk about your logs in class. This is not an option. Please keep yourself organized and up to date.

***Model***

Page 1: *"I had for dinner, or rather supper, a chicken done up some way with red pepper, which was very good but thirsty" (Stoker 117).*

Reference to "thirst" – does this mirror Dracula's thirst or foreshadow the concept of thirst? Paprika is red (like blood); I think this is an interesting use of color and imagery.

Page 5: *"She then rose and dried her eyes, and taking a crucifix from her neck offered it to me. I did not know what to do, for, as an English Churchman, I have been taught to regard such things as in some measure idolatrous" (148).*

Shows difference between Catholic and Protestant. Let's reader know that Jonathon doesn't have faith in the Christian icons. Christian icons are so closely related to Dracula – is this a sign of the Victorian thoughts on religion? How did the Victorians feel about religion? (Worth looking up!)

## *Dialectical Journal Grade Sheet*

### **A**

- Detailed, meaningful passages, plot and quote selections
- Thoughtful interpretation and commentary about the text; Avoids clichés.
- Includes comments about literary elements such as diction, imagery, syntax, and how these elements contribute to the meaning of the text.
- Makes insightful personal connections and asks thought-provoking, insightful questions
- Coverage of text is complete and thorough
- Journal is neat, organized and professional looking; student has followed directions in the organization of journal

### **B**

- Less detailed, but good plot and quote selections
- Some intelligent commentary; addresses some thematic connections
- Includes some literary elements, but less on how they contribute to the meaning
- Some personal connection; asks pertinent questions
- Adequately addresses all parts of reading assignment
- Journal is neat and readable; student has followed directions in the organization of journal

### **C**

- Few good details from the text
- Most of the commentary is vague, unsupported, or plot summary/paraphrase
- Some listing of literary elements; virtually no discussion on meaning
- Limited personal connection; asks few, or obvious questions
- Addresses most of the reading assignment, but is not very long or thorough
- Journal is relatively neat, but may be difficult to read. Student has not followed all directions in journal organization: loose-leaf, no columns, not in separate notebook, etc.

### **D or F**

- Hardly any good details from the text
- All notes are plot summary or paraphrase
- Few literary elements, virtually no discussion on meaning
- Limited personal connections, no good questions
- Limited coverage of the text: way too short
- Did not follow directions in organizing journal; difficult to read or follow

**- Assignment Two-**

**English I Honors**

Literary analysis is an important part of this course. There are some common terms that all students should know.

**When you return in August, you will be assumed to have a working knowledge the terms of the terms that follow.**