

Mesquite ISD
Dual Credit English 4 and 2322-2323 British Literature Summer Reading

Rationale

The purpose of the MISD summer reading program is to provide a foundation of close reading and analysis that will enable a student to be successful in Dual Credit English courses and beyond. This course differentiates by employing content immersion, a faster paced scope and sequence, and performance assessed at the analysis and synthesis levels. The summer assignments serve as a springboard into the year's academic focus by allowing academic discussion to begin with the first day of class.

Expectations for the Dual Credit course are extremely high. Students are expected to have excellent attendance, to complete all assigned work, and to participate fully in class. A heavy reading/writing load outside of class can be expected throughout the year. In addition to student-selected works, other major pieces of literature will be required reading during the school year.

Each student and one parent/guardian are asked to sign a statement confirming that they fully understand the requirements and expectations for participation in this program. An additional acknowledgement has been signed by the student for the summer reading packet.

STUDENT STATEMENT

I, _____, on this date _____, agree to read the works listed on the summer reading sheet and complete the related assignments required for students enrolled in Dual Credit English 4 British Literature at Poteet High School. I understand that failure to complete these assignments will gravely impact my grade for the first six weeks of the school year but will not release me from my enrollment commitment. I understand that the assignment and related tests will count with first six weeks grades and will serve as the basis for other assignments throughout the school year. I also understand that the materials and pace of the course are designed to prepare students for college, and that the standards set are those required by the college to earn college credit.

I know that the required readings and the assignments are ***due on the very first day I go to English class and will not be accepted for credit after that day.*** I understand that all work submitted must be my work alone and represent my independent effort. I also understand that watching movie versions of any works or using any printed or online study guides in place of reading the text itself is not acceptable and is considered intellectual dishonesty.

Sign and return to Professor Donehoo by June 1.

I have read the above and discussed the contents of these materials with my parents.

Printed name of student

Signature of student and date

Printed name of parent

Signature of parent and date

Student's e-mail

Parent's e-mail

Student's ***complete*** mailing address

DC British Literature Summer Assignment: *Choose a British Author's Literary Work(s) to Read*

Part 1: Select and Read a British Literary Work

Choose from the list of authors below, selecting British literary work(s) including but not limited to drama, poetry, narrative works. After you choose your work, create a dialectical journal of the text **as you read**. You will be glad later that you did this.

Authors you may use—These authors have works written for adults and may contain mature themes or content. Research the synopsis of any work before you purchase it or read it if you're worried about being offended by the subject matter. Additionally, discuss your reading choice with your parents.

Bacon, Francis
Donne, John
Herbert, George
Herrick, Robert
Johnson, Samuel
Jonson, Ben
Langland, William
Lanier, Emilia
Lovelace, Richard
Marlowe, Christopher

Marvell, Andrew
Milton, John
More, Hannah
Pope, Alexander
Raleigh, Sir Walter
Spencer, Edmund
Suckling, Sir John
Swift, Jonathan
Vaughan, Henry

Part II: Create a Dialectical Journal of your British Literary Work

Again, while reading you will be required to maintain a dialectical journal with a total of fifteen (15) entries. You will have fifteen (15) of the following:

1. Fifteen (15) quotes
2. Fifteen (15) contexts
3. Fifteen (15) analytical responses

Directions for the Dialectical Journal

Create a dialectical journal chart for your responses. I know room to write may be scarce. As long as your three (3) elements (Quote, Context, Analysis,) are there, you're in good shape. You'll need these three (3) elements for each entry. Again, you will have fifteen (15) total entries:

1. **Quotation**—well-chosen to reveal something about a literary/poetic device, characterization, plot development, or conflict; **INCLUDE PAGE NUMBERS** here.
2. **Context**—a brief description of where and where your quotation falls in the story; **DO NOT** use page numbers as context.
3. **Commentary**—a discussion of how this element is important to the meaning of the work.

Dialectical Journal Example from *Lord of the Flies*

Quote Underline important words	Context Where is it in the story?	Analysis/Commentary (Effect on the reader; What do we understand about this character from this quotation? How has he changed?)
Simon “What I mean to say is. . . maybe it’s only <u>us</u> .” (89)	This occurs near the middle of the novel as the boys are frightened by “The Beast.” They’ve been on the island for a while when their fear begins to grip them.	Simon is the character who remains thoughtful throughout the novel. This quotation shows him being reasonable and civilized in the face of chaos. Simon’s words might as well be Golding’s: there is no Beast on the island; the fear and death are coming from the boys themselves.

Formatting Instructions:

- Typing is great, but it’s not required.
- Do not submit this assignment in a fancy folder.
- Write your name on the assignment

Your journal will be graded based upon:

- Completeness
- Thought and insight found in your analysis
- Following directions and correctly formatting your document

For use with Dialectical Journal Analysis

Some strategies and devices for narrative writing:

Point of view Flash forward and flashback Events/Actions/Thoughts Pacing Conflicts / Tension / Suspense Tone	Figurative Language Imagery Voice (of narrator) Verb tense Sentence length (rhythm, pacing) Mood	Irony Language (colloquial, informal, jargon, etc.) Humor Repetitions Focus (of a chapter, of a paragraph, etc.)
---	---	--

Some devices for poetry:

Rhyme	Rhythm	Simile	Tone
Alliteration	Denotation	Personification	Paradox
Consonance	Connotation	Onomatopoeia	Mood
Assonance	Metaphor	Hyperbole	Imagery

Some rhetorical devices:

alliteration or assonance	antithesis	oxymoron	rhetorical question
allusion	metaphor or simile	parallelism	paradox
analogy	juxtaposition	personification	extended metaphor

Purpose Verbs: What is the author's primary purpose?

The "Take-Home Idea" or claim: This is the central point or major idea that the author wants readers to understand about the subject. What does the author want to do *for* the reader? Inform? Amuse? Convince? Clarify?

Here are some purpose verbs to consider:

Accuse	Add	Address	Admonish	Advise	Affect	affirm	Allude	amplify
Apologize	Ascertain	Attack	Balance	Beg	Blame	Boast	Build	Cause
Certify	Characterize	Clarify	Combine	Communicate	Compare	Complain	Complement	Complicate
comprehend	Conclude	Condemn	Confide	Confuse	Congratulate	Connect	Consider	Continue
Contradict	Contrast	Contribute	Convince	Correlate	Corroborate	Create	Defend	Define
Defy	Demand	Deny	Describe	Detail	Deter	Detract	Develop	Diminish
Direct	Disagree	Discourage	Discover	Dismiss	Display	Draw	Effect	Empathize
Enable	Encourage	Enforce	Entail	Entertain	Envelop	Epitomize	Establish	Evaluate
Evoke	Evolve	Excite	Excuse	Exemplify	Explain	Express	Flatter	Flaunt
Forbid	Foreshadow	Formulate	Guide	Harass	Hint	Honor	Identify	Illustrate
Imply	Incite	Indicate	Infer	Inquire	Insult	Interpret	Introduce	Invalidate
Involve	Justify	Juxtapose	Laud	Lead	Legitimize	Link	Magnify	Mark
Maximize	Minimize	Mislead	Notify	Pacify	Paint	Persuade	Plead	Point
Portend	Portray	Present	Proclaim	Produce	Promote	Propose	Protest	Question
Reaffirm	Refer	Reflect	Reinforce	Reiterate	Relate	Relay	Render	Represent
Resemble	Reveal	Reward	Scare	Shock	Signify	Simplify	Specify	Stem
Strengthen	Suggest	Support	Taunt	Teach	Testify	Trace	Translate	Urge
Validate	Verify	Vouch	Warn	Weaken	Yield			

Tone Words: What is the author's attitude toward the subject? What is the tone of the piece? Does the tone shift?

TONE (NEGATIVE)

General: accusing, aggravated, agitated, manipulative, arrogant, threatening, uninterested, testy, artificial, audacious, belligerent, bitter, brash, shameful, superficial, surly, childish, choleric, coarse, quarrelsome, condemnatory, insulting, irritated, cold, condescending, contradictory, critical, desperate, disappointed, obnoxious, insulting, angry, disgruntled, disgusted, disinterested, passive, furious, inflammatory, indignant, harsh, hateful, hurtful

Sadness: despairing, despondent, foreboding, gloomy, bleak, melancholy, maudlin, regretful, tragic

Unfriendliness: accusing, belittling, boorish, cutting, derisive, reproachful, unsociable, severe, disparaging, impudent, pitiless, reproving, scolding, suspicious, spiteful

Anger: belligerent, furious, livid, wrathful, savage, indignant, enraged

Arrogance/Self-Importance: boastful, bold, condescending, contemptuous, pretentious, resolute, sententious, stiff, pompous, supercilious, pedantic, didactic, bombastic, knowing, peremptory, proud, self-righteous, assured, confident, defiant, dignified, profound, saucy, domineering, egotistical, imperious, impressive, smug

Sorrow/Fear/Worry: aggravated, anxious, apologetic, apprehensive, concerned, enigmatic, staid, serious, confused, depressed, disturbed, embarrassing, fearful, remorseful, poignant, grave, hollow, morose, nervous, ominous, pessimistic, paranoid, numb

Submission/Timidity: aghast, alarmed, ashamed, astonished, astounded, timid, tremulous, willing, awed, contrite, self-deprecatory, docile, fawning, terrified, sycophantic, shy, groveling, ingratiating, meek, modest, obedient, submission, surprised, timid, obsequious, resigned, respectful, reverent, servile, unpretentious, terrified

Pain: annoyed, bitter, bored, crushed, disappointed, disgusted, dismal, fretful, irritable, miserable, mournful, pathetic, plaintive, querulous, sore, sorrowful, sour, sulky, sullen, troubled, uneasy, vexed, worried

Passion: fierce, frantic, greedy, voracious, hysterical, insane, impetuous, impulsive, jealous, nervous, reckless, wild

TONE (POSITIVE)

Happiness: amiable, cheery, contented, ecstatic, elevated, enthusiastic, exuberant, joyful, jubilant, sprightly

Pleasure: cheerful, enraptured, peaceful, playful, pleasant, satisfied, amused, appreciative, whimsical

Friendliness, courtesy: accommodating, approving, caressing, comforting, compassionate, confiding, cordial, courteous, forgiving, gracious, helpful, indulgent, kind, obliging, pitying, polity, sociable, solicitous, soothing, sympathetic, tender, tolerant, trusting

Romantic: affectionate, amorous, fanciful, ideal, lustful, sensual, tender

Tranquility: calm, relaxed, hopeful, soothing, meditative, optimistic, serene, spiritual, dreamy

Animation: ardent, breathless, brisk, crisp, eager, excited, earnest, ecstatic, energetic, exalted, feverish, hasty, hearty, hopeful, inspired, lively, passionate, rapturous, vigorous, impassioned

TONE (NEUTRAL)

General: authoritative, baffled, ceremonial, clinical, detached, disbelieving, fractal, formal, informative, learned, matter-of-fact, nostalgic, objective, questioning, reminiscent, restrained, sentimental, shocked, urgent

Rational/logical: argumentative, candid, coaxing, critical, curious, deliberate, didactic, doubting, explanatory, frank, incredulous, indignant, innocent, insinuating, instructive, oracular, pensive, persuasive, pleasing, preoccupied, puzzled, sincere, studied, thoughtful, uncertain, unequivocal, probing

Self-controlled: solemn, serious, serene, simple, mild, gentle, temperate, imperturbable, nonchalant, cool, wary, cautious, prudent

Apathy: blasé, bored, colorless, defeated, dispassionate, dry, dull, feeble, helpless, hopeless, indifferent, inert, languid, monotonous, resigned, sluggish, stoical, sophisticated, vacant

TONE (HUMOR/IRONY/SARCASM)

Amused, bantering, bitter, caustic, comical, condescending, contemptuous, cynical, disdainful, droll, facetious, flippant, giddy, humorous, insolent, ironic, irreverent, joking, malicious, mocking, patronizing pompous, quizzical, ridiculing, sarcastic, sardonic, satiric, scornful, sharp, silly, taunting, teasing, whimsical, wry, belittling, haughty, insulting playful, hilarious, uproarious

Novels/Plays: Because we engage in close reading analysis, you should purchase your own copies of the works we will study for the sake of convenience (reading ahead, marking passages, and writing notes in the text). These titles are available at the local library if you are unable to purchase them.

- Seamus Heaney's translation of *Beowulf*
- *Othello* by William Shakespeare
- *The Importance of Being Earnest* by Oscar Wilde
- *Heart of Darkness* by Joseph Conrad

School Supplies: I'm including this list just in case you'd like to purchase your items before the madness sets in and when they are on sale.

- Three-ring binder specifically for this course
- Five different colors of highlighters
- Blue/black/red ink pens
- Pencils
- Loose-leaf paper

Let's Recap: Your dialectical journal over your chosen British literary work(s) is due on the first day of class. Failure to complete this assignment will have a negative effect on your average for the first six weeks.

Because your Summer Reading assignment is **due on the first day of class**, please do not hesitate to email me with concerns and/or questions. You may reach me via school email at rdonehoo@mesquiteisd.org. I hope you all have a great summer!

Sincerely,

Professor Donehoo