

English 9 Honors Summer Reading Assignment 2022-2023

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Welcome to Honors English I!

First, let me outline the ways that you are able (and expected) to contact me if you have any troubles along the way:

1. My email is above in my heading. I check it at least once a week in the summer, so use it when you don't need an immediate answer or when you just need to send me something.
2. I have created a Remind account for all 9 Honors students. I will create separate accounts when we have final rosters for each class. This is how we can communicate via text or app without sharing phone numbers. This is also how I will send out class wide reminders or notifications. I HIGHLY recommend signing up. To do so, just text @ec44aa6 to 81010. This is the most reliable and quickest way to contact me.

Assignment: You are to read Amy Tan's *The Joy Luck Club* and complete a dialectical journal (test grade). This will be turned in on the **first full day** of class.

We will use this information to write a literary analysis paper during the first week of school.

What is a dialectical journal?

A dialectical journal explains significant pieces of a text and explains said significance. It is another way to annotate a text and should be used to *digest, summarize, question, clarify, critique, and remember* what was read. A dialectical journal should make writing about a text easier because, instead of searching the entire work, you can search your notes for key information and important quotations.

- The note-taking column should include the most significant (in your opinion) passages from the text. The passages should be directly quoted and should ALWAYS utilize parenthetical citation. **Do not** include your citation in your writing (On page 20, paragraph 3, the author says....). If you are not sure how to use parenthetical citation, some great information can be found at the [Purdue Owl Writing Lab](#). Worthwhile passages might include:
 - Effective and/or creative use of stylistic or literary devices
 - Passages that remind you of your own life or something you have seen before
 - Structural shift or turns in the plot

- A passage that makes you realize something you hadn't seen before
- Examples of patterns: recurring images, ideas, colors, symbols, or motifs
- Passages that illustrate a particular character or setting
- The note-making column should include 2 paragraphs of analysis for each passage you have selected. These responses should be labeled with the type(s) of response. The types are listed at the bottom of this explanation.
 - Some basic responses:
 - Raise questions about the beliefs and values implied in the text
 - Give your personal reaction to the passage
 - Discuss the words, ideas, or actions of the author or character(s)
 - Some higher-level responses could:
 - 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 characters
 - Consider an event or description from the perspective of a different character
 - Analyze a passage and its relationship to the story as a whole
- Types of responses include:
 - (Q) Question- ask about something in the passage that is unclear
 - (C) Connect- make a connection to your life, the world, or another text
 - (CL) Clarify- answer earlier questions or confirm/disaffirm a predication
 - (R) Reflect- think deeply about what the passage means in a broad sense- not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?
 - (E) Evaluate- make a judgment about the character(s), their actions, or what the author is trying to say.

*Scroll down to see an example

Example:

<u>Taking Notes</u>	<u>Making Notes</u>
<p>“There are wheels within wheels in this village, and fires within fires!” (Miller 26).</p> <p>*This example is from Arthur Miller’s play <i>The Crucible</i>, which was written about the Salem Witch Trials during the Red Scare to draw parallels between the two.</p>	<p>(C) A theme of the play is the idea that hysteria can cause even friends and neighbors to turn on one another. Within <i>The Crucible</i>, citizens of Salem (possibly subconsciously) use accusations of witchcraft to express resentment that they may have had towards someone else. In this scene, Ann Putnam is desperately searching for someone to blame for the loss of several of her children while she fears she may lose her last surviving child. Her panic leads to her declaration that there may be power at work manipulating the fates of the villagers. Mrs. Putnam’s need to blame someone, mixed with the Puritan belief in witchcraft made the village particularly prone to this type of hysteria.</p> <p>During Miller’s time, he was unable to speak about the hysteria he saw regarding communism during the Cold War. Instead, he called out the problems indirectly, using <i>The Crucible</i>. Senator Joseph McCarthy went on a metaphorical “Witch hunt” in which people could be named communists and be placed on “blacklists” that prevented them from getting work. Miller himself, who was quite famous at the time, was accused of being a communist with little to no proof. The hysteria in the play then, directly connects to Miller’s own life at the time and what would come to be referred to as the Red Scare.</p>

Click [here](#) to access your own copy of the dialectical journal. The link will prompt you to make a copy; please do so, and title it “Last Name Dialectical Journal.” Be sure to share it with me immediately at kate.atkins@knoxschools.org. If you only have the paper copy of this document, please join my Remind listed on the front page, and I will happily send you a copy. If you will not have access to the internet and/or a device this summer, you may draw your own chart that includes 2 columns and 10 rows and hand it in on the first full day of school.

Scroll down for grading and rubric information.

How will my dialectical journal be graded?

I will use the rubric below to grade your dialectical journal, and it will count as your first test grade for the semester. Failure to submit an assignment will likely result in a failing grade in the course for at least a few weeks. **Only assignments submitted on the first full day of school will receive credit**, and we will discuss and write about the text during the first week of school.

This student's dialectical journal:	Poor (10-17 points)	Average (18-19 points)	Good (20-21 points)	Above Average (22-24 points)	Strong (25 points)
Selects meaningful passages and quote selections from the text.					
Includes <i>thoughtful</i> comments about a wide variety of issues and literary elements, as well as HOW these elements contribute to the meaning of the text.					
Covers the text consistently; has entries from the beginning, middle, and the end.					
The document is readable, formatted correctly, and contains the appropriate number of entries (10) with proper MLA parenthetical citations.					
Point Total out of 100					