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# Summer Reading Assignment

English I CP & Honors

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## Purpose:

This upcoming school year, every student will be expected to analyze literature in order to glean deeper thematic meaning. Rather than simply reading at the surface level (e.g. which characters do what actions), the student will practice the art of inference by looking beyond generalities and focusing on the evaluation of style and authorial intent. In order to prepare for this experience, each student should pick and read one novel in its entirety and complete a dialectical journal before the first day of class.

**Due Date: August 12, 2022 (100 Point Assignment)**

## Example Book Options\*

*Never Let Me Go* by Kazuo Ishiguro

*Invisible Man* by Ralph Ellison

*Pride and Prejudice* by Jane Austen

*Mother Night* by Kurt Vonnegut

*Sing, Unburied, Sing* by Jesmyn Ward

*The Picture of Dorian Gray* by Oscar Wilde

*White Teeth* by Zadie Smith

*The Nickel Boys* by Colson Whitehead

\*This list is meant to demonstrate works with a diverse range of topics, backgrounds, and styles as well as appropriate literary merit. All students are encouraged to select a serious work of fiction (either from the list or elsewhere). If you want additional help finding a book, email me at [patrick.tiller@knoxschools.org](mailto:patrick.tiller@knoxschools.org).

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## Dialectical Journal Expectations:

The purpose of the dialectical journal is to practice engaged reading. The term “Dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” We all fall victim to “reading” a long passage only to realize at the end of a page that our mind was not engaged and, if asked to summarize the section, find ourselves unable to explain what we just read. A good reader is both present and inquisitive.

## Procedure:

- The student is welcome to create either a digital or physical dialectical journal.
- The journal will have two columns.
- There must be a total of 20 entries which consist of quotes dispersed evenly throughout the entirety of the novel.
- In the left hand column, the student will write down the entry number, the specific quote from the novel, and the page number(s). Keep in mind, the quotes from the novel do not necessarily need to be dialogue.
- In the right hand column, the student will write a minimum of sixty words about the quote.
- When looking for quotes, the student should keep in mind some or all of the following:
  - Important detail(s)
  - Revelation(s) about a specific character or moment
  - The emergence of a pattern
  - Something with which you might disagree
  - Questions or observations about what the author is trying to achieve
  - Stylistic choice(s) such as the use of dialect, idioms, figurative language, etc.
  - Confusing passages
- When responding to the quotes, the student will be more effective if attempting the following:
  - 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 character(s)
  - Consider an event or description from the perspective of a different character
  - Analyze a passage and its relationship to the story as a whole

- Please see the example below for clarity:

### Example:

<p>1. Art is the antidote that can call us back from the edge of numbness, restoring the ability to feel for another.</p> <p>-Barbara Kingsolver, <i>High Tide in Tucson</i> page 27</p>	<p>An antidote is something that counteracts a poison. By associating <i>antidote</i> with the restoration of the ability to feel for another, Kingsolver implies that the inability to feel for another is a poison. Furthermore, this poison is so noxious as to take us to the "edge of numbness." An additional implication of the passage may be that the ability to empathize with others is an essential tenet of Kingsolver's worldview and that the author's hope is that art has the ability to facilitate such feelings in those that might otherwise never do so naturally.</p>
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# Honors English I Extension\*

\*If you are pursuing the honors track, this additional component is a prerequisite to achieve good standing by the end of the school year.

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## Extended Creative Component:

After reading the novel of your choosing and engaging with the text via dialectical journal, your task is to respond to some aspect of the literary work in a way that is personally meaningful to you. Although I will provide a few ideas for how this might work, the only limitations are time, feasibility, and your own imagination. You should be willing to think outside the box and take risks. Above all else, be creative and enjoy the process. Here are some ideas to consider:

- Original Artwork
- Code and Create a Website
- Graphic Novel Adaptation
- Write Poetry
- Write an Essay
- Compose a Song

## Artist Statement:

The last component of this extension is to develop an artist statement. This is simply a statement written by you to help the audience understand the rationale behind your creation. As with the creative portion of this assignment, there will be no criteria for length. As with anything we write or create for others, you should consider your audience when developing this component and craft it in such a way that the artist statement will enhance the audience's experience when interacting with your creation.

**Due Date: August 12, 2022**