**Summer Assignment Cover Sheet** (staple this sheet to the front)

Name: _____________________________

Your papers should be stapled together in the following order.

- “How to Mark a Book” annotated essay
- PRO/CON article analysis/Kentucky Virtual Library. Title of the article _____________________________
- **How to Read Literature Like a Professor (original or revised edition)**

Chapter titles chosen:

1.
2.
3.
4.
5.
6.
7.

** If you bring your How to Read Literature Like a Professor book in and the seven chapters are annotated throughout you can earn extra credit!!
English II Honors Summer Reading Assignment- 2016-2017

During English II Honors you will be asked to approach and read texts critically. You are confident and capable readers, but there are still many strategies that even the most advanced reader fails to utilize. It is important for you to be able to grasp texts of greater complexity and be able to identify and analyze the writing style of the author. The ability to “read on, between, and beyond the lines” (Troyka 32) is what being a critical reader is all about and what will be the focus of your English II Honors class next year.

The summer reading assignments below will be the first steps towards preparing you to become an adept critical reader. The ideas and strategies presented in the readings will be alluded to and practiced throughout the semester.

The summer reading assignment will be due on the first day of your English class. If you have English second semester, then it is not due until the first day of class second semester. We will not allow you to turn it in past the due date. You will receive a zero for the assignment. The assignment is worth 100 points, and will count as a test grade.

On the first day of class you will turn in the following nine responses. Complete and attach the cover sheet to the front and staple them together:

- Annotated “How to Mark a Book” essay.
- Annotated Sirs Researcher article w/summary.
- Seven How to Read Literature Like a Professor chapter analysis sheets: bulleted summary, significant passage, and connection to another text. These responses should be typed, in 12 point font, and in Times Roman Numeral.

PART ONE: Annotation Practice

1. Read the essay found in the following link. Print a hard copy of the essay. The essay describes the methods you will use to mark a text (a.k.a. annotate).

“How to Mark a Book” by Mortimer Adler
lopur.tripod.com/how_to_mark_a_book.pdf

In addition, read the Annotation Guidelines handout attached to this packet.

2. Reread the essay and put the ideas of the essay and handout in practice by marking it. Use the seven ways to mark a book noted in the essay and the methods described in the handout. You will turn in the hard copy with the markings and annotations on the first day of class. The essay should be marked up thoroughly. I should be able to tell that you critically read and analyzed the piece! On the bottom margin of the last page, bullet two or three specific ways you will apply the process of marking up (annotating) to your future reading. Refer to the example(s) provided in the packet.
3. Pro/Con Article:

- Choose a debatable topic from below (or choose a topic you personally are passionate about that is not on the list below):
  - Abortion
  - Animal testing
  - Cell phones in schools
  - Climate change
  - Concealed guns
  - Death penalty
  - Drones
  - Minimum wage
  - Standardized tests
  - Vaccinations
  - Video games and violence
  - Social media

Then go to the Kentucky Virtual Library website and find an article to support your position on the issue. You can access it from the following:

- Boone County School website (http://www.boone.kyschools.us)
  - Click on FOR STAFF
  - Then click on KY VIRTUAL LIBRARY

  Your ID is: boonesd2
  The 2015-16 KYVL password is: wildwalrus16

- BCHS library website (http://www.boone.kyschools.us/1/Home)
  - Click on LIBRARY WEBSITE
  - Click on RESEARCH
  - Click on KY VIRTUAL LIBRARY

  Your ID is: boonesd2
  The 2015-16 KYVL password is: wildwalrus16

***** THE ID AND PASSWORD WILL CHANGE IN AUGUST. MAKE SURE YOU COMPLETE THIS PART OF THE ASSIGNMENT PRIOR TO AUGUST 1st. YOU CAN LOCATE THE NEW USERNAME AND PASSWORD FROM THE BCHS LIBRARY WEBSITE AFTER AUGUST 1st*****

- Print and read the article. Annotate the piece. Mark it up and make comments in the margins: ask questions, underline interesting or important lines and comment on why you chose them, highlight the main ideas and arguments that support the piece, etc.
• In one paragraph at the bottom or on the back of the last page of the article, summarize the main points of the piece. In your summary state the position of the article and identify the three arguments the author uses to support his/her statement.

Part Two—Critical Reading

How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines, Thomas C. Foster (original or revised edition)

You will be reading How to Read Literature Like a Professor (original or revised edition), this text is an excellent tool that if read well will lay the foundation for your success in reading comprehension. With that in mind please remember that we are looking for your original thoughts on the assignments. All you need is the text and your own brainpower.

Novel Summary: What does it mean when a fictional hero takes a journey? Shares a meal? Gets drenched in a sudden rain shower? Often, there is much more going on in a novel or poem than is readily visible on the surface—a symbol, maybe, that remains elusive, or an unexpected twist on a character—and there’s that sneaking suspicion that the deeper meaning of a literary text keeps escaping you. In this practical and amusing guide to literature, Thomas C. Foster shows how easy and gratifying it is to unlock those hidden truths, and to discover 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 rain. Ranging from major themes to literary models, narrative devices, and form, How to Read Literature Like a Professor is the perfect companion for making your reading experience more enriching, satisfying, and fun. (from the publisher).

Choose seven chapters from the book to analyze:

After reading each chosen chapter complete the three tasks below: (If you return the book on the first day of class and you have annotated the chapters assigned, you will earn extra credit).

1. Provide a bulleted summary of the chapter. 4-5 bullets will suffice. The goal here is to produce a summary for EACH of these chosen chapters by synthesizing only the most important information in your own words. (Make sure these are your own summaries and not found online from another source. I will be able to tell and it will be considered plagiarism. Rewording what someone else said is considered plagiarism. This will result in you receiving zero for the entire summer reading assignment!!!)

2. Identify one significant line or passage from the chapter that interested you, taught you something new, or made you view reading in a different way. Write down the line (in quotations of course), and explain why you chose it.
3. **Connect**: You are to choose a separate “text”—a text could be a scene from a movie, poem, play, story, chapter from a novel, song lyric, etc.—and explain how the text reflects one or more of Foster’s ideas. The texts you write about must not be one discussed in Foster’s book, but could be in reference to something you read in a previous English class. Make a connection and apply what you learned from the chapter to another movie, book, poem, short story, or play that you have read or seen.

Here is an example for each of the three responses:

**Example**: Chapter 1: “Every Trip is a Quest (Except When It’s Not)"

**Summary**:
- There is usually a quester, a place to go, and a stated reason to go there.
- The quester usually encounters numerous challenges and trials that help him/her on the journey.
- The ultimate reason for the quest is to gain self-knowledge and understanding.

**Connection**:

In Homer’s epic, *The Odyssey*, the epic hero, Odysseus, goes on a 20-year quest to return home to Ithaca after the Trojan War. It takes Odysseus so long to get home because he offends Poseidon, the sea god, by blinding Poseidon’s son, Polyphemus, then boasting about the deed. During Odysseus’ journey home, he encounters seductive women like Circe and Calypso, mythical challenges such as the whirlpool, Charybdis, and the man-eating monster, Scylla, and even has to make a trip to the Land of the Dead. During his quest, Odysseus learns about the importance of humility and patience. Once he learns these lessons, he is able to return home, rid his house of the thieving suitors, and live the rest of his life in peace with his wife, Penelope, and their son, Telemachus.

**Passage from book**: “It may seem at times as if the professor is either inventing interpretations out of thin air or else performing parlor tricks, a sort of analytical sleight of hand. Actually neither of these is the case; rather, the professor, as the slightly more experienced reader, has acquired over the years the use of a certain “language of reading,” something to which the students are only beginning to be introduced… a grammar of literature, a set of conventions and patterns, codes and rules that we learn to employ in dealing with a piece of writing’ (Foster 223).
Student Response: This passage makes me think about my own frustration in English class and literary analysis in particular. Often times I sit in class thinking that the teacher had to have made up all of that symbolism. Did the author really want me to get that symbolism from reading the piece or is my teacher just making it all up? Rather than just blowing off analysis, Foster takes the time to explain how experience, practice, and referring to an established system allows for better interpretation and for a stronger appreciation of what I am reading.

ANNOTATION GUIDELINES

Reading critically calls for you to analyze a text as you read, developing your ability to make connections between ideas in the text and between these ideas and your own. When you are reading for the purpose of understanding, annotating a text—writing your notes, ideas, and questions on the text itself—can help you read more thoughtfully and save time in the long run.

Obviously, if you own a copy of the work, you can write on it directly. Otherwise, you should have some paper next to you as you read so you can jot down your thoughts.

Annotating a text is a required element of English classes, an expected element of college English classes, and a beneficial skill to employ in all of your classes. Hopefully, you will find that this approach will help you stay engaged as you read, and make you better prepared for class assessments and activities — especially when it has been a while since you actually did the reading!

You should experiment with different techniques to find a system that works for you, but here are some suggestions for annotating your reading:

- **Summarize the main point of each section of the text with a phrase, sentence, or diagram in the margin.** For a novel, a "section" might be a chapter or a related group of chapters. This will help you locate specific points that you may want to find later.

- **Use different colored highlighters or pencils to highlight major symbols, ideas, or themes.** Using different colors can be a useful way to quickly organize information.

- **Use symbols to mark important points in the text.** Marking can help you remember the key points in the author's argument or the ideas that most interest you. You may also want to use different symbols to mark different groups of related ideas.

- **Circle keywords that are unfamiliar and write down their definitions.** Circling and defining keywords can help you remember the meaning and usage of important words both in the text at hand and in your future reading and writing.
• **Record with a keyword or phrase your own ideas about the writing style.** Consider word choice, voice, sentence structure, and anything that seems unique or interesting about how the author writes.

• **Ask yourself thought-provoking questions in the margins.** Pinpointing the questions to which you want to find the answers can help you discover your own views.

• **Record your personal thoughts and reactions.** Make connections with your own life and experience. Write down your gut reactions as events unfold.

  Make predictions about what might happen next or what you, personally, would do. Include your thoughts about the work as a whole after you finish.

Adapted from Auburn University English Center's "Annotation Guidelines" 2003