

Name: _____

MVRHS English Department
Summer Reading Guidelines 2023 - 2024

“Reading makes immigrants of us all. It takes us away from home, but more important, it finds homes for us everywhere.” — Jean Rhys

Summer reading assignments serve as a way for students to not only maintain their skills as readers, but also foster inquiry and spur imagination. The English teachers at Martha's Vineyard Regional High School want students to remain intellectually engaged throughout the summer so that they are prepared to begin their English courses primed and ready for the rigor such courses demand. The assignment(s) students will need to complete on the reading further serve as a diagnostic tool whereby teachers can assess students' skill at the outset of the course. The English Department at MVRHS encourages all students to read over the summer; however, students choosing to take honors or Advanced Placement courses are required to successfully complete summer reading to ensure their placement in the course.

General Requirements and Policies:

Summer reading and writing assignments will vary by teacher, but at the very least will meet these basic requirements:

- 1) Students enrolled in an honors or Advanced Placement level course (including honors level electives taken for English credit) will be required to read at least one book or multiple essays or articles before entering the course in September.
- 2) Students may be required to complete written work based on their reading before entering the course.
- 3) Students will be required to complete at least one assignment based on the reading assignment upon entering the course in the fall. This assignment could be a test, essay, project, or presentation and will be assigned within the first week of classes.

Failure to complete the summer reading assignment could result in the following:

- Course level change.
- No credit given on the assignment, which will negatively affect the first quarter grade.

Teachers will always take into account extenuating circumstances that may have prevented a student from completing the required work before determining the appropriate measure that will be taken to address the situation.

ADVANCED PLACEMENT® SUMMER WORK: ENGLISH LANGUAGE AND COMPOSITION

Summer Reading and Writing / Course Overview For Students and Parents

“I have often reflected upon the new vistas that reading opened to me...As I see it today, the ability to read awoke in me some long dormant craving to be mentally alive.”

— Malcolm X

Welcome to eleventh grade Advanced Placement English Language and Composition. This course is an exciting opportunity to study English at the college level while still in high school. If you are curious and passionate about the power of language to inspire and ignite the imagination, if you want to learn more about the mysteries and magic of words, you are in the right place.

Summer Reading and Writing Assignments

All of the assignments described below are due the **first** day of class in September. They will become your first graded work

What is due the first day of class?

- ❑ The first day of class in September you will pass in your *Norton Reader* TQE journal (Thoughts, Questions, Epiphanies). This is a “notebook” (typed or handwritten) where you will record your thoughts in response to eight different essays. Your TQE journal can be used for reference when you write a timed response during the first week of class.
- ❑ There will be three in-class examinations on the first days of class (two tests and one timed writing):
 - ❑ Two multiple choice tests: one on *Lincoln’s Greatest Speech: The Second Inaugural* by Ronald C. White Jr. and the other on *The Namesake* by Jhumpa Lahiri
 - ❑ Handwritten response on one *Norton Reader* essay (chosen by the teacher). You will be able to use your TQE notes during this assessment.

If you cannot be in school for the first class, please email us (rschubert@mvrhs.org & gbrown@mvrhs.org) to make arrangements to take the test and submit your work **before** the first class. **No work will be accepted late.**

Please note that the successful completion of your summer reading assignment is a prerequisite for continued work in this course. All existing course level recommendations are tentative pending the evaluation of your summer assignments. A 70 average is considered a passing grade on your summer reading and writing. Each component of the summer work assessment (two tests and in-class writing) will be weighted equally and averaged to determine your grade. If you do not earn that grade, or if you decide to take a different course, please notify your guidance counselor immediately.

TQE Journal (Thoughts, Questions, Epiphanise) Directions for the *Norton Reader* essays

(Can be typed or handwritten legibly).

Please read the essays listed on page 4 in a thoughtful and intellectual way. **Do not merely write plot/summary TQEs.** While the following list of suggestions is not inclusive of everything you might TQE about, it should give you some ideas about the kinds of approaches available to you. Remember, the TQE journal is a place where you respond to and engage with the readings. In this way you will begin to connect them to your own experience.

Evaluation of your TQE journal will be based upon a variety of factors such as depth and originality of thought, clarity of expression, organization, and how thoroughly and cogently you develop and support your ideas.

As previously stated, the TQE journal is due the first official day of class in September. **No work will be accepted late for any reason.** We strongly recommend that you begin this reading assignment as soon as possible.

Thoughts	Questions	Epiphanies
Your predictions and thoughts about the author's word choice, style, and/or structure. Thoughts about what is occurring and what the author is commenting on by writing this text.	Your wonderings, confusions, unanswered questions. Could be general questions or more targeted questions about the author's purpose or intentions.	Your "a-ha" moments, connections and realizations. Those things that you had to maybe read two or three times to catch/understand.
The aspect of this essay that I found most interesting was...	What questions do I have because of what I read?	Ohhh, that's why...
I found this relatable because...	What is confusing to me?	This answers my question from earlier.
I found an example of...	Why did the author do that? Question the style/structure - organization or ideals, sentence length, diction, syntax, metaphor, imagery, symbol and tone.	My thought was right/wrong!
I love the way this is written because...	What is the author's purpose in...	Aha moments such as realizing the implications of a historical text in our modern world.
If I was in this situation, I would have...	Do you agree or disagree with the writer's views? Why do you hold the position you maintain?	An epiphany often answers a previous question or proves a thought.
I didn't know this word, but when I looked it up I realized...	What fundamental assumptions does the writer make? Are the assumptions warranted or unwarranted? Why?	Try agreeing with the writer. Think of all the things you can say to support his or her ideas.

I was surprised when...	Have a dialogue with the writer or with the text. Speak to him or her. Ask questions, and have the writer answer back.	Try arguing with the writer. Think of all the things you can say to negate his or her ideas.
I wonder why...	Write down words, images, phrases, details that strike you. Speculate about them. Why are they there? What do they add? Why did you notice them?	
It perplexes me that...	How are any of the essays interconnected? Make connections with your own experience. What does the reading make you think about? Do you see any similarities between this material and other books you have read?	

Required Summer Texts

1. *The Namesake* by Jhumpa Lahiri
2. *Lincoln's Greatest Speech: The Second Inaugural* by Ronald C. White
3. *The Norton Reader* (Please note that we have several editions of *The Norton Reader*. The page numbers on the left are for the ninth edition; page numbers in the middle are for the tenth edition and those on the right are for the twelfth edition.)

Reading for *The Norton Reader*:

1. "On Dumpster Diving," by Lars Eighner, p 13 / 15 / 21
2. "How Teachers Make Children Hate Reading," by John Holt, p. 254 / 228 / 237
3. "The Clan of One-Breasted Women," by Terry Tempest Williams, p 412 / 356 / 381
4. "The Morals of the Prince," by Niccolo Machiavelli, p 536 / 484 / 525
5. "Letter From Birmingham Jail," Martin Luther King, Jr., p. 562 / 503 / 548
6. "The Allegory of the Cave," by Plato, p. 747 / 652 / 710
7. "The Mystery of Zen," by Gilbert Highet, p. 753 / 658 / 718
8. "We Do Not Quarrel about Religion," Address to White Missionaries and Iroquois Six Nations, by Seneca Chief Red Jacket (online at <http://www.americanrhetoric.com/speeches/nativeamericans/chiefredjacket.htm>); alternate link: (http://www.churchstatelaw.com/historicalmaterials/8_2_4.asp)

Suggested Reference Work (to purchase):

The Penguin Dictionary of Literary Terms and Literary Theory: Fifth Edition (2015) by J.A. Cuddon

There is also a great site called The Forest of Rhetoric at Brigham Young University: <http://rhetoric.byu.edu> that you should explore.

A Brief Overview of the Course and Other Helpful Information:

FAQ: Is AP English Language and Composition a good class for me if I need a lot of help with my spelling, punctuation, and grammar?

ANSWER: It would probably be a good idea to work on developing your spelling, punctuation, and grammar before taking this course. This is a college level course in advanced rhetoric, writing, and reading, and civic discourse. Students should possess a mastery of grammar, spelling, and punctuation basics before signing up for this class. The students for whom this course is recommended are those that have spent a good deal of time reading widely and deeply in both fiction and non-fiction genres. You should be reading books about history, music, math, science, art, philosophy, and so on. Without a strong background in reading significant books it is likely that when the time comes to write essays, especially persuasive ones, students will find that they have nothing to write about to support their ideas. Thus, if you are wondering whether this course is appropriate for you, ask yourself this question: Do I know much about the world beyond that which I might encounter locally or on television? If not, this summer is the time to expand that knowledge base.

This course has two major goals: (1) to help you write more powerfully and effectively, and (2) to help you read with deeper understanding.

Our writing assignments include rhetorical analyses, personal essays, argumentative essays, expository essays, evaluation essays, journal entries, and more.

Occasional weekend, evening, and after school meetings are required and will be announced in advance by the teacher. Units on SAT and AP test-taking skills are included in this course. Homework assignments will generally require 1-2 hours of your time to complete for each class meeting. This means that you might have to make some choices. *Select extracurricular activities judiciously.* Having access to a computer where you might save essay drafts for later revision is absolutely essential.

If you plan to miss a lot of our classes because of other commitments such as field trips during school time or vacations beyond regular school dates, you should select a class more in keeping with your busy schedule. **Each missed class dramatically reduces your chances of mastering the complex material contained in this course curriculum.**

If you have any questions over the summer, you can email us (rschubert@mvrhs.org and gbrown@mvrhs.org) and we will do our best to clarify. Keep in mind that we are NOT available to read TQE responses before the start of the year. During the school year, we are available during Flex Block to meet with students and by phone appointments to speak with parents or guardians.

We look forward to a rewarding and productive year ahead!

Kind Regards,
Galen Brown and Rachel Schubert
English Teachers