SUMMER READING ASSIGNMENT

Activity 1. Read one of the following selections: *Wuthering Heights* by Emily Bronte, *Great Expectations* by Charles Dickens, or *Their Eyes Were Watching God* by Zora Neale Hurston.

Activity 2. Complete a Dialectical Journal on the book you choose (see below for instructions). Include ten (10) passages from the choice book along with your commentary on those passages. **(50 points)**

Activity 3. Read *How to Read Literature Like a Professor (Revised Edition)* by Thomas C. Foster (ISBN-13: 978-0062301673). Write an essay in which you discuss three elements of literature discussed by Foster that are portrayed in the book you chose to read from activity 1. (for example, is there a quest in the book? A vampire story? Is there a Christ figure in the book? How does geography play a role in the novel? Don’t limit yourself to just these examples—apply any three elements of literature Foster identifies in *How to Read Literature Like a Professor.*) Be sure to use textual evidence from both *How to Read Literature Like a Professor* and from the book of your choice in activity 1. **(50 points)**

***REMEMBER: ALL HONORS SUMMER READING ASSIGNMENTS MUST BE TURNED IN TO THE MAIN OFFICE BY SEPTEMBER 6, 2019 REGARDLESS OF THE SEMESTER THE STUDENT HAS LANGUAGE ARTS***

**AP Literature Students do not have to complete the school wide Summer Reading of either Under Rose-Tainted Skies or Calvin.**

THE DIALECTICAL JOURNAL

A dialectical journal is a conversation between you and what you are reading. You simply write down passages that make you think or interest you and write about your thoughts. This process is an important way to understand a piece of literature. By writing about literature, you make your own meaning of the work in order to truly understand it. When you do this yourself, then the text belongs to you—you have made it yours. The passages are there for everyone to read; however, the connections and interpretations are uniquely yours. You are neither right or wrong in your response. So be willing to take risks and be honest.


Possible sentence lead-ins might begin like:
* I really don’t understand this because . . .
* I really like/dislike this idea because . . .
* This idea/event seems to be important because . . .
* I think the author is trying to say that . . .
* This passage reminds me of a time in my life when . . .
* If I were (name of character), at this point I would . . .
* This part doesn't make sense because . . .
* This character reminds me of (name of person) because . . .

You will make two columns in your notebooks. At the top of each new page, list the title of the poem/story you are considering. In the left column, copy the passages from the literature on which you wish to comment. In the right column, write your detailed comments about the passages in the left column.