

HISD | Innovation & Postsecondary Programming

Pre-AP English 2 Summer Reading Assignment Summer 2019 (entering 10th graders)

Congratulations on your decision to take Pre-AP English 2. In this class, you will engage in the careful reading and critical analysis of works, both fiction and non-fiction, to identify the author's use of rhetorical devices to support a claim and/or purpose. As a reader, you will explore rhetorical elements such as argument, Aristotelian appeals, audience, context, diction, evidence, and irony, to name a few. You will also develop your writing skills to include formal argumentation, including synthesizing sources, and explaining the author's use of rhetorical devices to support an argument.

For your summer reading, it is suggested (not mandated) that you purchase your books so that you can highlight, take notes, and reflect as you read. If you are unable to purchase a book, be sure to visit your local library or find it online. Inability to purchase a book does not negate this assignment.

Summer Reading

There are three parts to your summer reading:

(1) Nonfiction/Article (select 1 below)	(2) Fiction/Novel (select 1 below)	
Christensen, Jen. "Why Reading is Good for Your Health." CNN. (2017)	<ul style="list-style-type: none"> - <i>The Innocents</i>, Francesca Segal - <i>Great</i>, Sara Benincasa - <i>The Song of Achilles</i>, Madeline Miller - <i>Dorian, an Imitation</i>, Will Self - <i>On Beauty</i>, Zadie Smith - <i>Edgar Sawtelle</i>, David Wroblewski - <i>Solisbury Hill</i>, Susan Wyler - <i>Gods Behaving Badly</i>, Marie Phillips - <i>Nobody's Princess</i>, Esther Friesner 	<ul style="list-style-type: none"> - <i>A Thousand Acres</i>, Jane Smiley - <i>Lavinia</i>, Ursula LeGuin - <i>A Monster's Notes</i>, Lauri Sheck - <i>Lost Boy</i>, Sassafras Lowrey - <i>March</i>, Geraldine Brooks - <i>The Penelopiad</i>, Margaret Atwood - <i>Railsea</i>, China Miéville - <i>The Historian</i>, Elizabeth Kostova - <i>Brazil</i>, John Updike
Gaiman, Neil. "Why our Future Depends on Libraries, Reading and Daydreaming." <i>The Guardian</i> . (2013)		
Paul, Annie Murphy. "Reading Literature Makes us Smarter and Nicer." <i>Time</i> . (2013)		

Part One: You must read one of the listed articles in the first column. As you read, annotate the article for the Four "A"s:

- What **assumptions** does the author hold (about you or reading)?
- What do you **agree** with in the text?
- What do you want to **argue** about within the text?
- What do you want to **aspire** to (or **act** upon) because of the message of the text?

Reflect on the article in your dialectical journal. Consider *why* I would want you to read it and what you think I want you to know, believe, or think about reading.

Part Two: (While Reading) While reading the novel, annotate or use post-it notes to assist with your understanding of the text. (A dialectical journal template can be found on p. 2)

- Annotations should be frequent and consistent throughout the text. I am not interested in a simple summary of events or information that can be found on Shmoop. Develop your own ideas and interpretations. Don't be afraid to make a leap!
- Keep a dialectical journal where you identify and explain meaningful passages or parts of the story, impactful quotes, or how the author uses literary devices to strengthen the story. Specifically, track the following:
 - Plot development (beginning, middle, end or non-linear plot)
 - Character development
 - Conflict(s) – man vs. man, man vs. nature, man vs. self, man vs. society
 - Irony

Part Three: (After Reading) Each of the novels listed above is based on a "classic" story. You must 1) find out which "classic" it is; 2) research the author and why he/she wrote it; 3) explain the time period in which it was written; and 4) judge to what extent the novel you read accurately represented the original intent of the "classic."

Record the responses to those 4 prompts in your dialectical journal. Be prepared to share with the class in August!



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Dialectical Journal Notetaking Template

Column 1: Direct quote from the text

Column 2: page number, paragraph number

Column 3: Explain why you selected this quote. Why is it important? What do you not understand? Or what did it make you think? Consider referring to Foster's excerpts.

Quotation from the text	Page Number	Response

**Recreate this chart in your dialectical journal.