

ENG 201: British Literature Summer Reading

A survey of British literature is monstrous in scope, covering a period of over 1200 years and thousands of authors. Unfortunately, we will only have a single school year with which to familiarize ourselves with a few of these works and to appreciate the significance of the continually shifting and growing nature of English as a language – and consequently as an influence in the world. Therefore, the thematic focus for our journey will be to explore the innate beauty and “savagery” of nature in juxtaposition to humankind’s attempts to control these inclinations through “manners” and other social constructs. We will be referencing each of the works you read over the summer throughout the course so be sure to read with an eye for future use. In other words, annotate!

Read:

- Lord of the Flies* by William Golding (full novel)

Provided reading listed below:

Poetry

- 1595- Mary Sidney- Psalm 52
- 1751- Thomas Gray- Elegy Written in the Country Churchyard
- 1843- Elizabeth Barrett Browning- The Cry of the Children
- 1899- Rudyard Kipling- The White Man’s Burden

Short Stories

- 1921- Katherine Mansfield- The Garden Party
- 1960- Jean Rhys- The Day They Burned the Books

Write:

- Completion of the Reader Response Journal for *Lord of the Flies*, **which will be collected on the first day of class.** (See below for directions, an example, and a rubric.)
- Annotate the additional readings, focusing on asking questions about the text. We will be discussing them throughout the year and it will be useful to have these annotations to use in classroom work.

The Response Log:

Complete a Response Log (10 entries each) for *Lord of the Flies*, (100 points)

A response log is an effective way to keep a record of your reading responses (positive or negative, sure or unsure). It offers a chance to respond personally, to ask questions, to wonder, to predict, or to reflect on the characters, people, events, literary elements, writing techniques, or language of a text. Do not summarize! Instead, record your textual observations.

Response Log must have an MLA heading and formatting. Begin with two columns

Title the column on the left “Quotations from the Text”

Title the column on the right “Commentary/Responses to the Text”

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Responses may start:

“The imagery reveals...”

“The setting gives the effect of...”

“The author seems to feel...”

“The tone of this part is...”

“The character(s) feel(s)...”

“An interesting metaphor or symbol is”

“The detail seems effective/out of place/important because...”

“An interesting

word/phrase/sentence/thought is...”

“This reminds me of...”

“Something I notice/appreciate/don’t appreciate/wonder about is...”

“The author emphasizes _____ in order to...”

Or you may start with something else you feel is appropriate

Generally, each response to a quotation should be 3-5 sentences and should include your response to the quotations, the author’s attitude, purpose or tone, and relation to personal experience.

You must include a total of **10 entries** that range from the beginning to the end of the text. Show me that you have read the entire text by responding to the book from the first to the last page. This means you will need to have paper and pen with you as you read or mark your quotations and complete the log after completing the novel.

Make sure that you note the page number for the quotes in the left-hand column. Your response log will be used to determine your comprehension of the text. Be sure that your responses are thorough and that you complete the journal for all chapters of the book. Please remember that these logs are not meant to be personal diaries. They are meant to be read by others and should be related only to the assigned material. You will be sharing your logs in class, so keep this in mind as you write. When sharing you will have the opportunity to confirm, clarify, and modify your responses through discussion. You will also find that your response logs can be helpful in writing literary and rhetorical analysis of the text.

- **Star 3 of your entries in which you feel you use the Claim – Evidence – Warrant structure effectively. We will be conferencing these the first week of class.**

****I do not expect you to be an expert at analyzing literature, so don’t panic if you don’t know what to do here. We are going to spend nearly the entire class working with analysis. Focus on using the analytical techniques you learned in your previous English classes****

Sample Response Log: *To Kill a Mockingbird* by Harper Lee

Quotations from Text	Commentary/Responses to Text
<p>“ ‘He might have hurt me a little,’ Atticus conceded, ‘but son, you’ll understand folks a little better when you’re older. A mob’s always made up of people, no matter what. Mr. Cunningham was part of a mob last night, but he was still a man...So, it took an eight- year-old child to bring ‘em to their senses didn’t it?’” (159-160)</p>	<p>The tone here is matter-of-fact. Atticus admits that Mr. Cunningham could have harmed him, but he explains that Mr. Cunningham’s actions were not entirely his own; he was influenced by the crowd as is common for many people. It takes Scout recognizing him and talking to him to make Mr. Cunningham realize that what he is doing is wrong.</p>

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As with every class assignment, all summer reading work should be original. Do not wait until the last minute to begin your work. I am interested in your original thoughts and ideas, so leave yourself enough time to carefully and thoughtfully complete this assignment.

Response Log Rubric

A-B: 40-50 points (per log)

Successful: Synthesis and evaluation of the text

- Features detailed, meaningful passages and quote selections
- Coverage of text is complete and thorough
- Journal is neat, organized, and professional looking; student has followed directions for organization of the journal
- Uses thoughtful interpretation and commentary; avoids clichés
- Makes insightful personal connections
- Asks thought-provoking and insightful questions
- A strong interest in the material as evidenced through an awareness of levels of meaning
- Judgments are textually and experientially based
- Predictions are thoughtful and keenly observed
- Character analysis is consistent with the material presented
- Show an understanding of character motivation
- Comparisons and connections are found between text and other literary and artistic works
- Recognizes the author's writing choices and reasons for those choices (rhetorical, stylistic)
- Recognizes the energy and deliberateness of the writing process
- Awareness that their own personal beliefs may differ from those expressed in the text
- Demonstrates an awareness of point of view

C: 35-39 (per log)

Adequate: Some evidence, understanding and appreciation of the text

- Uses less detail, but good quote selections
- Adequately addresses all parts of the reading assignment
- Journal is neat and readable
- Follows directions for organizing the journal
- Uses some intelligent commentary
- Addresses some thematic connections
- Includes some personal connections
- Does not summarize, but rather reflects upon the narrative
- Predictions are plausible
- Demonstrates some understanding of character motivation
- Show student's engagement in the text

F: 0-34 points (per log)

Unsuccessful: Literal surface encounter with the text

- Only a few good details from text; quotes may be incomplete or not used at all
- Most commentary is vague, unsupported, or plot summary
- Journal is relatively neat, but may be difficult to read

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- Student has not followed all directions for organizing the journal (no columns, no page numbers, etc.)
- Shows limited personal connection to text
- Asks few or obvious questions
- Address only part of the reading assignment
- Predictions are unrealistic or improbable
- Uses stereotypical responses
- Entries are too short
- Features off-topic response