

## **Dual Credit English IV: Summer 2019 Reading Assignment**

### **Instructor:**

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### **A Description of Dual Credit English IV:**

Welcome to Dual Credit English. I am excited that you are embarking on this journey and have established admirable academic goals for your senior year! Let me explain a little about this class, making sure that your expectations align with this course. This is a college class, and if you earn an “A” or “B,” you will receive transfer credit to all state universities. Each semester stands alone, which means that you can earn three hours for the fall semester and three hours for the spring--for a total of six college hours. What a fantastic way to invest in your future now!

However, this is, indeed, a college class. As such, you are expected to be self-disciplined, self-directed, and self-motivated. If these are not well-established characteristics being lived-out in your life currently, then you probably need to execute a schedule change before this school year ends. In addition, if this course is the first dual credit or AP course you have taken here at Barbers Hill, I would highly advise you to exit the class. The English IV Dual Credit class looks a bit different from most dual credit classes offered here. DC English is not simply the college course conveniently offered on this campus; it requires you to complete both the Lee College curriculum while simultaneously completing the TEKS required by Texas for English IV, which translates into a well-developed and comprehensive course of study. What does that look like? You will be reading a novel *outside of class* each six weeks. You will be working with literature inside of class: poetry, short stories, dramas. You will also be developing fundamental academic literacies, which include understanding rhetorical awareness, critical thinking, reading and composing, writing processes, and conventions. Furthermore, you will often be in some stage of the writing and researching process. Thus, you must be a person who responsibly completes work in a timely manner, accepts full responsibility for learning, actively engages in class discussions, accepts homework as a part of college, and has an excellent attendance record--and limited absences due to extra-curricular activities. This course is designed for those high school students who have already invested time in pursuing advanced coursework the past several years, who know the level of expectations in advanced classes, who have experienced balancing the demands of a challenging academic load with extra-curricular activities, and who are taking the “natural next step”

by registering for Dual Credit English. It is not a course for those just “wishing to get English out of the way.” If this explanation generates more questions or concerns for you or for your parents, please do not hesitate to speak with the English Department Instructional Coach, Kelli Rinando, or myself. While it is absolutely possible to do well in this course, it would be a disservice if we did not present you with the information you need before you invest your time and money in this process. Our priority is for students in the Barbers Hill High School English Department to be challenged and to reach their potential--but to be in a classroom that best fits their individual needs and offers the best chance for success--both for next year and for their post-secondary education.

I look forward to meeting each of you in the fall and having a successful and exciting year. Enjoy a wonderful and relaxing summer and, once again, welcome, *Class of 2020!*

Lisa Andrus

#### The Novel

*Her parents are dead. The aunt with whom she resides is cruel, her cousins, antagonistic and insufferable. But what options does a young girl have in Victorian England? Does she stay where she is and possibly die--if not physically, certainly emotionally? Does she risk leaving the only home she knows in search of a new life--in search of a new identity? Come along this summer as we meet Jane Eyre and see a bit of her spirit in every one of us: a person on a quest to find a place she truly belongs, to discover a way she can make a positive contribution to the world, and to find people who will truly love her for who she is. And . . . come along for a few unexpected twists and turns. Jane Eyre, by Charlotte Bronte, is partly romance--but, don't worry, guys, it's also a gothic story, a mystery tale, and social commentary all poured into one novel.*

#### The Assignment

Read *Jane Eyre*, Chapters 1-20. I suggest you purchase your own copy. You will find that annotating in the text is the best way to read, remember, and study. You might find that writing down key words across the top of every page or two will help you remember the key events. **You will only be responsible for having read Chapters 1-20 upon your return to school.** We will have a comprehension test (a major grade) on Thursday, August 23.

This assessment will cover reading comprehension regarding characters and their development, plot, setting, conflicts, as well as basic literary elements such as foreshadowing, irony, plot structure, characterization, and themes. During the first few weeks of class, we will analyze these chapters and continue reading the novel throughout the first six weeks.