Summer Reading Assignment
Pre-AP English 10 - Mr. Harrison

You will be required to read two books this summer (one nonfiction available online and one novel), share original comments in an online discussion, and complete a typed reading journal. *As you read the novel*, you should carefully annotate (take notes in the margin of) the text. For this reason, it is highly advisable for you to purchase a personal copy of **the novel** rather than borrowing a copy from a friend or the library. Your online postings will be monitored during the summer and graded according to the originality, quality, and timeliness of your comments. Your reading journal will be turned in for your Q1 project grade during the first week of school. Specific instructions on how to post comments in Teams and how to complete a basic reading journal are linked below.

Your summer reading texts are

1. *How to Read Literature Like a Professor* - Thomas C. Foster (online at https://bit.ly/HTRLLaP)

What does it mean when a fictional hero takes a journey? Shares a meal? Gets drenched in a sudden rain shower? These incidents often convey a discrete message by the author. Subtitled "A Lively and Entertaining Guide to Reading Between the Lines," this book is informative and even sometimes humorous as it discusses the allusions, archetypes, and symbols that are most common in literature. You will be asked to post a series of comments online on various parts of this book (deadlines and instructions are attached). Please read this FREE online version (other editions with different chapters exist): https://bit.ly/HTRLLaP

2. A choice of ONE:

a. *Reservation Blues* – Sherman Alexie
b. *The Kite Runner* – Khaled Hosseini
c. *The Namesake* – Jhumpa Lahiri
d. *Sula* – Toni Morrison
e. *The Bonesetter's Daughter* – Amy Tan

(Parents and students may consider some of these texts to contain controversial scenes; you are encouraged to read descriptions of these novels before reading.)

After reading ONE of these novels, you will be asked to return to Teams and to make comments that connect the novel with the archetypes, symbols, allusions, and ironies detailed in the Foster book. Annotating ("adding notes") in the margins of a hard copy will help you.

Recommendations

Plan your summer reading carefully. The Foster text and related postings can be completed in just a few days but give yourself about two weeks to complete the choice novel assignment. DO NOT SAVE ALL OF YOUR READING FOR THE END OF JULY. Please use the online version of the Foster text; copies of each of the choice novels are available at local and online booksellers (used copies are fine for this assignment).

How to Post Comments to Your Classmates in Teams

As you read Foster's *How to Read Literature Like a Professor*, you should make connections between the information presented in the chapters and in movies, novels, and other stories you are already familiar with. All that is required is to make a comment like the following:

"What Foster says about quests reminds me of the novel Bud not Buddy. *The protagonist goes on a quest to find his father. He is sick of the mistreatment and loneliness he experiences at the orphanage. He meets plenty of "dragons" who try to stop him, but it all works out in the end for him.*"

It's that simple. **You may NOT use examples already given** in the Foster text or by other students in the discussion thread. *For a higher grade* (A) you are encouraged to respond to what others post, but your primary contributions must be original.

Later in the summer, after reading your choice book (from the list), you will post online one more time: to connect the Foster text to your choice novel. Therefore, before returning to school in August, you will have posted a minimum of SIX times. The following schedule shows your deadlines for each posting. I will monitor your participation for a grade. Also, posting comments that would be inappropriate for the classroom is NOT acceptable. Those who do so endanger not only their grades on this assignment but also their conduct grades and future recommendations. **This assignment will be your only project grade for Q1.**

Online Posting Deadlines

June 17	*HTRLLaP* Ch. 1-3 (Heroic quests, meals, and vampires), Ch. 5-9 (Allusions), Ch. 10-15 & 18 (Symbols), Ch. 19-24 (Setting and character archetypes), & Ch. 25-27 (Irony & analysis practice)
July 22	FIVE original connections between *HTRLLaP* and your choice book. (This should be posted at one time and as one post with five comments. Please post under the correct discussion thread for your chosen novel in Teams.)

IMPORTANT: You may post your connections and comments at any time prior to the deadline. In fact, you can EASILY read and post on all the chapters in the Foster text within the first week of summer. Anyone who will not have internet access because of travel should strive to complete these postings prior to leaving an area with an internet connection.

How and where to post comments

1. You will be posting in Teams for this assignment. During final exams week, I will set up a temporary class called "2026 Pre-AP English 10 Summer Team." Students accepted to Pre-AP English will be added. Also, a copy of these instructions can be found there.
2. In the General posts section, you will find different discussion threads related to the six posting assignments listed above (five for the groups of chapters in *HTRLLaP* and a separate thread for each of the novels).
3. For each posting, you MUST READ the comments made by your classmates BEFORE adding your own comment. Remember that you are being graded on your original example. Add your comments under the appropriate thread (DO NOT create a new conversation or discussion thread for your comment.).

Why an online discussion?

The best way to develop critical reading and rhetorical analysis skills (the basis for college-level literary analysis) is through class discussions. Unfortunately, summer does not give us the chance to come together for such discussions. Using a shared Teams channel is a convenient way for you to collaborate with classmates until we can be in the same physical space this fall. I expect you not only to post your original thoughts, but also to read and respond to the posts of others.

How to Keep a Reading Journal

Instead of writing a book report on your readings, you will keep a reading journal for your choice novel. The reading journal will count as part of your Q1 project grade (10%) and is due by the end of the first week of school. *30 points will be deducted for failing to meet this deadline*. Complete each part of the reading journal as described below to avoid losing points.

How should my journal look?

The final journal must be turned in TYPED. An example will be shared in the Team. You should create a two-column format (like dialectical journals, for those of you who are familiar) with a direct quote in the left column and your thoughts, explanations, or comments in the right column. If you are using Microsoft Word, the easiest way to format your document is to insert a table that is two columns wide. Direct quotes may come from narration or dialogue. Each quote should be cited with a page number. Annotating is a habit I would like for you to develop *as you read*, so you should make handwritten notes in the margins of your book if using a hard copy. The first page of your journal should include a heading with your name, the title and author of the book, and the date you completed the journal.

What should my journal include?

Your reading journal should include at least **30 numbered entries** using quotes from *throughout* the novel (*NOT from just the first half of the book!*). These entries should cover ALL of the topics below. Be sure to label each entry by type (use the category names below). Each entry must include text in the left column (cite the page number) and your response in the right column. Use each of the first five categories *at least* FIVE times each. Use the last two categories *at least* once.

CONNECTIONS: Were there scenes in the book that reminded you of the situational or character archetypes from the Foster text? What about symbols or allusions? Record anything that reminds you of people, places, events, or situations from real life, from a movie, or from another story. What lessons did you learn?

QUESTIONS: Good readers are involved in their reading. On the left, give a quote (and page citation) that made you wonder something. On the right, list the question(s) prompted by the quote.

CHALLENGING WORDS: As you read, circle words you do not know and use. Determine whether these words are still used today. In the left column, type the entire sentence in which the word is found (cite page number). Then, in the right column, include a brief definition or synonym (use a dictionary). Also, tell whether the word is one that you have "never heard before" or one that you have heard but are "uncomfortable using" yourself. If you find that the word names some object that is out-of-use, you should pick another word.

INTERESTING PHRASING: Pay attention to the author's use of words, especially the way people, places, or events are described. Did the author say something in a clever way? Does he reveal something about a character using a simile or metaphor? Are certain passages so vivid that they pull you into the scene? Tell why you chose each quote and how it made you feel.

CHARACTERIZATION: Find quotes that reveal a major character's personality through dialogue, action, or narration. In the right column, describe the character's traits. You may also point out scenes that show significant changes in a major character. You may connect this back to certain chapters in the Foster text.

SIGNIFICANT PASSAGES: Locate scenes that you think are significant to the development of the plot. Such scenes are often turning points for characters (like Ch. 18 in the Foster text), or the climax of the story. Explain why you think the passage is so significant. You might also indicate which scenes moved you, made you want to discuss them with someone else, or will still be with you a month later.

LESSONS LEARNED: What do you think the author is trying to tell his audience about life? What lesson(s) does the author want us to learn? Cite quotes or passages that shed light on the author's message or purpose.

What if I have questions this summer?

If you get stuck or do not understand the instructions, start by comparing your understanding with that of your classmates in Teams. You may also reach me by e-mail at harrisonas@scsk12.org. If you do email me, please be patient; my internet access is limited due to my summer job.

Online Resources

Again, having your own copies of the major works we study gives you the opportunity to pair textual evidence and your thoughts side-by-side as you read. However, if obtaining a hard copy is an obstacle to completing the assignment, you can find accessible links to online versions of our summer texts online.

• *How to Read Literature Like a Professor* - Thomas C. Foster https://bit.ly/HTRLLaP (PLEASE USE THIS LINK INSTEAD OF A HARD COPY)