

Dual Credit English IV / ENGL 1023

Summer Reading Assignment 2018

Ms. Harrod

Welcome to Dual Credit English IV / TWU English 1023! The Dual Credit English IV course is intended to provide you with the opportunity to earn college credit while you earn high school credit. The summer reading assignment will build on the knowledge and skills you gained in your AP or Dual Credit English III class as we continue studying works of recognized literary merit. This course focuses on literary analysis more than the rhetoric of writing, though you will be using all those rhetorical writing skills as you write about the literature. For the summer assignment, you will be expected to read deliberately and thoroughly, taking time to understand a work's complexity, absorb its meaning, and analyze how that meaning is expressed in literary form. In addition to considering the literary artistry, you should also consider the social and historical values reflected and embodied in these works.

Part I: Summer Assignment

Choose *one* of the following books:

1. *Beloved* by Toni Morrison—a woman tries to escape slavery, only to find that her enslavement doesn't end when she finds freedom because the ghost of her deceased baby continues to haunt her.
2. *Bless Me, Ultima* by Rudolfo Anaya—young Antonio struggles with his family and culture under the tutelage of Ultima, a curandera who helps him make sense of the religious and social conflicts he encounters.
3. *Cry, The Beloved Country* by Alan Paton—Zulu pastor Stephen Kumalo and his son, Absalom, eke out an existence in South Africa as it suffers from racial injustice.
4. *For Whom the Bell Tolls* by Ernest Hemingway—Robert Jordan is an American fighting on the side of the antifascist guerillas in the Spanish Civil War.
5. *Invisible Man* by Ralph Ellison—Please note: this is **NOT** *The Invisible Man* by H.G. Wells—a nameless narrator believes himself to be invisible after being a spokesman for the “Brotherhood” movement in mid-twentieth century Harlem.
6. *A Tale of Two Cities* by Charles Dickens—the lives of characters are intertwined in a myriad of ways during the French Revolution in this classic novel.
7. *To The Lighthouse* by Virginia Woolf—a woman contemplates a trip to a nearby lighthouse in this stream of consciousness novel about friends, family, and feminine identity.

In addition to reading one of these novels, please purchase, read, and thoroughly annotate a copy of *How to Read Literature like a Professor* by Thomas C. Foster. Used copies are available online and at Recycled Books and Records on the square. This is an invaluable tool for analyzing literature at the college level.

Content Disclaimer

Dual Credit English IV is a college class. Since college literature courses deal with all facets of living, there will be content dealing with the various human desires and conditions. Mature, intensive discussion of topics concerning identity, gender, race, society, and class will ensue. Please be aware that there will be transgressive language contained in some of the literature we read. If this makes you uncomfortable, we need to talk about the challenges you might face *before* you enroll in this course. Remember, too, that one of the distinguishing features of Dual Credit English IV is civil discourse. Therefore, every student should feel free to ask questions and express opinions in an environment built on trust, safety, and respect. *“It is the mark of an educated mind to be able to entertain a thought without accepting it.” –Aristotle*

Part II: Writing Assignment

Using one of the following prompts, write a two or three page essay, using the novel you read as your example. These essays must be typed and double-spaced. Please use MLA formatting, including parenthetical citations and a Works Cited page, even if the only work you cite is the novel itself. Purdue University’s Online Writing Lab (OWL) provides an excellent resource for MLA formatting. **This assignment will be turned in on the second day of class.**

1. Novels and plays often depict characters caught between colliding cultures—national, regional, ethnic, religious, institutional. Such collisions can call a character’s sense of identity into question. Select a novel or play in which a character responds to such a cultural collision. Then write a well-organized essay in which you describe the character’s response and explain its relevance to the work as a whole. *Do not merely summarize the plot.*
2. Literary theorist and cultural critic Edward Said has written that “Exile is strangely compelling to think about but terrible to experience. It is the unhealable rift forced between a human being and a native place, between the self and its true home; its essential sadness can never be surmounted.” Yet, Said has also asserted that exile can become “a potent, even enriching” experience. Write an essay in which you analyze how the character’s experience with exile is both alienating and enriching and how this experience illuminates the meaning of the work as a whole. *Do not merely summarize the plot.*
3. In a novel by William Styron, a father tells his son that life “is a search for justice.” Choose a character from your chosen novel who responds in some significant way to justice or injustice. Then write a well-developed essay in which you analyze the character’s understanding of justice, the degree to which the character’s search for justice is successful, and the significance of this search for the work as a whole. *Do not merely summarize the plot.*

Final Warning

The Dual Credit course strictly adheres to the guidelines set by TWU. This means late work cannot be accepted, and retakes of tests are not allowed. Some papers may be eligible for rewriting; others may not. TWU sets this standard. Reading is done outside of class, on your own time, and at times, the reading will be substantial. Unlike the AP class, which is taught with college expectations, the Dual Credit class is *actually* a college class. The grade you earn goes onto a college transcript and will follow you throughout your college career.

Part III: Summer Fun

True AP scholars are engaged in the world, so take time this summer to visit a museum, attend a play, enjoy a concert, or participate in any other event that might broaden your horizon. Travel, if possible. And of course, read everything you can get your hands on.

Please feel free to contact me during the summer (charrod@dentonisd.org) if you have any questions or concerns. I’m looking forward to a year of discussing books with fellow bibliophiles!

—Ms. Harrod