Summer Reading for Senior Elective Courses, 2017

Faculty: Nate Edmunds, Megan Vasavada or Nancy Iff.

Overview: Your summer reading for the English elective is to read the two texts that you plan to examine on your research paper. You will write the research paper during the second semester (the final draft is due in February). The research paper is a compare/contrast essay in which you examine a thematic and/or structural connection between two works by different authors. Note: The research paper is identical in the elective courses, so your summer reading assignment is the same regardless of which elective course you take.

Text Selection: Choose two works from the same category. Or, in some cases, we have paired specific works together that you should read. It is essential that you follow the groups and pairings noted below; mixing and matching from different categories will lead to a disjointed essay. We encourage you to look at reviews or descriptions of the texts before making your selections so that you can choose works that you are particularly interested in. For more information about the pairings students have used in the past and general research paper advice, see the handout “English 12 Elective Summer Reading Tips from Last Year’s Seniors.” It may be helpful to look up your work in the library research databases to see what themes are discussed. A good resource to do this is the GVRL, and specifically the articles in Novels for Students.

Summer Reading Assignment (Reading Journal): This year, instead of submitting annotations, you will submit a completed reading journal for each of your primary works. This journal will deepen the reading experience and document important passages you might return to for your essay. You are encouraged to annotate your texts in the way(s) that have been most helpful for you during your time at Overlake; this assignment is targeted to the paper itself, and any annotations you use to supplement that will certainly be useful.

Due Date: This assignment is due on by 3:30 pm on Wednesday, August 30.

Value: The assignment is worth 40 points (20 points per text). Your grade will be lowered 10% for each day it is late.

Journal Expectations:

Your reflection (a typed document) should include the following for each chapter:

-3-5 bullet points per chapter that highlight the essential plot points for that part of the reading.

-A list of important symbols and themes that are particularly prominent within the chapter.

-At least one specific question you sense the writer pushes at within that chapter.

-A list of 3-5 quotations from the chapter that give insight to the important themes in the chapter.

-Your personal response(s) to the characters or events in the chapter. (This is optional and you may include it for some chapters but not others).

Rubric: Go to the following page to see the rubric for the assignment.
Questions: Should you have questions about the summer reading or research paper, please contact Nate Edmunds (nedmunds@overlake.org), Megan Vasavada (mvasavada@overlake.org), or Nancy Iff (niff@overlake.org).

Rubric: We will use the following rubric to evaluate your reading reflections. You will receive a separate rubric for each work.

<table>
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<tr>
<th></th>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Not Yet Demonstrated</th>
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<tbody>
<tr>
<td><strong>Chapter bulleted Summaries</strong></td>
<td>-Thorough and specific; cover all important plot points in each chapter</td>
<td>-Specific; cover all important plot points in most chapters</td>
<td>-Inconsistent; includes some thorough and specific summaries, but others miss key issues</td>
<td>-Inconsistent and/or incomplete; there are few, if any, summaries for each chapter</td>
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<tr>
<td><strong>Symbols and Themes</strong></td>
<td>-Thorough and specific; identify all important themes and symbols in each chapter</td>
<td>-Specific; identify most important themes and symbols in each chapter</td>
<td>-Inconsistent; the quality and precision of the symbols and themes varies from chapter to chapter</td>
<td>-Inconsistent and/or incomplete; there are few, if any, themes and symbols listed for each chapter</td>
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<td><strong>Questions and Responses</strong></td>
<td>-Thought-provoking and nuanced; there are engaging questions at the end of each chapter</td>
<td>-Sound and reflective; there are important questions at the end of each chapter</td>
<td>-Inconsistent; there are thoughtful questions at times, but some chapters may be blank or too broad.</td>
<td>-There are few, if any, questions at the end of each chapter. The ones that are there are so broad that they could be applied to any chapter.</td>
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<td><strong>Quotations</strong></td>
<td>-There are 3-5 quotations for each chapter; quotes include rich language; hashtags identify the key themes the quotations link with</td>
<td>-There are 3-5 quotations for most chapters; quotes are often visual and usable in the essay; there are hashtags with most quotations</td>
<td>-There are 3-5 quotations for some chapters; the quality varies considerably from chapter to chapter; hashtags could be more consistent</td>
<td>-There are quotations for some chapters, but none for many. There are no hashtags to link the quotations to key themes.</td>
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Teacher Feedback:

Grade:
Summer Reading Categories and Texts

Choose your category and then find your two works within that group.

- **Cultural Boundaries and Expectations**
  Choose two of these five:
  - Julia Alvarez, *How the García Girls Lost Their Accents*
  - Maya Angelou, *I Know Why the Caged Bird Sings* (autobiographical)
  - Junot Díaz, *The Brief Wondrous Life of Oscar Wao*
  - Jhumpa Lahiri, *The Namesake*
  - Amy Tan, *The Joy Luck Club*
  - Art Spiegelman, *The Complete Maus*

  Or choose this pairing:
  - Jeffrey Eugenides, *Middlesex* and Ursula LeGuin, *The Left-hand of Darkness*

- **Coming-of-Age Novels**
  Choose one of the following pairings:
  - Charles Dickens, *Great Expectations* and Charlotte Brontë, *Jane Eyre*
  - J.D. Salinger, *The Catcher in the Rye* and Ralph Ellison, *Invisible Man*
  - Anne Frank, *The Diary of Anne Frank* (autobiography) and Elie Wiesel, *Night* (autobiography)

- **Dystopias, Satire, and Revolution**
  Choose two of these five:
  - Ray Bradbury, *Fahrenheit 451*
  - Aldous Huxley, *Brave New World*
  - Yevgeny Zamyatin, *We*
  - José Saramago, *Blindness*
  - Margaret Atwood, *The Handmaid’s Tale*
  - Alan Moore, *Watchmen*

  Or choose this pairing: Dave Eggers, *The Circle* and Aldous Huxley, *Brave New World*

- **Hard Choices Made Under Duress**
  Choose one of the following pairings:
  - Zora Neale Hurston, *Their Eyes Were Watching God* and Alice Walker, *The Color Purple*
  - Joseph Heller, *Catch 22* (WWII) and Kurt Vonnegut, *Slaughterhouse Five* (WWII)

  Or pick two of the following three:
  - Anne Frank, *The Diary of Anne Frank* (autobiography)
  - Elie Wiesel, *Night*
• **Environmental Literature**  
  _Choose two of the following:_  
  - Henry David Thoreau, *Walden; Or Life in the Woods* (non-fiction)  
  - Edward Abbey, *The Monkey Wrench Gang*  
  - Barbara Kingsolver, *Flight Behavior*  
  - Karen Tei Yamashita, *Through the Arc of the Rain Forest*  
  - Amitav Gosh, *The Hungry Tide*

Note: The works that do not have extensive GVRL articles include:

*All the Light We Cannot See* – this one will require new articles and interviews.

*The Circle* – this one will require new articles and interviews; there is secondary source material on it, but not as much literary criticism as other works.