**Mesquite ISD**

**DUAL CREDIT English Language and Composition Summer Reading**

**Summer Reading 2018-2019**

*As part of MISD’s Advanced Academic program, summer reading will be REQUIRED for all levels.*

**Rationale**

The purpose of the MISD summer reading program is to provide a foundation of close reading and analysis that will enable a student to be successful in Advanced Placement classes and beyond. This course differentiates by employing content immersion, a faster-paced scope and sequence, and performance assessed at higher levels. The summer assignments serve as a springboard into the year’s academic focus by allowing academic discussion to begin with the first day of class.

**STUDENT STATEMENT**

 I                                                                                                   on this date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

agree to read the works listed on the summer reading document and complete the related assignments required for students enrolled in the DC English III in MISD. I understand that failure to complete these assignments will gravely impact my grade for the first six weeks of the school year but will not release me from my enrollment in the class. I know that the required readings and the assignments are ***due on the very first day I go to English class and will not be accepted for credit after that day***.  In addition, all work submitted must be my work alone and represent my independent effort.  Watching movie versions of any works or using any printed or online study guides in place of reading the text itself is not acceptable and is considered intellectual dishonesty

Successful performance in DC classes requires commitment to more independent study than is required of regular classes.  In fact, most, if not all, of the reading will be assigned outside of class, and it is the expectation that these works be completed by the due dates assigned by the teacher in order to be prepared for any discussions or further assignments (i.e. group projects, essays) that will be assigned to increase my understanding of the works. I realize that the materials and pace of the course are at a college level, and that the standards set are those required by Dallas County Community College District.

I agree to read *The Narrative of the Life of Frederick Douglass* and to complete the written assignments for the MISD DC English III summer reading program.

After reviewing this information, if I decide not to accept the challenge of a dual credit class, I may drop it by **June 5, 2018** because I will not be allowed to do so after this date. **My parent** may request a schedule change by calling the registrar Ms. Mayad who will be more than happy to make any necessary changes in my English class before the **June 5th** deadline. Ms. Mayad’s direct office number is **972-882-7870**, and her email is **VMayad@mesquiteisd.org**. Please sign below and return this contract to **Ms. Butaineh in A-15 by Friday, May 25. Failure to return the contract does not exempt you from the assignment or remove you from the class.**

I acknowledge that I have read the above and discussed the contents of these materials with my parents.

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Printed name of student Signature of student and date

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Printed name of parent Signature of parent and date

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Student’s email Parent’s email

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Student’s ***complete*** mailing address

**Assignment: *The Narrative in the Life of Frederick Douglass – An American Slave* by Frederick Douglass**

Part one of your summer reading requires that you read Frederick Douglass’s autobiography *The Narrative in the Life of Frederick Douglass*. This book is available at bookstores, the local library, or digitally (below is one possible link): http://www.ibiblio.org/ebooks/Douglass/Narrative/Douglass\_Narrative.pdf

As you read, you will take notes and add these to a dialectic journal. You will need to add entries that come from the beginning (chapters 1-4), the middle (chapters 5-8), and the end (chapters 9 – appendix).  For **EACH** section, you will need **FOUR** entries, totalling **TWELVE**.  Find paragraphs, sections, or pages in the autobiography that do the following:

* Address the **various themes** found in the autobiography (see possible themes below)
* Have powerful language and style
* Have enough “going-on” so that it actually warrants multiple readings
* Be significant to the work as a whole
* Provide insight into Douglass’s experiences and his philosophy
* Provide the reader with insight to the human experience

Here’s how to create a dialectic journal:

On a sheet of paper, create a chart like the one below. You may, also, set up a Google or Word document and add a table. This may be an easier option if you use the digital version of the autobiography, as you will be able to copy and paste your text onto the chart. You will need three columns and 13 rows (one for the headings/titles of the table and twelve for your entries. If you create a digital copy, you **MUST PRINT** your dialectic journal and bring to class on the first day of school. In the far left column, write the chapter and topic of your quotation. In the middle add your quotation **including page number(s)**. In the far right column, write your analysis. **For the analysis (far right column), consider answering the following questions:**

1. **What is the central point, the major idea, that the author wants readers to understand about the subject** (The central claim or thesis – the “take-home” idea -- the theme). Here are some possible themes: 1) slavery’s dehumanizing effect on both the slave and the slaveholder; 2) the relationship of knowledge versus ignorance; 3) the hypocrisy of some Christians; 4) the relationship between truth and justice; and 5) the role of inequality.
2. **What is the author’s primary purpose?** What does the author want **to do** for the readers: inform them about something they need to know? Convince them to accept a proposition? Persuade them to think or act differently? Clarify an unclear concept? Amuse? Purpose verbs listed on following page.
3. **How does the author convince the readers that the author is credible, trustworthy, worth listening to?** Why do we trust  him? Does he have experience? Knowledge? Good intentions?
4. **What attitude toward the subject matter does the author want readers to believe the author holds?** Serious about the subject? Whimsical? Reverential? Ironic? Angry? This is the tone of the piece. Tone words listed on following page.
5. **What emotional effect does the author want to have on his readers?** Does the author want to make readers happy? Angry? Satisfied or dissatisfied? Comfortable or uncomfortable? (Pathos) Tone words may help with this.

**Purpose Verbs:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Accuse | Add | Address | Admonish | Advise | Affect | affirm | Allude | amplify |
| Apologize | Ascertain | Attack | Balance | Beg | Blame | Boast | Build | Cause |
| Certify | Characterize | Clarify | Combine | Communicate | Compare | Complain | Complement | Complicate |
| comprehend | Conclude | Condemn | Confide | Confuse | Congratulate | Connect | Consider | Continue |
| Contradict | Contrast | Contribute | Convince | Correlate | Corroborate | Create | Defend | Define |
| Defy | Demand | Deny | Describe | Detail | Deter | Detract | Develop | Diminish |
| Direct | Disagree | Discourage | Discover | Dismiss | Display | Draw | Effect | Empathize |
| Enable | Encourage | Enforce | Entail | Entertain | Envelop | Epitomize | Establish | Evaluate |
| Evoke | Evolve | Excite | Excuse | Exemplify | Explain | Express | Flatter | Flaunt |
| Forbid | Foreshadow | Formulate | Guide | Harass | Hint | Honor | Identify | Illustrate |
| Imply | Incite | Indicate | Infer | Inquire | Insult | Interpret | Introduce | Invalidate |
| Involve | Justify | Juxtapose | Laud | Lead | Legitimize | Link | Magnify | Mark |
| Maximize | Minimize | Mislead | Notify | Pacify | Paint | Persuade | Plead | Point |
| Portend | Portray | Present | Proclaim | Produce | Promote | Propose | Protest | Question |
| Reaffirm | Refer | Reflect | Reinforce | Reiterate | Relate | Relay | Render | Represent |
| Resemble | Reveal | Reward | Scare | Shock | Signify | Simplify | Specify | Stem |
| Strengthen | Suggest | Support | Taunt | Teach | Testify | Trace | Translate | Urge |
| Validate | Verify | Vouch | Warn | Weaken | yield |   |   |   |

If you're struggling with your dialectical-journal quote-responses, consider using the following stems:

**The author designed/constructed/created this moment in the text . . .**

* **to highlight the fact that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
* **to stress the importance of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
* **to underscore the need for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
* **to contradict the idea that\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
* **to create credibility for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
* **to identify an issue with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
* **to inform the reader of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
* **to call the audience to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
* **to criticize \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
* **to set the stage for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
* **to engender an emotional response about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
* **to shift the tone from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
* **to establish credibility for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
* **to engage the reader by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
* **to invite a comparison with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

FEEL FREE TO USE/CREATE YOUR OWN STEMS. YOU ARE NOT LIMITED TO THE ABOVE! :)

**Tone Words:**

***TONE (NEGATIVE)***

**General:** accusing, aggravated, agitated, manipulative, arrogant, threatening, uninterested, testy, artificial, audacious, belligerent, bitter, brash, shameful, superficial, surly, childish, choleric, coarse, quarrelsome, condemnatory, insulting, irritated, cold, condescending, contradictory, critical, desperate, disappointed, obnoxious, insulting, angry, disgruntled, disgusted, disinterested, passive, furious, inflammatory, indignant, harsh, hateful, hurtful

**Sadness:** despairing, despondent, foreboding, gloomy, bleak, melancholy, maudlin, regretful, tragic

**Unfriendliness:** accusing, belittling, boorish, cutting, derisive, reproachful, unsociable, severe, disparaging, impudent, pitiless, reproving, scolding, suspicious, spiteful

**Anger:** belligerent, furious, livid, wrathful, savage, indignant, enraged

**Arrogance/Self-Importance:** boastful, bold, condescending, contemptuous, pretentious, resolute, sententious, stiff, pompous, supercilious, pedantic, didactic, bombastic, knowing, peremptory, proud, self-righteous, assured, confident, defiant, dignified, profound, saucy, domineering, egotistical, imperious, impressive, smug

**Sorrow/Fear/Worry:** aggravated, anxious, apologetic, apprehensive, concerned, enigmatic, staid, serious, confused, depressed, disturbed, embarrassing, fearful, remorseful, poignant, grave, grave, hollow, morose, nervous, ominous, pessimistic, paranoid, numb

**Submission/Timidity:** aghast, alarmed, ashamed, astonished, astounded, timid, tremulous, willing, awed, contrite, self-deprecatory, docile, fawning, terrified, sycophantic, shy, groveling, ingratiating, meek, modest, obedient, submission, surprised, timid, obsequious, resigned, respectful, reverent, servile, unpretentious, terrified

**Pain:** annoyed, biter, bored, crushed, disappointed, disgusted, dismal, fretful, irritable, miserable, mournful, pathetic, plaintive, querulous, sore, sorrowful, sour, sulky, sullen, troubled, uneasy, vexed, worried

**Passion:** fierce, frantic, greedy, voracious, hysterical, insane, impetuous, impulsive, jealous, nervous, reckless, wild

***TONE (POSITIVE)***

**Happiness:** amiable, cheery, contented, ecstatic, elevated, enthusiastic, exuberant, joyful, jubilant, sprightly

**Pleasure**: cheerful, enraptured, peaceful, playful, pleasant, satisfied, amused, appreciative, whimsical

**Friendliness, courtesy**: accommodating, approving, caressing, comforting, compassionate, confiding, cordial, courteous, forgiving, gracious, helpful, indulgent, kind, obliging, pitying, polity, sociable, solicitous, soothing, sympathetic, tender, tolerant, trusting

**Romantic:** affectionate, amorous, fanciful, ideal, lustful, sensual, tender

**Tranquility:** calm, relaxed, hopeful, soothing, meditative, optimistic, serene, spiritual, dreamy

**Animation:** ardent, breathless, brisk, crisp, eager, excited, earnest, ecstatic, energetic, exalted, feverish, hasty, hearty, hopeful, inspired, lively, passionate, rapturous, vigorous, impassioned

***TONE (NEUTRAL)***

**General:** authoritative, baffled, ceremonial, clinical, detached, disbelieving, factual, formal, informative, learned, matter-of-fact, nostalgic, objective, questioning, reminiscent, restrained, sentimental, shocked, urgent

**Rational/logical:** argumentative, candid, coaxing, critical, curious, deliberate, didactic, doubting, explanatory, frank, incredulous, indignant, innocent, insinuating, instructive, oracular, pensive, persuasive, pleasing, preoccupied, puzzled, sincere, studied, thoughtful, uncertain, unequivocal, probing

**Self-controlled:** solemn, serious, serene, simple, mild, gentle, temperate, imperturbable, nonchalant, cool, wary, cautious, prudent

**Apathy:** blasé’, bored, colorless, defeated, dispassionate, dry, dull, feeble, helpless, hopeless, indifferent, inert, languid, monotonous, resigned, sluggish, stoical, sophisticated, vacant

***TONE (HUMOR/IRONY/SARCASM)***

Amused, bantering, bitter, caustic, comical, condescending, contemptuous, cynical, disdainful, droll, facetious, flippant, giddy, humorous, insolent, ironic, irreverent, joking, malicious, mocking, patronizing pompous, quizzical, ridiculing, sarcastic, sardonic, satiric, scornful, sharp, silly, taunting, teasing, whimsical, wry, belittling, haughty, insulting playful, hilarious, uproarious

Below is an example of one solid entry.

|  |  |  |
| --- | --- | --- |
| Chapter/Topic | Quotation | Analysis (purpose) |
| Chapter One:Author’s purpose and theme of slavery’s dehumanizing effect.  |  “The overseer’s name was Plummer. Mr. Plummer was a miserable drunkard, a profane swearer, and a savage monster. He always went armed with a cowskin and a heavy cudgel. I have known him to cut and slash the women’s heads so horribly, that even master would be enraged at his cruelty, and would threaten to whip him if he did not mind himself. Master, however, was not a humane slaveholder. It required extraordinary barbarity on the part of an overseer to affect him. He was a cruel man, hardened by a long life of slaveholding. He would at times seem to take great pleasure in whipping a slave. I have often been awakened at the dawn of day by the most heart-rending shrieks of an own aunt of mine, whom he used to tie up to a joist, and whip upon her naked back till she was literally covered with blood.” (4 - 5) | In this section, Douglass depicts the horrors of slavery and suggests that the system of slavery creates people who are “monsters”. The longer slave owners and overseers participate in this violent and corrupt system, the more evil they become. In fact, when Douglass reveals how their acts of “extraordinary barbarity” bring them “great pleasure”, he reinforces how violence begets violence. Somehow, slavery and its cruel acts begin to permeate their existence, becoming part of their DNA. The blood, the pain and suffering of others has little effect on the slave owners and overseers. They actually seem to enjoy humiliating and torturing other human beings. The men and women who treat others as subservient or as animals become “hardened by a long life of slaveholding”. With this, Douglass implies that their compassion and humanity dies. As a former slave, Douglass presents these horrors to outsiders in hopes that American citizens will feel both outrage towards the system and sympathy for the slave. Ultimately, Douglass hopes to bring an end to slavery as it has a negative affect not only on slaves but on the country as a whole.  |

**Class Weebly:** I will post class activities, important information, and links to resources on this page.  Feel free to check the blog this summer for updates: <http://www.thethinkingchair.com/>

**Novels/plays:** Because we engage in close reading analysis, you should purchase your own copies of the works we will study for the sake of convenience (reading ahead, marking passages, and writing notes in the text). These titles are available at the local library if you are unable to purchase them.

* *The Narrative in the Life of Frederick Douglass* (summer)
* *A Raisin in the Sun* by Lorraine Hansberry

* ONE of the following self-select fiction: *We Were Here* by Matt DeLa Pena, *, The Way I Used to Be* by Amber Smith*, Can’t Get There from Here* by Todd Strasser*, Sold* by Patricia McCormick, *, Wintergirls* by Laurie Halse Anderson*,* or *Crank* by Ellen Hopkins

**School Supplies**: I’m including this list just in case you’d like to purchase your items when they are on sale and before the back-to-school-madness sets in.

* Five different colors of highlighters
* Blue/black/red ink pens
* Pencils
* Loose-leaf paper
* Composition notebook

Because your Summer Reading assignments are **due the first day of class**, please do not hesitate to email with concerns and/or questions. You may reach me via school email at rbutaineh@mesquiteisd.org. I look forward to meeting you.

Sincerely,

Rhonda Butaineh