

Summer Reading for Pre-IB English 10

June 7, 2010

Dear Rising Sophomores,

Before entering school in August, every Pre-IB 10 student will read two books and prepare a required assignment over the summer. Your assignment will be due on the schedule "Summer Reading Day" at the beginning of the school year.

- 1) REQUIRED: *The Catcher in the Rye* by J.D. Salinger
- 2) CHOOSE ONE MORE BOOK FROM BELOW:
 - *Big Fish* by Daniel Wallace
 - *The Odyssey* by Homer

Please make sure you allow the proper amount of time to read BOTH books during the summer. It is important to read the second novel from the list so that you will have a solid background for our 2nd novel that will begin within the first 6 weeks of school.

I'd like you to purchase your own books so that you can write margin notes and highlight vocabulary as you read. These notes will prepare you for the assignment that you will need to turn in, and it will help refresh your memory when we use the books in the fall. In addition to reading, you will have one activity that consists of ten (10) dialectical journal entries. I would like you to bring *The Catcher and the Rye* to class during the first 3 weeks of school.

SUMMER READNG ACTIVITY

- It is recommended that you do your dialectical journal entries in a black and white composition book. All entries must be typed and then pasted into your composition book. You will be using the composition book throughout the school year.
- Complete directions for the dialectical journals are on the next page.

1-1 you have any questions over the summer please feel free to email me at

Leayne_C_Freeman@mcpsmd.org

Enjoy your Summer Reading! I look forward to seeing you next year!

Your Pre-IB 10 Teacher,

Ms. Freeman

Keep a Dialectical Journal

A dialectical journal is a way of learning to interact with your text, a way of making reading more personal and immediate. DIALECTIC means "the art or practice of arriving at the truth by the exchange of ideas." The purpose of this journal is to allow you to have a "conversation" with the text that will deepen your understanding of its contents.

For each of the ten literary elements listed below, you will create one dialectical journal entry. In the end, you will have 10 dialectical journal entries in all for *The Catcher in the Rye*. Each entry consists of a quotation from the text (include author and page number, MLA style, and your commentary on this entry). Each entry/commentary should focus on a literary technique or element.

See the example to know exactly how to set up your journals. Your journals should be neatly handwritten or typed with a cover sheet. Your dialectical journal entries will prove useful as a source of materials for in-class essays on the novels.

You will write one dialectical journal entry for each literary element below:

Point of View – the perspective from which a narrative is told.	Symbol - any object, person, place, or action that has both a meaning in itself and that stands for something larger than itself, such as a quality, attitude, belief or value.	Hyperbole - a deliberate, extravagant, often outrageous, exaggeration. It may be used for either serious_or comic effect.	Theme - the central message of a literary work. It is not a subject, but a statement the author wishes to convey about a subject. It s a general statement about life or human nature. Great literary works usually bear several themes, and most themes are not directly stated but are implied.
Foreshadowing - the use of hints or clues in a narrative to suggest future action.	Conflict - a struggle between forces represented in a literary work: man vs. man; man vs. nature; man vs. society; man vs. himself.	Allusion - a reference to a literary, historical, filmic, mythological, person, place, or thing.	Diction - word choice intended to convey a certain effect.
Tone - the writer's attitude toward a subject, a character, or audience and is conveyed through the author's choice of words, and detail. Tone can be serious, humorous, sarcastic, indignant, objective, etc.	Title - What is the significance of the title? Why do you think the author chose it? Can you think of another possible title for this novel?	WILD CARD Choose any literary device and write a dialectical journal	WILD CARD Choose any literary device and write a dialectical journal

Label your work, citing author and page number. Here is an example:

GOOD EXAMPLES OF DIALECTICAL JOURNAL ENTRIES:

#	Quotation	Commentary
1	<p>HYPERBOLE</p> <p>"The whole lobby was empty. It smelled like fifty million dead cigars. It really did" (Salinger 90).</p>	<p>The author has created a character, Holden Caulfield, who likes to exaggerate. When Holden wants to emphasize something, he often exaggerates to make a point. In this case, the lobby had a stagnant, offensive, almost intolerable odor of "...dead cigars..."</p> <p>' It could be one more example of Holden's fear of becoming an adult. If cigar smoke is a sign of adulthood, Salinger exaggerates the way it smells. He may be reminding us of how Holden is uncomfortable with adults and with becoming an adult.</p>
2	<p>"I still had my red hunting hat on, with the peak around to the back and all. I really got a bang out of that hat" (Salinger 27).</p>	<p>Why is Holden wearing a hunting hat all the way through this novel? He could be wearing a cap from the Yankees or the Giants. Or, since it's the 1740s and he's trying to pose as an adult, he could be wearing the kind of hat men used to wear with suits. Is Holden hunting for something? Could the hat be a symbol for Holden hunting for his identity?</p>

WEAK EXAMPLES OF DIALECTICAL JOURNAL ENTRIES:

#	Quotation	Commentary
1	<p>HYPERBOLE</p> <p>"The whole lobby was empty. It smelled like fifty million dead cigars. It really did" (Salinger 90).</p>	<p>Gross. That's a lot of cigars. My uncle smokes cigars and his house stinks too. I'll never smoke!</p>
2	<p>"I still had my red hunting hat on, with the peak around to the back and all. I really got a bang out of that hat" (Salinger 27).</p>	<p>The red hat symbolizes Holden's love of hunting.</p>

Summer Reading Dialectical Journal for The Catcher in the Rye

	STRONG (20)	PROFICIENT (17)	DEVELOPING (14)	NOT PROFICIENT (10)
CHOICE OF QUOTATION	The writer selects a significant quotation that accurately reflects the literary device.	The student writer selects a quotation that is important and accurately reflects the literary device.	The writer selects a quotation that is not important or relevant, OR the writer does not clearly address the importance of the quotation.	The writer selects a quotation, but it is not important or significant to the literary device or the author's meaning.
LITERARY ANALYSIS	The writer understands the literary element and the analysis is thorough and thoughtful. The writer clearly perceives the author's strategy and what the intended effect is supposed to be.	The writer understands the literary element and the analysis is fairly thorough and thoughtful. The explanation may be too general.	The writer incorrectly identifies the use of the literary element. The writer is struggling with understanding the author's strategy and what the intended effect is supposed to be.	The writer incorrectly identifies the use of the literary element. No attempt is made to explain how it works or what the author's intended effect is supposed to be.
LANGUAGE AND STYLE	The writer uses formal, sophisticated language. The writing shows the writer's engagement with the novel. All grammar is correct.	Word choice is effective. The journal reflects voice and engagement with the novel. There may be a few errors.	Vocabulary is not very creative. Errors may distract the reader. The writing is sincere but does not reflect individual perspective or engagement with the novel.	The writer uses a limited range of vocabulary. Frequent errors distract the reader. The writing is lifeless or mechanical.
ORGANIZATION/ COMPLETENESS	The writer neatly presents work in the appropriate format. The presentation is excellent.	The organization is clear and meets all the requirements of the assignment. The presentation is of good quality.	An attempt has been made to organize the journal, but it does not meet all the requirements given. The presentation is a bit untidy.	The journal is disorganized and does not meet the requirements of the assignment. Not much effort was put into organization or presentation. OR the journal was illegible.
C.U.P.S – Capitalization, Usage, Punctuation, Spelling	The writer makes no errors in capitalization, usage, punctuation, or spelling so the journal is exceptionally easy to read.	The writer makes one or two errors in capitalization, usage, punctuation, or spelling, but the journal is still easy to read.	The writer makes a few errors in capitalization, usage, punctuation, or spelling that catch the reader's attention and interrupt the flow.	The writer makes several errors in CUPS that catch the reader's attention and greatly interrupt the flow.