

## Harrison High School English Required Reading 2008/09

**Required Reading Philosophy:** The Harrison High School English Department believes that the required reading assignment is an opportunity for students to establish a broad literary foundation and exercise independent reading and thinking skills. Each student entering an English course must follow the directions below. Choose from the list for your level of English.

**Assessment:** The reading *should* be completed by the first week of the semester in which the student is enrolled in an English class. However, each curriculum team will determine the date, form, and weight of the assessment and will inform the students prior to the assessment date. You may find all books in the library or may purchase one from a bookstore. We suggest the latter since it allows you the opportunity to annotate as you read (making notes in the margins, highlighting passages, etc.). This annotation will help you remember the text whether your reading is completed for a fall or spring course.

**A connection to the Georgia Performance Standards:** The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas. **For more information, contact English department chair Nora Moulton at [nora.moulton@cobbk12.org](mailto:nora.moulton@cobbk12.org).**

### College Prep

The number in parentheses next to some titles is the Lexile score, a developmental scale for reading ranging from below 200L for beginning-reader material to above 1700L for advanced text. Check [www.lexile.com](http://www.lexile.com) for more information.

#### **9<sup>th</sup> Lit/Comp**

Choose one:

*Cold Sassy Tree*, Burns (930L) OR *A Raisin in the Sun*, Hansberry  
OR *The Chosen*, Potok (970L) OR *Three Weeks with my Brother*, Sparks

#### **World Literature/10<sup>th</sup>**

Choose one:

*A Northern Light*, J. Donnelly (700L) OR *The Eye of the World (Wheel of Time)*, Jordan OR *Rocket Boys*, Hickam OR  
*No End in Sight: My Life as a Blind Iditarod Racer*, Scdoris and Steber

#### **American Literature**

Choose one:

*Death of a Salesman*, Miller (1320L) OR *The Moon is Down*, Steinbeck OR *The Ox-Bow Incident*, Clark (890L) OR *A Break with Charity*, Rinaldi (730L)

#### **English Literature/12<sup>th</sup>**

Choose one:

*Hornet Flight*, Follett OR *Angela's Ashes*, McCourt (1110L)  
OR *All Creatures Great and Small*, Herriot (990L) OR *Rebecca*, Du Maurier (880L)

### Honors or Advanced Placement

#### **9<sup>th</sup> Lit/Comp Honors (Choose two):**

*Cold Sassy Tree*, Burns, OR *Ethan Frome*, Wharton (1160L),  
OR *The Chosen*, Potok, OR *Three Weeks with my Brother*,  
Sparks, OR *A Raisin in the Sun*, Hansberry. CHOOSE TWO  
from this list.

**See additional sheets with information  
on titles and assignment  
for all of the following:**

**Honors American Lit**

**AP Language**

**AP Literature**

**Honors World Literature**

**Honors English Literature**

## Harrison High School English Required Reading \* 2008/09

### Honors American Literature \* AP Literature \* AP Language \* Honors English Literature \* Honors World Literature

For more information, contact English department chair Nora Moulton at nora.moulton@cobbk12.org.

**Required Reading Philosophy:** The Harrison High School English Department believes that the required reading assignment is an opportunity for students to establish a broad literary foundation and exercise independent reading and thinking skills. Each student entering an English course must follow the directions below and on the attached assignment sheets. Choose from the list for your level of English.

**Assessment:** Bring your completed journal project with you within the first two days of the semester. (*Accommodations will be made for students who enroll late or who have special circumstances.*) Each curriculum team will determine the weight and deferment date of the project, and will inform the students prior to the assessment date. (See the section of this packet entitled “How Your Dialectical Journal Will Be Assessed.”) You may find all books in the library or may purchase them from a bookstore. We suggest the latter since it allows you the opportunity to annotate as you read (making notes in the margins, highlighting passages, etc.). This annotation will help you remember the text whether your reading is completed for a fall or spring course.

\*The number in parentheses next to some titles is the Lexile score, a developmental scale for reading ranging from below 200L for beginning-reader material to above 1700L for advanced text. Check [www.lexile.com](http://www.lexile.com) for more information.

#### AP Language

**Mandatory:**

*On Writing Well*, Zinsser

**Then choose one of the following to complete the assignment:**

*1984*, Orwell (1090L)

OR

*In Cold Blood*, Capote

OR

*One Writer's Beginning*

Welty

#### AP Literature

**Mandatory:**

*How to Read Literature Like a College Professor*, Foster AND  
*A Streetcar Named Desire*,  
Williams

**Then choose one of the following to complete the assignment:**

*Crime and Punishment*,

Dostoyevsky OR

*Anna Karenina*, Tolstoy  
(1080L) OR

*The Grapes of Wrath*, Steinbeck  
(680L) OR

*Native Son*, Wright (700L)

#### Honors American Literature

**Mandatory:**

*Narrative of the Life of Frederick Douglass*, Douglass, AND  
*The Crucible*, Miller

**Then choose one of the following to complete the assignment:**

*My Antonia*, Cather (1010L), OR *The Moon is Down*, Steinbeck,  
OR *A Farewell to Arms*, Hemingway (730L)

#### Honors World Literature

**Mandatory:**

*Mythology\**, Hamilton (\*Read the Introduction  
& Parts I-V) AND *Eats, Shoots & Leaves*, Lynne Truss

**Then choose one of the following to complete the assignment:**

*A Passage to India*, Forster (950L) OR *Snow Flower and the Secret Fan*, See OR *Candide*, Voltaire (1110L)

#### Honors English Literature

**Mandatory:**

*How to Read Literature Like a College Professor*, Foster AND  
*Twelfth Night*, Shakespeare

**Then choose one of the following to complete the assignment:**

*Aurora Leigh*, E. Barrett Browning (1270L) OR *The Screwtape Letters*, Lewis (1250L) OR *Grendel*, Gardner (920L)

**A connection to the Georgia Performance Standards:** The student reads a minimum of 25 grade-level books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.

**Harrison High School English Required Reading Project \* 2008/2009**  
**for Honors American Literature, AP Literature, AP Language, Honors English Literature, and Honors World Literature**  
*\*Bring this assignment with you within the first two days of the semester.*  
*Accommodations will be made for newly enrolled students and special circumstances.*

**The Assignment:**

1. Purchase a bound “composition” notebook for your ongoing journal writing (available for \$1 or less at most office supply stores). On the cover, write your name and course title, along with the journal’s title. (Be creative here). Write all entries by hand! Be sure that your entries are very neatly written! No typed work will be accepted!
2. Use your choice (not mandatory reading) from the list that corresponds to the AP or Honors course in which you are enrolled. Be sure you select from the CORRECT course list!
3. In your bound “composition” notebook, complete a dialectical journal\*\* (two-column notes) in which you discuss your author’s language and style. (See the DIDLS explanation and the student-created journal sample at right to help with your responses.)
4. Meet the required number of concrete details in your journal notes. \* See the page labeled “How to Choose Quotations...” for these requirements.

\*Dialectic: “The art or practice of arriving at the truth by using conversation involving question and answer.”

\*\*Dialectical Journal: A written conversation with yourself about a piece of literature.

**Format:**

1. Label the left side of each journal page “CD – Concrete Details” and label the right side of each journal page “CM – Commentary.”
2. The left “CD” side is where you record examples and page numbers: quotations, direct quotes, evidence, support, images, etc. from the book. **\*Always accompany CD with page numbers!**
3. The right “CM” side is where you record corresponding analysis: reactions, ideas, opinions, comments, inferences, insights, questions, etc. from your head. What is it about the writing that stands out and makes the work distinctive? The important part is that you, the reader, are reading something and then responding with analysis. Have a conversation with the text and with yourself. \* See the page labeled “How to Choose Quotations...” for further requirements.

**\*Dialectical Journal Student Sample:**  
***The Great Gatsby* by F. Scott Fitzgerald**

CD-Concrete Detail/Quote and page number	CM-Commentary/DIDLS Observations
<p><b>IMAGERY</b>            “...what foul dust floated in the wake of his dreams that temporarily closed out my interest in the abortive sorrows and short-winded elations of men” (Fitzgerald 7).</p>	<p>I found this sentence thought provoking and an interesting use of imagery. By using strong visual imagery, Fitzgerald allowed multiple interpretations of this sentence. “Foul dust” could possibly relate to laziness since that is the reason why dust exists: a lack of motivation to clean and tidy a room or place. Dust also suggests an idea of aged existence. “In the wake of his dreams” could allude to the funeral, which is possibly a harbinger for a death in the story of a main character. “Abortive sorrows and short-winded elations of men” is a strong sentence to say “I don’t care.” The use of “abortive” could also relate to the sudden and unexpected death of a character.</p>
<p><b>DETAILS</b>            “My own house was an eye-sore, but it was a small eye-sore and it had been overlooked, so I had a view of the water, a partial view of my neighbor’s lawn and the consoling proximity of millionaires – all for eighty dollars a month” (Fitzgerald 10).</p>	<p>Nick Carraway, a man from a prominent family, will not shame his family by living a “bad” life; he must make friends with the rich and become popular, which is the great American Dream. Under normal circumstances, one would not buy a house that is an eye-sore, but the proximity to the affluent aids the decision. Pride is also present in the American Dream, and Nick can say that he lives with millionaires. In addition, Nick is new to New York, and living by millionaires is a great start to becoming a well-known man. The usage of the dash was very effective and emphasized the “privileges” Nick has compared to others. However, this urge to become popular with an upper class is destructive, for there is no limit to how popular one can be, so the hopes and dreams of people searching for an easy life can only be hopes and dreams.</p>

**NOTE:** Citing the source requires that you put the author’s last name and the page number of the quote in parenthesis. The end punctuation goes on the outside.

## DIDLS – How to Analyze Each Quotation

Just as each of us has a particular, unique way of presenting ourselves, writers have unique ways of presenting themselves. Our personalities shine through the way we talk, the words we choose, the gestures we use, the clothes we wear. A writer has only language to express his/her personality. The qualities below are the basic elements of a writer's style.

**D: Diction** (The author's choice of words and their connotations) What words does the author choose? Consider his/her word choice compared to another. Why did the author choose that particular word? What are the connotations of that word choice? What effect do these words have on your mood as a reader? What do they seem to indicate about the author's tone?

Ex: Author 1: Bill was *unintelligent* (relatively neutral, as far as lack of intelligence goes)

Ex: Author 2: Bill was a *zipperhead* (less of a low IQ, more like someone who acts like an idiot)

**I: Images** (The use of descriptions that appeal to sensory experience) What images does the author use? What does he/she focus on in a sensory way? The kinds of images the author puts in or leaves out reflect his/her style. Are they vibrant? Prominent? Plain? What effect do these images have on your mood as a reader? What do they seem to indicate about the author's tone? NOTE: Images differ from details in the degree to which they appeal to the senses.

**D: Details** (Facts that are included or those that are omitted) What details does the author choose to include? What do they imply? What does the author choose to exclude? What are the connotations of their choice of details? What effect do these included and excluded details have on your mood as a reader? What do these included and excluded details seem to indicate about the author's tone? PLEASE NOTE: Details are FACTS or fact-lets. They differ from images in that they don't have a strong sensory appeal.

Ex: An author describing a battlefield might include details about the stench of rotting bodies.

**L: Language** (Characteristics of the body of words used: terms like slang, formal, clinical, scholarly, and jargon denote language) What is the overall impression of the language the author uses? Does it reflect education? A particular profession? Intelligence? Is it plain? Ornate? Simple? Clear? Figurative? Poetic? What effect does language have on your mood as a reader? What does language seem to indicate about the author's tone?

Ex: This is the class I am most *apt* to take. (Use of the word "apt" rather than a more informal word.)

**S: Sentence Structure** (The fashion in which the sentences are constructed) What are the sentences like? Are they simple with one or two clauses? Do they have multiple phrases? Are they choppy? Flowing? Sinuous like a snake? Is there antithesis, chiasmus, parallel construction? What emotional impression do they leave? If we are talking about poetry, what is the meter? Is there a rhyme scheme? What effect do these structures have on your mood as a reader? What do these structures indicate about the author's tone? PLEASE NOTE: Short = emotional or assertive; longer = reasonable or scholarly.

### **Further Ideas for DIDLS Analysis**

- How is the personality of a specific character established within a specific passage or stanza? Consider the use of dialogue, foils, and/or actions.
- Setting is often a pivotal factor in the development of theme.
- Consider a notable literary technique in the text? Is there irony, satire, symbolism, allusions, etc.? What is the impact of the technique on the overall work?
- Are there any predominant images that keep recurring throughout the work?
- Discuss how some of the characters or situations fit into the typical archetypal categories.
- Explain the effect of any unusual organizational or rhetorical strategies in the work—multiple narrators; pacing elements (flashbacks, intercalary chapters, time lapses, etc.); unusual punctuation or use of italics (textual features); chapter divisions; syntax, like repetition of words and phrases or rhetorical questions; letters about events.
- What are the key characteristics of the speaker or narrator?

## How to Choose Quotations for Your Dialectical Journal

**Select quotations:** Choose concrete details from throughout the book that stand out in the text for their effect. Find details that are significant to the theme of the work. Select details that affect you as a reader. \*You will lose points if your work does not cover the entire book! Don't select from just the beginning, middle, or end. Spread your selections out so that your entries reflect passages from the entire novel! **SEE DIRECTIONS ON THIS PAGE with specific requirements for the number of entries.**

**Understand:** Take some time to consider each quotation's relevance to both the section of the work in which it is found and its relevance to the work as a whole.

**Identify:** Now begin writing: note the context of the quotation (where/when does it appear in the text?) and categorize its status as a rhetorical or literary device. (See DIDLS explanation.)

**Describe its significance:** What makes this quote important? Stand out? What makes you, the reader, take notice? For each quotation, use the DIDLS method to guide your journal response.

### How Your Dialectical Journal Will Be Assessed

**A (90-100 points):** Detailed, meaningful passages, plot and quote selections cover entire book (not just one or two sections); thoughtful interpretation and commentary about the text; includes comments about literary elements (like theme, diction, imagery, syntax, symbolism, etc.) and how these elements contribute to the meaning of the text; raises many thought-provoking, insightful observations; coverage of text is complete and thorough; journal is neat, organized and readable; student has followed ALL directions in the creation/organization of the journal.

**B (80-89 points):** Less detailed, but good selections; some intelligent commentary about the text; includes some comments about literary elements (like theme, diction, imagery, syntax, symbolism, etc.) but less than how these elements contribute to the meaning of the text; raises some thought-provoking, insightful observations; coverage of text is complete and thorough; journal is neat, organized and readable; student has followed ALL directions in the creation/organization of the journal.

**C (74-79 points):** A few good details about the text; most of the commentary is vague, unsupported or plot summary/paraphrase; some listing of literary elements, but perhaps inadequate discussion; raises few or obvious observations; addresses most of the reading assignment, but not very thoroughly; journal is relatively neat; student has perhaps not followed all directions in organizing and/or formatting the journal.

**D (70-73 points):** Few quality details from the text; all notes are plot summary or paraphrase; few literary elements, virtually no discussion on meaning; no good observations; limited coverage of text/too short; did not follow directions; difficult to read/follow.

**F (zero points):** No dialectical journal completed on day checked or collected.

<b>Number of required journal entries:</b>
American Lit Honors = 15
World Lit Honors = 20
English Lit Honors = 20
AP Lang = 25
AP Lit = 25