

2019 3-4 Honors Summer Reading

Students in 3-4 Honors are expected to acquire and read the following texts and complete the tasks prior to the first day of class.

<https://docs.google.com/spreadsheets/d/1Q3Vlr5vSAh5vwX-RqYLogXa4oieNv62GcRUL6C2Wos/edit?usp=sharing>

The above link will also be accessible on Mr. Waddell's and Mrs. Harkema's school website.

Use the link above to access a shared Google Sheet. Please type in your name and learner email address. If you would like to provide a phone number feel free to.

How to Read Literature Like a Professor by Thomas C. Foster

Read it, every word of it. It is a sacred text of English literature teachers everywhere and it will shape your academic reading from here on out and not just for this class. You will likely not know the novels Foster writes about but you do have to pick up on the lessons he is trying to teach to you as a reader.

Task One

Select two of the following chapters and play the role of a literature professor and write an additional paragraph for two chapters in the likeness of Foster and instead of a novel you aren't familiar with, write about a novel you are familiar with. Please avoid mere plot summary.

How'd He Do That?

Every Trip is a Quest

Nice to Eat with You: Act of Communion

Nice to Eat You: Acts of Vampires

. . . Or the Bible

It's Greek to Me

Is that a Symbol?

Or

Task Two

Organize a meet-up with two or three or four others and spend twenty minutes recording a book talk. How you record it is up to you (be creative if you'd like).

Avoid the words "like" and "dislike." They aren't helpful in moving discussions forward, and can make others feel defensive. Instead, talk about your experience; how you felt as you read the book.

1. Support your views. Use specific passages from the book as evidence for your ideas. This is a literary analysis technique called "close reading."
2. Take notes as you read. Jot down particularly interesting passages: something that strikes you or, that you don't understand. Take your notes to the meeting.

Possible book talk discussion prompts to guide discussion:

1. What kind of language does the author use? Is it objective and dispassionate? Or passionate and earnest? Is it polemical, sarcastic? Does the language help or undercut the author's premise?
2. Can you point to specific passages that struck you personally—as interesting, profound, silly or shallow, incomprehensible, illuminating?
3. Did you learn something new? Did it broaden your perspective as a student?
4. How did you experience the book? Were you immediately drawn into it—or did it take a while?

Ishmael by Daniel Quinn

- Read the novel and fill out the data sheet attached. The purpose of the data sheet is to create a study guide or a map of your reading. It will require some research (author's background, history, maybe important quotations, etc.) and it is recommended that you read *How to Read . . .* prior to reading *Ishmael* so that you employ some of the skills Foster teaches to your reading of the novel.

Happy reading and we look forward to meeting and working with all of you next year.

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