

**English IV Honors (British Literature)**  
**Berkeley High School**  
**Summer Reading 2017-2018**

Welcome to English IV Honors. The rigorous Honors curriculum requires a high level of commitment from every student, **in** the classroom as well as **outside** the classroom. The commitment begins with the summer reading assignment. You should have *more* than enough time to do an excellent job. We are a team, and we can only reach our highest level of success if every student and every teacher is prepared. Do not hesitate to e-mail me with any questions/concerns you may have.

The following assignments are due by the fifteenth day of school, without exception and regardless of the semester in which you are scheduled to take English 4 Honors. Plagiarism is not an option. Any plagiarized work will receive a zero.

Your summer reading assignment involves the following: (1) reading a literature guide and a novel, (2) writing a literary analysis essay with a thesis statement, (3) writing a reflection, and (4) participating in various activities, including a book club discussion, at the beginning of the semester. These tasks will be repeated throughout this literature-based course. During this class, we will discuss aspects of each novel and relate them to various units of study. Be prepared to have high-level, insightful discourse about these novels. As you read, think about: What was interesting to you? How did you view the characters? What is the style of writing? Is the author's information credible? Does it make you think? I suggest strongly you take notes as you read. (If the book doesn't belong to you, use sticky notes.) Your voice **MUST** be heard during this course!

Good luck, and feel free to contact me during the summer if you have any questions! If you have not received a response within a week, it is likely your email was blocked by the filter. I look forward to meeting each of you in August!

Cordially,  
Ms. Patricia Vicino  
VicinoP@bcsdschools.net

### **Part I – Reading**

Read the following texts: *How to Read Literature Like a College Professor* by Thomas C. Foster **AND** *Wuthering Heights* by Emily Bronte. I suggest reading *HTR* first as it provides a foundation for the literary journey you are beginning. I do not suggest sitting down and reading *HTR* at one time. It is formatted like a textbook, and you'll likely comprehend more if you read it in small sections at a time.

### **Part II – *Wuthering Heights* Essay**

Write a 750- to 1000-word essay with a clear introduction with a thesis statement, cohesive body paragraphs, and a clear conclusion that wraps up your thoughts. Choose **one** of the following prompts as the foundation for your essay. Remember, you are not writing a plot summary; you are writing a literary analysis essay.

- a. Choose a complex and important character from *Wuthering Heights* who might on the basis of the character's actions alone be considered evil or immoral. In a well-organized essay, explain both how and why the full presentation of the character in the work makes us react more sympathetically than we otherwise might.
- b. Although literary critics have tended to praise the unique in literary characterizations, many authors have employed the stereotyped character successfully. In a well-written essay, show how the conventional or stereotyped character or characters function to achieve the author's purpose in *Wuthering Heights*.
- c. Writers often highlight the values of a culture or a society by using characters who are alienated from that culture or society because of gender, race, class, or creed. Choose such a character from *Wuthering Heights* who plays a significant role and show how that character's alienation reveals the surrounding society's assumptions or moral values.

Your essay must be typed (TNR, 12pt font, double-spaced, 1" margins) and must have proper citations that follow MLA format (if you need assistance, refer to Purdue OWL's MLA Guide: <https://owl.english.purdue.edu/owl/resource/747/01/>).

### **Part III – Reflection**

Write one 250-word reflection on how *HTR* informed your analysis of *Wuthering Heights*.

### **Part IV – Class Activities**

You will participate in activities related to this reading, including a book club discussion, at the beginning of the semester. More detailed information will be discussed on the first day of class.

## GRADING RUBRIC FOR SUMMER READING

<b>CATEGORY</b>	<b>Advanced (4)</b>	<b>Proficient (3)</b>	<b>Progressing (2)</b>	<b>Emerging (1)</b>
<b>Introduction/ Thesis</b>	*clear and concise introduction that states topic efficiently with a clear voice. **thesis is exceptionally clear, arguable, well-developed, and a definitive statement.	*mostly clear and concise introduction that states topic with a clear voice. **thesis is clear and arguable statement of position.	*somewhat clear and concise introduction that states topic, but lacks a clear voice. **thesis is somewhat clear and arguable.	*unclear, wordy, or no introduction of topic. **paper's purpose is unclear/thesis is weak or missing.
<b>Completion</b>	*essay is at least 750 words in length and meets all other requirements.	*Lacking 1-2 criteria.	*Lacking 3 criteria.	*Lacking 4 or more criteria/requirements.
<b>Support of Thesis/Analysis</b>	*critical, relevant, and consistent connections made between evidence and thesis. **clear and in-depth analysis.	*consistent connections made between evidence and thesis **mostly clear, in-depth analysis.	*some connections made between evidence and thesis. **somewhat clear analysis.	*limited or no connections made between evidence and thesis. **lack of clear and in-depth analysis.
<b>Organization/ Development of Thesis</b>	*clear, logical, mature, and thorough development of thesis with appropriate and efficient transitions between and within paragraphs.	*clear and logical order that supports thesis with appropriate transitions between and within paragraphs.	*somewhat clear and logical development with functional transitions between and within paragraphs.	*lacks development of ideas with inefficient or no transitions between and within paragraphs.
<b>Conclusion</b>	*clear and concise concluding ideas with connections between essay's purpose and impact on the reader. **introduces no new information.	*clear concluding ideas with some connections between the essay's purpose and the impact on the reader. **introduces no new information.	*basic summary of topic with some final concluding ideas.	*no concluding ideas or conclusion is not clear.
<b>Grammar/Usage/ Mechanics/Format</b>	*control of grammar, usage, and mechanics. **almost entirely free of spelling, punctuation, MLA, and grammatical errors. (>5) ***proper MLA format throughout	*may contain few spelling, punctuation, MLA, and grammar errors. **Very few, minor errors in MLA formatting	*contains several spelling, punctuation, MLA, and grammar errors which detract from the paper's readability. **Several MLA related errors	*so many spelling, punctuation, MLA, and grammar errors that the paper cannot be understood. **MLA format is not recognizable
<b>Citation Format</b>	*conforms to MLA rules for formatting and citation of sources are mostly without error (>5).	*conforms to MLA rules for formatting and citation of sources with some errors.	*frequent errors in MLA format.	*lack of MLA format

**Grade:**

**Teacher Comments:**