

2018-2019

Assignment 1:

Read Thomas C. Foster's *How to Read Literature Like a Professor*. As you read, write a *four-sentence* summary of each chapter, illustrating Foster's main point for that chapter. For **each chapter** you need to have:

1. **Synopsis:** Four sentence summary
2. **Application:** An explanation of how does the information in that chapter apply to a work of literature. Do not use the same work of literature for all the chapters. You should use at least FIVE works of literary merit (reading currently or read in past) to prove your point.

Assignment 2:

Choose TWO books from the following list and prepare a presentation after reading them. Your presentation should be able to identify the common factor in both these pieces, like theme, setting, or characters. **Annotate the text of both the books.** You can use these two books for Assignment 1, in addition to other works that you read or have read.

Choose from the following list:

- *Extremely Loud & Incredibly Close*, Jonathan Safran Foer
- *Everything I Never Told You*, Celeste Ng
- *Another Brooklyn*, Jacqueline Woodson
- *Everyone Brave is Forgiven*, Chris Cleave
- *Exit West*, Mohsin Hamid
- *The Samurai's Garden*, Gail Tsukiyama
- *A Gentleman in Moscow*, Amor Towles
- *Homegoing*, Yaa Gyasi
- *Lilac Girls*, Martha Hall Kelly
- *Lincoln in the Bardo*, George Saunders
- *Moonglow*, Michael Chabon
- *News of the World*, Paulette Jiles
- *Norse Mythology*, Neil Gaimon
- *The Nightingale*, Kristin Hannah
- *A Piece of the World*, Christina Baker Kline
- *The Tea Girl of Hummingbird Lane*, Lisa See
- *The Underground Railroad*, Colson Whitehead

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During the summer you must acquire the books and complete your project and be ready to present your project on return from the summer break. Read the rubrics carefully for guidance.

You are obliged to inform your instructor during the summer break of any difficulties encountered. Any delay in the completion of the work will negatively affect the assessment of the project.

Summer Reading Project Assessment Rubric

100-90	89-80	79-70	69-60	59-50
Books read were challenging: linguistically, culturally, philosophically, and/or stylistically sophisticated	One of the selected books was challenging where the other(s) was/were less so	Selected books demanded minimal thought to comprehend on a cultural/philosophical or linguistic basis	Selected books were undemanding culturally/philosophically or linguistically	Selected books were appropriate for middle school rather than high school or contents were inappropriate
Presentation: 5 minutes effectively used throughout	Presentation: 5 minutes	Presentation: one minute or more over/under 5 minutes	Presentation: significantly over or under five minutes	Presentation: Significantly over or under 5 minutes to no effect
Student expressed appreciation in depth and interpreted works read with originality and enthusiasm	Student expressed appreciation broadly and interpreted works read with interest and enthusiasm	Student expressed familiarity with works read by relying on summarizing or stating the obvious	Student expressed uneven knowledge of works read with a strong tendency to the superficial	Student expressed little knowledge of works read or appeared to be speaking extemporaneously
Form of presentation used enhanced student's comments	Form of presentation used supported student's comments	Form of presentation used replicated student's comments	Form of presentation functioned as a distraction to the student's comments	Form of presentation detracted from the student's comments
Student spoke audibly with clarity, expression. Pauses, eye contact and gestures enhanced comments. Physically controlled throughout.	Student spoke with clarity and expression and often used helpful gestures, eye contact or pauses. Generally physically controlled.	Student spoke with some clarity and/or expression and was audible throughout. Minimal use of gesture, eye contact and/or pauses. Some physical control.	Student spoke with some clarity but was inaudible at time or rushed comments making them unclear. Some lack of physical control.	Student spoke with frequent lack of expression or clarity and/or lack of physical control.
Demonstrably, effectively prepared. No notes or other materials used for support.	Well prepared. Notes or other supporting materials minimally used.	Some preparation evident and/or heavy reliance on notes or supporting materials.	Lack of preparation evident and/or constant use of notes or other supporting materials.	Read from notes or other supporting materials but did not have materials logically or helpfully arranged