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Dear EEP 12 Students,

Welcome to EEP English 113 (Approaches to Drama, fall semester) and English 117 (Global Literature, spring semester). These are concurrent enrollment courses taught in conjunction with Rhode Island College. As a member of both 3 credit courses, you are expected to pay and register at RIC before each semester and as such, you are beginning your college transcript which will follow you throughout your entire academic career including any masters or doctoral work you may pursue post undergraduate work—and therefore, meant to be taken very seriously. Inquiries concerning financial hardship can be addressed once school begins. We follow approved syllabi and students are both seniors at Burrillville High School but also members of the Rhode Island College Community and their work is subject to evaluation by Dr. Spencer Hall, my supervisor at the college and the director of the freshman honors program there.

Attached to this letter you will find the summer reading assignment for these two courses. Read the material carefully BEFORE beginning the assignments. If you have any questions, don't hesitate to see me in room B2 before the end of the semester or contact me at the email address below. Be prepared to turn in hard copies of Assignments #1 and #2 on the first day of school. You are required to have Assignment #3 available on a flash drive during the first two weeks of school.

You could purchase books in order to become accustomed to highlighting important information as college students should learn to do or borrow used copies from the school. Some of the short stories are available for free viewing on the internet.

Use should have a notebook, folder, and highlighter for use during each semester. It is also advisable to purchase a current MLA handbook and have a collegiate dictionary and thesaurus available while writing.

Have a great summer and I will see you at the start of the fall semester.

Sincerely,

Lisa Carpenter, NBCT, (carpenterl@bsd-ri.net)

Assignment #1

Text: *Things Fall Apart* by Chinua Achebe.

- Do some background research about Chinua Achebe. This information will help you as you read the novel.
- Complete the reading log (see accompanying directions) using *Things Fall Apart*. This assignment is clearly an exercise in following directions. Let's see how well you can follow directions!
 - ✓ Include a minimum of 13 typed entries.
 - ✓ Highlight ALL terms required in your reading log.
 - ✓ Be sure to use some of the background information you discovered about the writer in your reading log when appropriate.
 - ✓ Use the checklist attached to make sure you include all required items.

Sometimes readers confuse a cursory reading with an active reading. A quick reading of a work is little more than that: for example, you might read an entire story and not be able to say anything about it at all. A more careful active reading, however, enables you to understand and respond to questions about meaning and organization. Obviously, we must follow the work and understand its details. At the same time, we must respond to the words, get the ideas, understand the implications of what is happening, and apply our own experiences to verify the accuracy of the truth of the situation and incidents, to appreciate the characters and their solutions to the problems they face, and to articulate our own emotional responses.

The following thirteen literary terms are required on all reading logs. Use each term at least once since there is a minimum of 13 required entries. Be sure to utilize the information found in your research about Chinua Achebe. Use the following definitions in your reading log. Read the information following the definition to complete your reading log entries.

1. **Tone/Shifts**-the writer's attitude toward the topic: identify the writer's tone and any shifts in tone that occur; words that describe an author's tone might include critical, angry, sympathetic, caustic, sarcastic, satirical, etc.
2. **Style**-anything a writer does which distinguishes him or her from other writers: identify elements of the writer's style of writing, what makes him or her unique

3. **Theme**-the main idea or message of a literary work: state the theme for the work using a complete, general statement
4. **Setting**-the time and place of the story's action; identify the place and time of the action, note any shifts in setting as well
5. **Allusion**-a brief reference to a person, place, thing, event or ideas in history, literature, mythology, the Bible; identify the allusion and the reason for its use
6. **Conflict**—the struggle between two opposing forces; identify a conflict and include whether it is internal (man vs. himself) or external (man vs. man, man vs. society, man vs. nature)
7. **Point of View/Shifts**—the vantage point from which the story is told; identify the point of view of the work—first or third person and any shifts and the reason for the shift
8. **Mood/ Shift**-the feeling or atmosphere that the work displays; identify and clear examples of mood and/or shifts and the reason why
9. **Characterization Methods**-the method a writer uses to familiarize the reader with the characters including how they interact with others, their speech, behavior, physical description, thoughts and feelings
10. **Personal Response**—identify how you are responding AS YOU READ
11. **Title Significance**—identify how the title relates to the work
12. **Local Color**—identify details that portray a people or way of life during a certain time period or region such as the author's description of speech, dress, and customs of inhabitants.
13. **Irony**-identify a time in which the author is deliberately expressing two different ideas at once, this includes both verbal and situational irony

For each of the following entries, you must complete the following:

- a. First, define the term.
- b. Second, provide an example from the reading. Include excerpts in quotation marks.
- c. Third, discuss the implications of the use of this technique. How does it affect the reading? What is the impact of its use? This is the analysis of the text!

Reading Log Template—Create this on your word document by inserting a table

Name _____ *Things Fall Apart* by Chinua Achebe
 EEP Literature Summer Reading Assignment #1

Page #	Definition of the term	Example from text	Implication/ Impact
22	<i>Tone is the writer's attitude toward the topic.</i>	<i>Achebe's tone is clearly observed in the passage, "provide the actual text from the book here." Use an ellipsis when needed to cut out portions of the quote. Then explain the nature of the tone...critical, angry, sympathetic, authoritative, etc.</i>	Achebe's tone impacts the novel in several ways...explain, explain, explain. This is what we do in college—analyze!

YOU MUST USE THE ABOVE FORMAT FOR YOUR READING LOG!

Use the following checklist for your reading log. You should have 13 entries—one for each of the literary terms. Check off each column as completed.

Literary Term	Defined?	Example?	Implication?
Tone			
Style			
Theme			
Setting			
Allusion			
Conflict			
Point of View			
Mood			
Characterization			
Personal Response			
Title Significance			
Local Color			
Irony			

Assignment #2

Text: *Hamlet* by William Shakespeare

Hopefully, we will be attending the Gamm Theatre's production of *Hamlet* during the first semester. This essay will be excellent preparation for the performance and the study of Shakespeare.

For this assignment, write a character analysis (3 pages minimum) of the protagonist/ tragic hero/ Hamlet in the story with the following considerations:

- A. Describe the character's strengths, explaining the qualities that make this character admirable in the reader's estimation.
- B. Describe the character's weaknesses, explaining how these deficiencies influence his/her decisions, relationships with others, and accomplishments.
- C. Describe the character's motivations, the reasons why he/she acts for good or ill and how these motivations affect the outcome of the story.
- D. Explain how this character fits the model of the tragic hero. (See definition below.)

This paper should follow MLA format including heading and pagination and in-text citation of quotes.) Use only the primary source—do not consult any other sources so there will be no temptation to plagiarize someone else's ideas. (Purdue University's OWL website is good for MLA information.)

TRAGIC HERO: CLASSICAL DEFINITION (according to Aristotle in his *Poetics*)

- A tragic hero is a person of noble birth with heroic or potentially heroic qualities.
- This person is fated by the Gods or by some supernatural force to doom and destruction or at least to great suffering.
- But the hero struggles mightily against this fate and this cosmic conflict wins our (the audience's) admiration.
- Because the tragic hero simply cannot accept a diminished view of the self and because of some personality flaw, the hero fails in this epic struggle against fate.
- This tragic drama involves choices (free will) and results in a paradox --- Is it Fate or Free Will which is primarily responsible for the suffering in the hero's life (and in our lives in light of our own personal tragedies)? Though fated the hero makes choices which bring about his destruction.
- The hero's suffering, however, is not gratuitous because through great suffering the hero is enlightened. Such heroes learn about themselves and their place in the universe. Pride is chastened. Though destroyed, the hero is at peace intellectually.
- Tragic doom is both public (the State) and private (a family tragedy as well).

Assignment #3

Teaching Seminars: A Short Story

For this assignment, you will be teaching a short story to the class. Short Stories are distributed alphabetically according to the first letter of your last name. **YOU ARE ASSIGNED TO THE STORY THAT CORRESPONDS TO THE FIRST LETTER OF YOUR LAST NAME...**so since my last name is Carpenter, I would do the Woolf story.

Virginia Woolf – “The New Dress” A, B, C
 Mary Lewis – “In A Café” D, E, F
 Tillie Olsen – “I Stand Here Ironing” G, H, I
 Maeve Brennan – “The Eldest Child” J, K, L
 Flannery O’Connor – “Revelation” M, N, O
 Joyce Carol Oates-“In The Region of Ice” P, Q, R
 Jean Stubbs – “Cousin Lewis” S, T, U
 Alice Munro – “The Office” V, W, X, Y, Z

Read the story closely paying attention to all the of the literary elements mentioned in Assignment #1 and take notes as you go to assist you in creating a power point that helps teach the story to the members of your EEP class.

Your power point must contain 10 slides with the following information.
 Have your PPT saved on a flash drive and available to use in class by the first day of school.

Slide #	Content of the Slide
1	Title, Author, Your Name
2	Biographical Information on the Author
3	Historical events occurring at the time of the author’s life
4	Brief Summary of the plot of the story (include title significance)
5	Character analysis of the protagonist and/or antagonist
6	Explanation of the conflict
7	Explanation of the resolution
8	Photos or Images that you found on line and why they seem to go with the story
9	Unanswered questions you have regarding the story
10	Personal response to the story