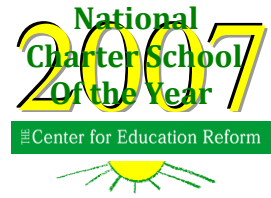




Charting The Course



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Jack McCluskey, Commissioner
Carl Shechter, Commissioner
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May 2016

Dear future Cambridge International Literature student:

Congratulations on your decision to enroll in our school's first AICE Literature course! Next year will be a year of discovery and exploration. This class will expand your capacity to read, think, and write about Poetry, Prose, and Drama written over the course of hundreds of years by authors all over the world.

In order to remain actively engaged as readers throughout the summer as well as prepare yourselves for next year's college-level curriculum, you will be responsible for the completion of a few summer assignments. This assigned reading and accompanying assignments are **REQUIRED** and **ESSENTIAL**; they will not only determine your first several grades in the course, but will also serve as launching pads for class discussion and assignments throughout the first weeks of school year – and throughout the year as a whole.

Although I want to encourage you to look up words and references that you do not understand, I also want to emphasize that **you are NOT to consult any online or print sources that provide information on the books themselves**. You are expected to use your own brains, not regurgitate information found elsewhere. Anything quoted or paraphrased must be cited according to MLA guidelines. Please see the plagiarism PowerPoint posted on the school website for further clarification on what that means. In addition, to demonstrate that your words are your own, you'll be registering at turnitin.com and submitting your work there as soon as you return to school.

Assignment details are as follows. Please review them carefully and contact me with any questions:

1. **First, you will read Thomas C. Foster's *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines*.** You're going to love this book, which will serve as a valuable tool throughout the year as we analyze novels, plays, short fiction, and poetry – a process you'll start this summer. In fact, in order to engage in an analysis of *The Namesake* (see assignment #2 below), **you'll need to complete Foster's book FIRST**. Pace yourself accordingly so that you have plenty of time after you finish Foster to comfortably read, analyze, and respond to Lahiri's novel.
2. **After reading Foster's book, you will read and respond to Jhumpa Lahiri's novel *The Namesake*.** Although I'll be quizzing you on the novel after you return to school, you'll also be bringing in analysis and reflection on 8 different quotes/plot elements spanning the beginning, middle, and end of the book using a dialectical journal template attached to this document. Please note that **I DO NOT WANT PLOT SUMMARY, PARAPHRASE, OR NOTES ON THE OBVIOUS!** Instead, move **BEYOND** plot to **LOOK DEEPER** and “read literature like a professor.” Use what Foster discusses to analyze characters, setting, symbols, conflicts, allusions, etc. throughout the novel.

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Academic Village

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That means that **each of your 8 entries must demonstrate a different “set of conventions and patterns, codes and rules” (xiii) that Foster teaches you to look for.** Here is a clear breakdown of what you’ll need to do:

- a. As you read *The Namesake*, look for and take note of patterns, symbols, and allusions that Foster discusses in ***How to Read Literature Like a Professor***.
- b. Review the significant quotes you’ve noted and select 8 from different parts of *The Namesake* that BEST highlight 8 different Foster chapters. Then analyze each quote in the second column, explaining what “codes” you’ve uncovered and citing the chapter in which each can be found in Foster’s book. Be thorough in your analysis, but succinct in your expression. Eliminate unnecessary words!
- c. You will type your analysis onto the dialectical journal template that follows this letter and bring it with you on the second day of school. You will also be submitting it to turnitin.com at a later date.

IMPT: Please understand that you are **NOT to share quotes or analysis with classmates or get information about the novel from ANY other sources.** Both your quote selections and your analysis should be original (with Foster’s help). I take copying and plagiarism very seriously. Believe me when I tell you that it’s NOT worth risking your grade, my opinion of you, or your own integrity.

3. Before or as you read (as opposed to afterward!), you will also study a list of 40 vocabulary words taken from *The Namesake*. Not only is it extremely important for you – as writers, readers, and intelligent human beings – to expand your vocabulary in order to enhance your ability to communicate your ideas and clearly understand the ideas of others, but you will also have a better understanding of *The Namesake* with a broader understanding of its language. The summer vocabulary list can be found at the end of this document. Please note that this is not simply a quick process of memorization. You are expected to know how to use each word IN CONTEXT – which means that you must know how each word functions as a part of speech (is it a verb, a noun, or both?), and how it functions in conversation (what are the nuances of each word? How can I use it effectively in various sentences?). You will be tested on these words within the first week or so of school.

How to Read Literature Like a Professor and *The Namesake* are available at local bookstores and can also be purchased online. I would like to encourage you to recycle by obtaining used copies of Foster’s *How to Read Literature Like a Professor* from my former students. However you decide to obtain the books, don’t make the mistake of waiting too long to do so.

Please feel free to email me throughout the summer with questions about the course or comments on anything else that may be on your mind (well – not *anything*). I’ll try to check my email regularly.

Although I’ve seen most of you around school, I look forward to getting to know you. It’ll be an exciting and fun year for all of us. Until then, enjoy your reading – and have a safe, productive, and exciting summer! Your senior year is almost here!

Take care,
Sarah E. Phelps
sphelps@pinescharter.net

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Name _____

DIALECTICAL JOURNAL for *The Namesake*

*Provide **8** entries below, moving in order by chapter (ex: ch. 1,5,10, etc., NOT 12, 4, 1). Your analysis should span the beginning, middle, & end of *The Namesake*, & each entry should link to a **different** Foster chapter. Make boxes bigger or smaller as necessary, & avoid unnecessary words. Your job is to analyze specific details of each quote and link to Foster.

CH. in <i>The Namesake</i>	PROPERLY CITED QUOTES or paraphrases followed by MLA citation: Ex: “blah, blah, blah...” (12).	ANALYSIS: Move <i>beyond</i> plot and the obvious to reflect about deeper things that are suggested. As Foster discusses, analyze characters, setting, symbols, & patterns. <u>Be concise, avoid summary, use active voice, and don't say “this quote shows.”</u>	Links to Foster chapter entitled...

**Dialectical Journal Rubric:
Professor Foster meets *The Namesake***

Mastering	<p>These dialectical journals demonstrate excellent understanding of both <i>The Namesake</i> and Foster's <i>How to Read Literature Like a Professor</i>. They highlight eight revealing and properly cited quotations taken from the beginning, middle, and end of <i>The Namesake</i> and properly link to eight different chapters of Foster's book. Analysis is <u>insightful</u> and <u>specific</u>, focusing on details of the quote and how these details contribute to meaning. Language is <u>concise</u> and effectively articulated, using clear language and active verbs, and unnecessary words are eliminated, making discussion only as long as it must be to convey its point.</p>
Applying	<p>These dialectical journals demonstrate good understanding of both <i>The Namesake</i> and Foster's <i>How to Read Literature Like a Professor</i>. They contain eight quotations from various parts of <i>The Namesake</i> and link to different chapters of Foster's book, but analysis of these quotes, while <u>generally accurate</u>, may be <u>less specific and less focused on the cited quote</u>. Language is not problematic, but may be less effective and concise than the responses in the top range.</p>
Developing	<p>These dialectical journals demonstrate some understanding of both <i>The Namesake</i> and Foster's <i>How to Read Literature Like a Professor</i>. They contain quotations from various parts of <i>The Namesake</i> and link to different chapters of Foster's book, but application of Foster may be occasionally weak and analysis of the novel may be somewhat <u>superficial, unclear, underdeveloped</u>, and/or may occasionally lapse into summary. Language may have weaknesses, but these weaknesses do not impede understanding.</p>
Beginning	<p>These dialectical journals demonstrate little understanding of both <i>The Namesake</i> and Foster's <i>How to Read Literature Like a Professor</i>. They tend to be <u>partially inadequate</u> or <u>incomplete</u>, may show <u>misunderstanding</u>, may omit pertinent analysis, or may rely on paraphrase/ summary.</p>
MIA	<p>These dialectical journals are <u>inadequate</u> or <u>incomplete</u> and reveal <u>serious misunderstanding or lack of logical analysis</u>.</p>

AICE LIT Vocabulary List for Jhumpa Lahiri's *The Namesake*

- Please review this list before you read and learn the words well as you go along. You are expected to know how to use each word IN CONTEXT – which means that you must know how each word functions as a part of speech (is it a verb, a noun, an adjective?) and how it functions in conversation.

interrogative
gauntly
fastidious
tepid
supine
raucous
tryst
agile
nomenclature
consternation
decrepitude
morose
ululate
despondent
effigy
supercilious
surreptitious
goad
arbitrary
vociferous
anomaly
diffident
rampant
banality
abate
askance
illicit
impunity
dank
chafe
surly
languidly
insular
petulant
irreverent
discombobulate
facile
auspicious
ruse
beget