



Weslaco East High School
810 S. Pleasantview Dr. ▪ Weslaco, TX 78596
(956) 969 – 6950

TO: 2019-2020 English IV Dual Enrollment Students
FROM: WEHS English Department
RE: Summer Assignment

Welcome to Dual Enrollment English 4! The course you have chosen for next year is a sophomore-level literature class in college, so it is very demanding. You must be willing to attend class regularly, participate in discussions, keep up with reading assignments, and meet deadlines. If requirements for this course are met, students can earn college credit from South Texas College. Please note that credit for ENG 1301 and 1302 are prerequisites for taking this course.

This summer, you will read two informational selections and four short stories while annotating them carefully. You are expected to look up any words you do not know and apply them to the text.

**First, please join the Google Classroom I have set up for summer reading. Use the code: ft2v9g

- READING PASSAGES –

Fiction / Nonfiction- With this letter, you should receive a packet of two informational chapters and four short stories. The reading focus is analysis of how people deal with adversity. Read all of these pieces thoroughly and analytically. There are two informational selections: Chapter 5 from How to Read Literature Like a Professor by Thomas C. Foster and Chapter 4 from Writing About Literature by Janet E Gardner. There are four fiction selections: “The Last Leaf” by O. Henry, “Araby” by James Joyce, “The Yellow Wallpaper” by Charlotte Perkins Gilman, and “56-0” by T.C. Boyle.

-ASSIGNMENT-

Annotation- You will be graded on your ability to interact with the assigned works. This can only be observed by your teacher through notes you place in the margins of the texts. Consider it similar to showing your work with a math problem. Do not merely underline or highlight without writing a note in the margin about the significance of your marks. Make notes on the informational texts on A-C below. Make notes in fiction texts on A-E below.

- A. **vocabulary-** Note the definitions of words you do not know. Some pieces will have many words you need to check up on in order to understand the piece of writing. Others will not. Make notes about definitions right on your text so it is easy for you to define words as you read (and re-read).
- B. **reactions-** Interacting with your texts means being aware of your impressions of events and characters. You need to mark these as evidence of your close reading. For example, if something shocks you, make a note about why. If a character’s actions seem confusing, jot something about what doesn’t seem to add up.
- C. **connections / ideas / questions-** Allow yourself to connect ideas in and among the assigned works. Make notes on these connections. Ask yourself and the texts questions about motivations, behaviors, descriptions, dialogue, events, etc. Make notes on these as well.
- D. **literary devices-** Identify figurative and poetic devices that are especially well done. You do not need to identify all literary devices but you should be able to discuss or write about the ways each author uses literary elements in their writing and the effects of those elements.
- E. **characters’ reactions to adversity-** One common element in each of the fiction stories is characters who must deal with misfortune. We will examine the various ways the characters in these works deal with adversity and attempt to characterize them based on those reactions. It would be *extremely wise* to make textual notes on these reactions as you read.

Your texts will be collected and the annotations will be graded on the first day of class. We will begin working with them immediately, so be prepared to contribute to discussion and solidify your ideas in writing.

Feel free to contact me with questions through Google Classroom or by email at wramos@wisd.us. You can also follow my school Twitter account @MrsRamosAP