

**Required Novels:**

1. *How to Read Literature Like a Professor* by Thomas Foster
2. *Frankenstein* by Mary Shelley

**Directions:**

The reading, novel annotations and paragraph assignment is due the first day of class.

1. Read *How to Read Literature Like a Professor* by Thomas Foster. You should read this book before beginning the novel.
2. Read and annotate *Frankenstein* by Mary Shelley. Please see the annotations guide for directions and sample annotations.
3. As you read *Frankenstein*, make mindful connections to the literary principles outlined in *How to Read Literature Like a Professor*. Choose at least five chapters from *How to Read Literature* that apply to *Frankenstein*, and write an in depth one-paragraph response for each one that explains the connection. See the sample paragraph below.
4. You will turn in all **five paragraphs**, as well as your annotated copy of *Frankenstein*, on the first day of class.

**Sample of an Advanced-Level Paragraph Response**

In “Nice to Eat with You: Acts of Communion,” Thomas Foster explains that any time an author brings characters together for a meal--a “difficult” and “inherently uninteresting” endeavor--the purpose is to draw attention to the relationships between the characters and to the individual characters themselves (8). This idea is clearly demonstrated in the dinner scene of *The Great Gatsby*, during which the reader learns important information about the characters Daisy, Tom, Miss Baker, and Nick. The women’s superficial natures and lack of purpose are revealed by their idle, inconsequential banter that is “never quite chatter” (Fitzgerald 12). Nick’s status as an outsider, an important detail that helps establish him as a reliable narrator, is highlighted by his observation of the differences between dinner in the East Egg and dinner at his home in the Midwest. He jokingly says, “You make me feel uncivilized, Daisy ... Can’t you talk about crops or something?” (12). It is also during this dinner conversation that Tom’s racism is revealed by his assertion that the white race should “watch out or these other races will have control of things,” an idea promoted in a book he has recently read, Goddard’s *The Rise of the Colored Empires* (13). His comments paint him as a selfish, privileged man who wants to protect his advantages by denying others access. It hardly comes as a surprise when, just minutes after his comments, the reader learns that he is cheating on Daisy with a woman in New York. All of these details play an important role in the fate of each character and are conveyed to the reader through the revealing act of communion.

**Annotations on the novel *Frankenstein***

As part of your summer reading assignment, you will annotate your **required** text as you read. Below are definitions and examples of annotations.

Annotating keeps the reader engaged with the text. While you are reading, use one or more of these strategies to mark the book and include your thoughts and questions. If you prefer, you may use sticky notes to make your annotations instead of writing in the margins.

### Requirements for annotations:

1. Write comments to ask questions, relate to characters, make connections to other texts, and/or world events, etc.
2. Write comments about the author's style, word choice, or graphic elements.
3. Write annotations per chapter. (See rubric.)

### Suggested annotation strategies:

1. Star any passages that are very important: events, decisions, or cause and effect relationships.
2. Underline any sentences that made you think or appealed to you and describe your thinking.
3. Circle/highlight words that are unfamiliar or make a list of them in the back of the book.
4. Put a question mark by areas that you were confused about or did not fully understand.
5. Bracket any sentences that exemplify the author's style, word choice, or where the author includes graphic elements. Write your thoughts about the language.

### Suggested sentence stems for annotation:

- Why did... to...
- This part about \_\_\_\_\_ makes me wonder...
- How are these similar...
- How are these different...
- What would happen if...
- This section about \_\_\_\_\_ means...
- The way the author says \_\_\_\_\_ makes me think...
- The word \_\_\_\_\_ in this paragraph means \_\_\_\_\_
- What does the author mean by \_\_\_\_\_
- The words \_\_\_\_\_ in this paragraph help me understand the meaning of the word \_\_\_\_\_
- After reading this paragraph, I can now predict that...
- After reading this paragraph, I can now understand why...
- The author included this graphic element in order
- The character is like...
- This is similar to...
- The differences are...
- This character makes me think of...
- This setting reminds me of...
- This is good because...
- This is hard because...
- This is confusing because...
- Now I understand...
- This character did \_\_\_\_\_ because...
- This character is connected to...
- The conflict in this scene...
- The author develops this character by...
- The author uses repetition in order to...
- The author's use of description...
- The author organizes this text by...

**Plagiarism:** In order to fully prepare our students for expectations at the collegiate level, **plagiarism of any kind is unacceptable.** Please refer to the following link for guidance:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>. There are many resources available online, at the library, and in bookstores.

### Annotation Rubric

#### Advanced:

- Text has been thoroughly annotated with **meaningful** questions, observations, and reflections of the content as well as the writing; variety of topics marked for discussion; **variety** of stylistic devices marked.
- Comments demonstrate **analysis** and **interpretation** – thinking beyond the surface level of the text.

Thoughtful connections made to other texts, or other events throughout the text. • Comments accomplish a great **variety** of purposes.

- Consistent markings throughout text (not bunched).
- Each chapter has several annotations.
- **Turned in on the first day of class**

**Proficient:**

- Text has been annotated reasonably well with questions, observations, and/or reflections of the content as well as the writing style.
- Comments demonstrate some analysis and interpretation – thinking somewhat beyond the surface level of the text. Attempts at making connections.
- Comments accomplish a **variety** of purposes.
- Some lapses in entries exist or entries may be bunched.
- Each chapter has at least two annotations.

**Adequate:**

- Text has been briefly annotated with questions, comments, observations, and/or reflections of the content **or** writing style.
- Commentary remains mostly at the surface level. The commentary suggests thought in specific sections of the text rather than throughout.
- Entries may be sporadic.
- Each chapter has at least one annotation.

**Inadequate:**

- Text has been briefly annotated.
- Commentary is perfunctory. Little or no attempt to make connections.
- Not all chapters are annotated.

**A note about the Examples of Annotated Texts that Correspond with the Rubric**

The examples on the next pages are meant as samples only to demonstrate the quality of annotation, as described in the rubric. Please see the directions on page 1 of this document and the details in the rubric on this page for further clarification, and review the example pages as a guide as to what it could look like for each classification. The examples are not inclusive of all the types of annotations a student could make, and again, the purpose of the examples is to demonstrate quality (as opposed to quantity).

INADEQUATE

"Lennie!" he said sharply. "Lennie, for God' sakes don't drink so much." Lennie continued to snort into the pool. The small man leaned over and shook him by the shoulder. "Lennie. You gonna be sick like you was last night."

(\*) Lennie dipped his whole head under, hat and all, and then he sat up on the bank and his hat dripped down on his blue coat and ran down his back. "That's good," he said. "You drink some, George. You take a good big drink." He smiled happily.

George unstung his bindle and dropped it gently on the bank. "I ain't sure it's good water," he said. "Looks kinda scummy."

Lennie dabbled his big paw in the water and wiggled his fingers so the water arose in little splashes; rings widened across the pool to the other side and came back again. Lennie watched them go. "Look, George. Look what I done."

George knelt beside the pool and drank from his hand with quick scoops. "Tastes all right," he admitted. "Don't really seem to be running, though. You never oughtta drink water when it ain't running, Lennie," he said hopelessly. "You'd drink out of a gutter if you was thirsty." He threw a scoop of water into his face and rubbed it about with his hand, under his chin and around the back of his neck. Then he replaced his

Lennie talks funny... LOL!

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Lennie dabbled his big paw in the water and wiggled his fingers so the water arose in little splashes; rings widened across the pool to the other side and came back again. Lennie watched them go. "Look, George. Look what I done."

(2) George knelt beside the pool and drank from his hand with quick scoops. "Tastes all right," he admitted. "Don't really seem to be running, though. You never oughtta drink water when it ain't running, Lennie," he said hopelessly. "You'd drink out of a gutter if you was thirsty." He threw a scoop of water into his face and rubbed it about with his hand, under his chin and around the back of his neck. Then he replaced his

characters  
Lennie  
George

Character description:

clothing? drinks water... is he thirsty?

PROFICIENT

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Dialogue between George & Lennie

Lennie wants water even though George warns him about water quality.

George concerned with Lennie's well-being?

ADVANCED

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Author uses "snort" and "big paw" to characterize Lennie - makes connection to being animal-like?

George

George has to tell Lennie (or teach) about the water.

Lennie doesn't seem to know what is good or bad for him??