

CONGRATULATIONS! You are about to enter your JUNIOR YEAR OF HIGH SCHOOL! I'm excited to work with you this coming Fall! In order to make the most of our time next year, we will front-load our approach to analyzing a variety of genres of literature by completing three items.

FIRST - I highly recommend that you get yourself a copy of Thomas Foster's *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines* and enjoy the journey! Foster's conversational approach makes this a compelling read for the summer. We will start using what we learn from Foster on our first day of class, so you will want to take notes as you read.

Copies of the book are available for sign-out in the English Office (room 257), but you may also find a cheap copy at a used bookstore or an online version/PDF.

SECOND - During the course of the year, we will study a variety of texts, including those that have been translated from other languages, and some that refer to folklore and folktales of specific cultures.

Read the Merriam-Webster definition of Culture [here](#).

Then, **find a poem, short story, or non-fiction text that explores a culture with which you identify.**

Once you have identified a text, follow these steps:

1. Read the text (and bring a printed copy with you to class on the first day of school)
2. Identify elements that you feel may be unique to the/a specific culture with which you identify
3. Make an assertion about the importance of preserving such qualities of culture
4. Create a comic strip, poster, booklet, or written analysis of the text that clearly addresses #2&3 above.

THIRD - Read! Books! Poems! YA Literature! Anime! Graphic Novels! ANYTHING!

The only requirement for this part of the assignment is that whatever you read, make it something that you LOVE! If you want/need a recommendation, drop me a line at the email below.

Have a safe and wonderful summer, and if you have any questions about this assignment, drop me a line at the email address below! I can't wait to work with you this Fall!

~Ms. Leckie

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Rubric for Cultural Text Analysis

	Overall Content	Translation	Genre	Language
A	Stands alone as a carefully, purposefully, insightfully composed text (i.e. does not require detailed prior knowledge of your chosen text to make sense). Shows a strong personal response and captures the essence of the original text.	Creatively conveys many or all of the most important elements of the original text (i.e. mood, tone, plot, characterization, theme, setting, etc., depending on the text selected and the corresponding analysis)	Adheres entirely to the conventions of the selected genre, including language conventions (i.e. a poem should use poetic devices, line breaks, etc. consciously and effectively). The selected genre is well chosen and the form complements the function (meaning).	Very clear, effective, carefully chosen, precise and vivid, with a high degree of accuracy in grammar, vocabulary and sentence construction.
B	Stands alone as a carefully, purposefully composed text (i.e. does not require detailed prior knowledge of your chosen text to make sense). Shows a good "feel" for the original text.	Conveys some of the most important elements of the original text (i.e. mood, tone, plot, characterization, theme, setting, etc., depending on the text selected and the corresponding analysis)	Sticks fairly well to the conventions of the selected genre, including language conventions. The genre is a sensible pick based on the selected text.	Clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction.
C	Makes pretty good sense on its own, but lacks some coherence or unity of ideas. May seem somewhat unconnected to the original text or may require some flipping back and forth between the text and the piece to understand	Conveys one or more of the most important elements of the original text (i.e. mood, tone, plot, characterization, theme, setting, etc., depending on the text selected and the corresponding analysis) but without much imagination or creativity	Shows awareness of conventions of the selected genre, with some lapses possible, but the selection is not necessarily a good fit for the content of the original text or there doesn't seem to be an <i>intentional</i> genre selection for any particular effect.	Sometimes clear and carefully chosen, grammar, vocabulary and sentence construction are fairly accurate, despite some lapses.
D	Can't be read as a piece of creative writing on its own merits. Without the original text, the content fails to communicate an important or interesting idea.	Conveys relatively unimportant elements of the original text or is, essentially, a paraphrase of the original text	Selection of new genre seems arbitrary and/or the piece often fails to maintain its conventions.	Often unclear, vague or inappropriate to the task; there are many errors in grammar, vocabulary, and sentence construction.

Food for thought: "Traditionally, scholars have construed genres as constraining and inhibiting authorial creativity. Contemporary thought, on the other hand, opines that those who write within a genre, while employing the genre's customary elements, are actually working in creative "tension" with the genre's conventions. The writer chooses to be constrained by certain conventions while inventing new elements."

Adapted from: Warren, Martin. "A Rose Depicted through Any Genre Would Smell Just as Sweet, Wouldn't It?—Coming to Grips with Genre." *Minnesota English Journal* 47 (2012): 47-58. MCTE. Web. 15 Apr. 2012.