INDEPENDENT NOVEL STUDY GRADE 12

*"Reading a book is like re-writing it for yourself.
You bring to a novel, anything you read, all your experience of the world.
You bring your history and you read it in your own terms."*
Angela Carter

You are encouraged to read every day, and what you read will be your choice. Here are some guidelines to help you get the most out of your reading.

* **You should read a fiction book or non-fiction biography/autobiography**- magazines, newspapers, and comic books don't have the volume of text to enable you to develop fluency in your reading, nor will they help you discover who you are as a reader of literature.
* **Don't read a book you don't like.**There are plenty of great books out there waiting for you.
* **If you don't like your book, find another one.** Give it a chapter or two, but after that, if you are not engaged, abandon it.
* **Realize that reading is thinking - read actively NOT passively.** Don't read while you are doing something else.
* **REMEMBER:** This needs to be a book you have NOT read ; a book that you have read in another English class OR one that is usually studied in an English class will not be acceptable.

Making Connections

For this novel study, we will be focusing on **Making Connections.** We will be looking to identify connections in three groups:

* Text to Self
* Text to World
* Text to Text

**Text-to-self** connections are highly personal connections that a reader makes between a piece of reading material and the reader's own experiences or life.  An example of a text-to-self connection might be, "This story reminds me of time spent on my grandmother's farm during a vacation when I was young..."

**Text-to-text** connections occur when readers are reminded of other things they have read, other books by the same author, stories from a similar genre or perhaps on the same topic.  "This character has the same development pattern as the previous novel I read by the same author..."

**Text-to-world** connections are the larger connections that a reader brings to a situation.  We all have ideas about how the world works that goes far beyond our own personal experiences.  We learn about things through television, movies, magazines, and newspapers.  An example of a text-to-world connection would be when a reader says, "Last night on the news they were talking about similar things to this article or story...."

As you are reading your novel stop and ask yourself some of these leading questions:

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| **Text-to-Self** | **Text-to-Text** | **Text-to-World** |
| * What does this remind me of in my life?
* What is this similar to in my life?
* How is this different from my life?
* Has something like this ever happened to me?
* How does this relate to my life?
* What were my feelings when I read this?
 | * What does this remind me of in another book I've read?
* How is this text similar to other things I've read?
* How is this different from other books I've read?
* Have I read about something like this before?
 | * What does this remind me of in the real world?
* How is this text similar to things that happen in the read world?
* How is this different from things that happen in the real world/
* How did that part relate to the world around me?
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ASSIGNMENT 1: Reading Connections Log

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| **Learning Target(s):*** Think critically, creatively and reflectively to explore ideas within, between, and beyond texts.
* Construct meaningful personal connections between self, text and world.
* Recognize and understand how language constructs personal, social and cultural identities
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**Task:**

As you read your chosen novel you will complete a minimum of **15 log entries** into your Reading Connections Log.  For each entry you will complete all the columns. You will choose quotes from your novel that you find significant and have made a connection with.  You will write the quote, the page number and an explanation of its relevance to the story. For each quote you will also write your connection to the quote or section of the story.  We will group the outside connection in three categories: Text to Self, Text to World, or Text to Text.  Be sure to go back and use the guiding questions provided previously to help make connections.

Be sure to include:

* At least 15 entries - spread out over the entire novel (not all at beginning or end)
* Each column completed
* Varied amounts of Connection type (make sure you have at least 3 of each connection - Text to Self, Text to World, or Text to Text)
* Clearly organized and labeled chart

Example of One Entry:

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| Title: |
| Quote From Text | Page | Relevance to Story | Connection Type and Explanation |
| John couldn’t believe his eyes, it was more beautiful than he had ever imagined | 93 | This is where John, the main character, walked in to see his new home after years of struggling to make ends meet. | Text-to-Self: I can identify with this.  It reminds me of when we moved from our apartment to our families first house.  We each had our own rooms and a yard all to ourselves. I went from room to room, finding my favorite spots. |

**Assessment:**Below you will find the exemplary criteria used to assess the assignment.

**Learning Target** (6/6 Exemplary)

All entries thoroughly and thoughtfully explain a variety of connections to the text that are unique, insightful, and show an excellent understanding of key elements of the novel.  Examples show maturity in understanding of world and greater community.

**Organization and Conventions** (6/6 Exemplary)

The reflective log is complete with the required number of entries, properly formatted with page number and quotes and clearly written.  Examples are thoroughly explained and relevant.  The assignment has clearly been edited for spelling, grammar, punctuation and fluency.  The language used is mature and enhances the overall tone.

ASSIGNMENT 2: Reflective Journal - A Literary Analysis

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| **Learning Target(s):*** Think critically, creatively and reflectively to explore ideas within, between, and beyond texts.
* Construct meaningful personal connections between self, text and world.
* Evaluate how text structures, literary elements, techniques, and devices enhance and shape meaning and impact.
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**Reflective Journal - A Literary Analysis**

Once you have completed reading your novel, write your reaction to it.  Develop your own literary analysis.

You will be required to write **5 PARAGRAPHS (Outlined below)**.  For each topic area you will **display your understanding of the topic** for your novel.  You can approach the topic in various ways.  Did you see yourself in the book?  Did you have an insight into why things are the way they are?  What did you learn that you didn't know before?  What bearing does this novel have on the world today?  And on you?  How do the literary elements contribute to your understanding? In other words, is this a worthwhile read for Grade 11 students?  Be sure you are crystal clear on the **why** in this response. Consider the purpose of the novel?  That is, what is it that the writer wanted us to think about or understand and connect to after reading the book and how did the author communicate the purpose?

**Five Areas of Analysis and Reflection**

1. Plot, setting, characters, point of view
2. Theme and other abstract ideas like mood and tone or irony to enhance the meaning of the work
3. Style – use of syntax, diction, language, organization, structure
4. Personal relevance - show areas of growth and learning
5. Literary analysis - making connections, synthesizing

You will be graded on your **LITERARY ANALYSIS AND YOUR PERSONAL REFLECTION**.   You should not be on the internet for this assignment.

Feel free to discuss any aspect of your novel you find interesting.  However, if you aren't sure, then these questions will give you some ideas.

Assignment 2:  [**Reflective Journal Questions**](https://moodle.sd79.bc.ca/pluginfile.php/81480/mod_book/chapter/38055/Reflective%20Journal%20Questions.pdf)

* These questions are **NOT** meant to be answered as a set of questions; rather, they are to be used as **prompts** for reflection.
* You are **NOT** required to answer all the questions.
* It is **NOT** necessary to research information.
* You are welcome to write poetry and compose song lyrics as part of your work.  You can find a review of the novel and agree or disagree.   Cite your source.

Finally, a really comprehensive  literary analysis will require some effort.  Therefore, keep in mind word count.  Here are some approximations. 50% - 60%: 1200 words;  61% - 72%: 1600 words;  73% - 85%: 2000 words;  86% - 100%: 2400+ words

[**Some General Instructions**](https://moodle.sd79.bc.ca/pluginfile.php/81480/mod_book/chapter/38055/Reflective%20Journal%20Questions.pdf)

1. Don’t write general entries (Heart of Darkness was an exciting story that I recommend to everyone.  I really enjoyed it.)  Don’t feel required to compliment the author.  This is called editorializing.
2. List the following:  Title of work (underlined); author; date it was written and/or published.
3. Provide a biography on the author.  Give some background information on the events in the novel, if necessary.  This is one of the only places to do some research.  Cite your sources.  Comment on how the writer's life experiences are reflected in the novel.
4. Don’t summarize the plot in length (50 words or fewer).

**Response Journal Criteria:**

**Learning Target(s)** - Exemplary (6/6):  Final product communicates a comprehensive literary analysis. Student demonstrates rich understanding of theme, style, setting, characters, and point of view.  This understanding results from thorough analysis of texts, language, and author's intent.  Discussion reflects an original and thoughtful connection to the work.  There is exemplary understanding of literary devices and how they are used to enhance the meaning of the work. Should be 2400+ words.

**Ideas/Content** - Exemplary (6/6): Exemplary development of ideas.  Content and organization are clear, concise and true.  Accomplishes the purpose with originality, individuality, maturity, and sophistication.

**Reflection and Insight** - Exemplary (6/6):  Complex connections and original ideas are included in a thoughtful response that includes specific examples of the student’s learning process and growth.

**Conventions/Sentence Fluency** - Exemplary (6/6):  Sentence structure and vocabulary are varied, skillfully written (or spoken), and carefully chosen.  Composition shows maturity in vocabulary, structure, and organization. Reflection on the quality of writing is evident, resulting in few or no errors.

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| **Learning Target(s):*** Think critically, creatively and reflectively to explore ideas within, between, and beyond texts.
* Construct meaningful personal connections between self, text and world.
* Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking
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