**Selection of Reading Materials for the Participants**

Every act of reading elicits emotional response from a reader. “Prescribed academic materials” are not necessary tools crucial in investigating the affective responses of readers, nor the only means in attaining an end goal of literacy. In fact, the proponents fear that the term “prescribed academic materials” might already induce an unfavorable initial response from high school readers, that of resistance and prejudice for things “required” and “academic.” Thus, even before the readers could participate in the research, their prejudice might have decreased their motivation for learning. This in turn could prove detrimental to the affect model research that the proponents seek to embark in.

For the reading materials for the participants, the proponents have decided on the short story genre. The short story is considered the most viable form of narrative for this research since it will entail a brief period of reading time (15-30 minutes). This delimitation is set in response to the perceived short attention span of teenage students (13-16 years). Nonetheless, the proposed selections are deemed some of the best in the world and have appeared in must-read lists for high school students. Another criterion is: these selections are deemed to contain prominent levels of emotional resonance (e.g. surprise, confusion, horror, pathos, shock, amusement) due to the clever use of narrative devices by the authors (e.g. suspense, atmosphere, mood, intrusion of the fantastic, characterization).

Our proposed initial selections are:

“The Lovely House” by Shirley Jackson

“The Veldt” by Ray Bradbury

“Gangrene” by F. Sionil Jose

“Man from the South” by Roald Dahl

“The Fisherman and the Jinnee” (from *Tales from the Thousand and One Nights)*

“The Lovely House” tells of a young girl Margaret who spends one summer vacation with her friend in the latter’s ancestral house. It is a ghostly tale concocted in the Gothic tradition. Shirley Jackson (American author, 1916-1965) is known for the “subversive impact” of her work, for her disquieting portrayal of history and society.

“The Veldt” is a story of a family who lives in an automated house with machines and gadgets that do all the work for them. This house has a nursery room which is able to create virtual realities in response to the telepathic wishes of the children. The finale of this science fiction masterpiece is quite disturbing. Ray Bradbury (American author, 1920-2012) is one of the foremost science fiction writers of the 20th century known for his compelling visions of a dystopic world.

“Gangrene” is a moving story about a brief reunion between a father and his son in an army hospital in Sierra Madre. The father is a brain surgeon of the Philippine Army, while the son is with the insurgents. The boy lies dying in the hospital room after he has been captured and tortured. Francisco Sionil Jose is National Artist for Literature. His stories, vividly realistic and socially relevant, are canonical representations of Philippine traditions.

“Man from the South” is set in a Jamaican hotel, where a chance encounter takes place between a South American man and a boy. It is a story about a strange bet. Roald Dahl (British author, 1916-1990) wrote such children’s classics as *Charlie and the Chocolate Factory* and *James and the Giant Peach*. He is famous for his macabre short fiction, tinged with dark humor, irony, and surprise ending.

“The Fisherman and the Jinnee” is a tale-within-a-tale, filled with magic and sorcery. It begins with an unfortunate meeting between a fisherman and a jinnee, and ends with a marvelous tale of a prince and his enchanted kingdom. *One Thousand and One Nights* (ca. 850 AD) is deemed the first novel in the annals of world literature. Composed of several tales of wonder and framed within other narratives, this significant work, originally of Indian, Persian and Arabic origins, is a classic of all times. Its juicy tales are satires of human follies and foibles.

**Book References on Reading Engagement of Participants**

Campbell, Kimberly Hill. *Less is More. Teaching Literature with Short Texts – Grades 6-12*. Portland:

Stenhouse Publishers, 2007.

Tovani, Cris. *I Read It but I Don’t Get It: Comprehension Strategies for Adolescent Readers*. Portland:

Stenhouse Publishers, 2000.

Sumara, Dennis. *Why Reading Literature in School Still Matters. Imagination, Interpretation*, *Insight*. N.J.: L.

Erlbaum, 2002.

Norton, Donna E. *The Impact of Literature-Based Reading.* New York: Macmillan Publishing Company,

1992.