



Sandy Creek High School

10th Grade Honors Summer Reading

Instructor: Dr. Tara J. Spriggs

****Required****

Welcome to 10th Grade Honors Literature and Composition! I look forward to having you in my classroom for a fun and productive learning experience this coming 2017-2018 school year. To help you prepare for the rigor of the course, you need to purchase your own copy of Thomas Foster's book, ***How to Read Literature Like a Professor Revised: A Lively and Entertaining Guide to Reading Between the Lines (HtRLLaP)***. Foster's guide lays the foundation for how we will discuss several classic selections of literature as well some modern ones. The text will assist you to understand complex writing through meaningful examples and will be a reference piece for every novel we read. You will also need your own copy of ***Lord of the Flies*** by William Golding.

Foster, Thomas. *How to Read Literature Like a Professor Revised: A Lively and Entertaining Guide to Reading Between the Lines*. HarperCollins. 2014. ISBN: 9780062301673.

Golding, William. *Lord of the Flies*. DemCo Media. 1954. ISBN: 9780606001960.

As you read, you should be doing a careful textual analysis, and this requires marking the text (**underlining, highlighting, & margin notes**). The summer reading will be an important part of the first few weeks of class. Summer reading is a **requirement**; it is not an option. It counts towards a significant portion of your evaluation and is not extra credit. You should anticipate being evaluated (tested) on the summer reading selections during the first/second week of class. Your assignments are due as indicated. Texts can be purchased from vendors such as **Amazon.com, Barnes and Noble, or at Books-A-Million, etc.**

Assignment 1: Deadline for completion: May 23, 2017

Join Google Classroom! This will be a temporary meeting place for all of us until the fall term begins when we will be using Black Board. **The code to join is 7b9z2jm.**

Assignment 2: Deadline for completion: August 11, 2017

Read Foster's book and annotate the text. If you are uncertain about making annotations, see the Annotation Guide at the back of this information packet. Select six (6) chapters to compile an electronic (typed) graphic organizer (chart, table, etc.) of your own design to include all of the following items. Please note that Prezis and PowerPoints do *not* work well for this assignment. You may consider completing each chapter on its own page divided into sections.

- A. The title of each chapter and an image to represent the chapter content.
- B. The claim or thesis of the chapter.
- C. A brief summary of key ideas (10-12 sentences).
- D. Questions inspired by the chapter, such as questions about the content itself, or questions to ask about reading literature based on the content.
- E. A list of examples of books, plays, movies, or music that reflect the chapter's main idea.

Assignment 3: Vocabulary: Deadline for Completion: August 11, 2017

Create a vocabulary chart for the following words found on the page numbers as indicated. Your chart should contain the following headings:

Word, Part of Speech, Definition, Synonym, Antonym, Sentence example

Vocabulary: apocryphal (p. 7), liturgical (p. 8), sublimation (p. 17), dictum (p. 18), ubiquity (p. 37), clandestine (p. 57), exigency (p. 84), ostensibly (p. 88), prurience (p. 156), gravitas (p. 97), repudiate (p. 102), perfidy (p. 109), titular (p. 119), incommode (p. 206), tawdry (p. 211), verisimilitude (p. 225), dialectic (p. 246), idiosyncratic (p. 249), hapless (p. 253), subservient (p. 257)

The vocabulary will be evaluated by an assessment the second week of school in August, 2017.

Assignment 4: Deadline for completion: August 17, 2017

Read Golding's novel *Lord of the Flies* in its entirety.

- A. Annotate the text per the guidelines in the Annotation Help Document. You may use sticky notes, flags, different colored highlighters, etc., whichever works best for you.
- B. Create a **"Summary Notes" document** (this not an essay). You should be brief but concise,

single-space, and use bullets whenever possible. Include the following elements of information:

- **Title of book** (What is the title's significance? How is it related to the novel?)
- **Author** (A few sentences of biographical info) you may do a little research for this section. (Cite your source.)
- **Year** (When was the novel written/published?)
- **Setting** (Time/period/place) Include important places pertinent to the story (Get specific when you can).
- **Opening Scene** (What is significant about the opening scene?)
- **Closing Scene** (What is significant about the ending scene?)
- **Character Analysis** (List the main characters, a few of their characteristics, explain their relationship to the other characters and their main purpose in the novel. Are they round or flat, static or dynamic characters? How do you know this? Do they change throughout the novel, or do they stay the same?)
- **Literary Devices** (Discuss literary devices such as symbolism, foreshadowing, or irony) Does the author use any symbolism in his/her writing? If so, where, why, what is the symbol, what does it symbolize? Explain. (Figure this out on your own – don't go to Spark Notes for the answer).
- **Theme** (What is the theme of this work? What was the author's purpose in writing his/her story?) Remember: Theme is not the topic. Example: "Love" is a topic; "True love takes time and lasts forever" is a theme. Your theme is a statement and should be a complete sentence. Theme should have universal meaning. It is a message for the reader. A theme is what the author is trying to show the reader about human nature or life.
- **Elements from the novel relating to the contents of Foster's book.** Select three (3) chapters from Foster's text that relate to elements found in Golding's text. Explain your choices with examples from the Golding text and show the relationship to the content you select from Foster's text.

These "summary notes" must be completely yours and yours alone. Do not, I repeat, do not use any outside resources (such as Shmoop, CliffNotes, SparkNotes, Pink Monkey, Barron'sNotes, MonarchNotes, etc.) other than the novel itself to help you. I want to know what you observed while reading the novel, not what someone else noted. Please be aware that using one of these sources in your summary notes without proper citation is plagiarism.

Speaking of Plagiarism...

Many people think of plagiarism as copying another's work or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

According to the Merriam-Webster Online Dictionary, to "plagiarize" means

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source

- to commit literary theft
- to present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

But can words and ideas really be stolen?

According to U.S. law, the answer is yes. The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book, a computer file, or a score of music).

All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism. See our section on citation for more information on how to cite sources properly. http://www.plagiarism.org/plag_article_what_is_plagiarism.html

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.

1. **Write comments** in the margin, especially to ask questions, relate to characters, make predictions, and connections to your own life, etc.
2. **Highlight** any figurative language/ literary devices or author's craft such as irony, symbol, motif, imagery, tone, style (diction/syntax),

etc. Note any effect these devices may have on plot, character, or theme.

3. **Star** passages that are important: events, decisions, key points (theme-related), or cause/effect relationships.
4. **Underline** any sentences that made you think or appealed to you.
5. **Circle/highlight** vocabulary/words that are unfamiliar.
6. **Bracket** areas that you were confused about or did not fully understand.

About Evaluations...

Exemplary work will contain all of the following criteria:

- ☆ All requirements of the assignment are met and evident to the reviewer
- ☆ Compelling, thorough, and relevant data from texts used for analysis
- ☆ Legible, typed contents (Pencil work will not be accepted for credit)
- ☆ Consistent use of Standard English, grammar, and mechanics throughout
- ☆ Professional appearance (no tears, folds, stains, etc.)
- ☆ Thoughtful, deliberate presentation of information
- ☆ Mature approach to subject matter
- ☆ Original work of student with student's own voice and style

Questions?

These are welcomed and usually good to ask. You may correspond with me at

spriggs.tara@mail.fcboe.org. Please realize answers may not be immediate due to my being on vacation for summer, but I will eventually respond.

