

ARTHUR P. SCHALICK HIGH SCHOOL



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SUMMER READING/WRITING PROJECTS 2019-2020

This course is designed for college bound students who are extremely self-motivated and desire to perform on an accelerated intellectual level. This course concentrates on British literature, covering historical and cultural aspects of a variety of literary genres, including poetry, short stories, drama, and novels. Students will also write extensively, both formally and informally, focusing on analysis of literature.

Students selecting 12 Honors should possess strong reading, writing and analytical skills. This course work is more complex than that of the 12CP course and more independent assignments are required. Students will also complete a summer reading project which is due the first day of the school year, whether students take the course the first or second semester.

Prerequisite: Successful completion of English 11CP with an A or higher or successful completion of 11 Honors with a B or higher.

If you have any questions, please e-mail me during the summer with any questions at rjost@pittsgrove.net. I check my e-mail often during the summer.

Assignments & Due Dates:

Expository Essay (due 22 July 2019)

Independent Reading (due 4 September 2019)

"Me" Brochure (due 4 September 2019)

Summer Reading Assignments

Please note—ALL summer work is due the first day of school in September, regardless of which semester you are enrolled in English 12 Honors. If you have first semester class, work will be collected in class. If you are in the second semester section, you will report to the media center during enrichment periods to submit your work.

Work, when feasible, may be submitted electronically via Google docs. All work must be submitted by 3:00 PM, either electronically or in hard copy, on the due date or it will be considered late and points will be deducted from the grade. Hard copies will be submitted in the main office of the high school.

Do NOT use envelopes or folders of any kind.

All multi-page assignments must be stapled.

Failure to follow directions will result in loss of points from project grade.

#1 Expository Essay-Due 23 July 2018 Major Grade (test)

Read “The Expository Essay” (handout); complete “Assignment” at end of article/directions. A minimum of two drafts is required; the first/rough draft must have visual evidence of revision. If you draft with word processing (and most of us do!), then write your first draft, print it, and then, per the article, give yourself “at least 24 hours before starting a revision”. Handwritten drafts are perfectly acceptable, of course; follow the same “24 hours” rule for the typed draft. This paper must be 2-3 pages in length.

Please review the “Formatting Guidelines”, which are part of this packet, for specific directions.

Rubric Expository Essay

Revision evident/multiple drafts	5
Opening- attention getter, background as needed, thesis	15
Body- topic sentences/main ideas, fully developed, organization, clarity	35
Conclusion- tied to thesis, not merely a restatement	15
Sentence structure- varied, coherent and complete	15
Mechanics/Grammar/Usage- including Works Cited, if used	10
Format- headings, title, page numbers	5

#2 Independent Reading Due 4 September 2019 Major Grade (test)

Submit your choice of a challenging work (something you will enjoy) for this reading/writing assignment to the instructor by June 30 2019. Research titles (suggested works included) before submitting your choice. Ask friends, consult media specialists, talk to your parents, research the author and title, etc.

As you read, take notes in any form that enriches your understanding of the work. Suggestions are included in this packet. ***These notes will be submitted along with your chosen project for a minor grade.***

Do not consult outside sources for your note-taking. It is expected that your notes be original and authentic.

Choose one of the projects from the list to complete. All work must adhere to the MLA guidelines for formatting, including headings, and citing (including visual work).

You may choose from any of the note-taking options listed below, but your notes must fulfill the following requirements:

- There is no minimum page requirement. However, notes must cover the entire length of the text. Be sure to include notes from the beginning, middle, and end of the text.
- Notes must include textual evidence (quotes), cited correctly, and your thoughts, analysis, interpretation, and/or questions.
- Notes may be typed or handwritten. If you choose to type the notes, you must have a printed copy to submit on the due date.
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NOTE TAKING OPTIONS:

- 1. Dialectical Journal**—use a two-column format to record notes as you read. In the left-hand column, write important text (with citation). In the right-hand column, respond to the text—reflect, analyze, explain the meaning, significance, or connections.
- 2. In-Text Annotation**—for this method you will need to either own the book or be able to keep it for an extended time. Record your notes *directly* in the book or on post-it notes. Mark significant passages—themes, character and plot development, etc.
- 3. Mind Mapping:** create a visual representation of text, important characters or plot episodes. Use lines, arrows, bubbles and/or sketches to connect notes.

****NOTES WILL BE SUBMITTED. THIS ASSIGNMENT IS A MINOR GRADE (WEIGHT TWICE).**

PROJECT OPTIONS:

#1 Theme Paper

This is a written response to a theme or major idea found in the text. The response will explain and analyze the ideas, not explain why you “liked” or “disliked” the text. Avoid mere summary.

- a. Decide on the theme or major idea you discover as you read.
- b. Determine what events, characters, and/or development of these contribute to the creation of the theme.
- c. Gather quotes from the text to support your analysis of the theme development.
- d. Organize your ideas in a logical, coherent (but informal) outline. This is not required to be submitted.
- e. Draft your paper. (It is suggested you follow the “24 hour” rule, at least, before revising your writing.)

Theme Rubric

Opening- attention-getter, thesis, details	15
Body- TS/MS, SD, organization, fully developed, specific evidence/quotes	40
Conclusion- tied to thesis, NOT a re-statement	15
Sentence structure	15
Mechanics/Grammar/Usage (including WC page, if used)	10
Format- (heading, title, page #s)_	5

#2 Character Sketch

This is a visual and written response to a character (poster & short paper).

- a. Choose a character.
- b. Find and write out five (5) quotes that reveal the **character's PERSONALITY. This is the important part of the assignment. You must show understanding of the character's traits. Be sure to note the pages you are using.**
- c. Each quote must be at least **15 (fifteen) words in length**; be sure to **cite and punctuate** correctly.
- d. Create or find a visual that represents the chosen character.. This can be original, collage, or computer generated art (or any combination of mediums). All work used must be cited unless it is original art. A "Works Cited" page must be attached to the back of the poster.
- e. Arrange the visual and the quotes in a visually attractive, organized fashion. Use pen for the quotes (or type the quotes)—something permanent.
- f. Final of visual project must be at least 8 ½ x 11" and no larger than 14" x 18".
- g. In a **short paper**, explain how each of the quotes adds to the reader's understanding of the character. This paper must also follow MLA guidelines. Attach the two parts of the project, with the written portion on top.

Character Sketch Rubric

VISUAL

Quotes (five, personality/meaning/descriptions, length)	25
Illustration	15

WRITTEN

Opening/Closing coherent and connected	10
Evidence--sufficient, clearly explained/analyzed, organized	20
MLA format used correctly	10

COMBINED

Mechanics/Grammar/Usage	10
Citations (used and correct)	10

#3 Setting Collage

This is a visual and written project. The object is to illustrate and analyze at least five settings in the text (poster and short paper).

- a. Choose the most important or interesting settings—be sure to record the page numbers of the descriptions or analysis.
- b. Find or create images to illustrate each of the five settings. Be sure to note the source for each image. Obviously, this is not required if the illustration is original artwork. A “Works Cited” page must be attached to the back of the collage if artwork is not original.
- c. Create a visually appealing poster at least 8 ½ “ x 11” and no larger than 14” x 18”.
- d. In a **short paper**, analyze and/or explain the importance or interest of the settings to the development of the work as a whole. Specific quotations supporting your ideas must be used.

Setting Rubric

VISUAL

Quotes (five, personality/meaning/descriptions, length)	25
Illustration	15

WRITTEN

Opening/Closing coherent and connected	10
Evidence--sufficient, clearly explained/analyzed, organized	20
MLA format used correctly	10

COMBINED

Mechanics/Grammar/Usage	10
Citations (used and correct)	10

“SUGGESTIONS TO GET YOU STARTED READING” TITLES

<i>Snow Falling on Cedars</i>	<i>Things Fall Apart</i>
<i>Northern Light</i>	<i>One Flew Over the Cuckoo’s Nest</i>
<i>A Scarlet Letter</i>	<i>And Still We Rise</i>
<i>The Life of Pi</i>	<i>A Walk in the Woods</i>
<i>Kite Runner</i>	<i>A Beautiful Mind</i>
<i>The Perfect Storm</i>	<i>Cold Mountain</i>
<i>Fast Food Nation</i>	<i>The China Men</i>
<i>Color of Water</i>	<i>The Jungle</i>
<i>The Killer Angels</i>	<i>Reading Lolita in Tehran</i>
<i>A Tree Grows in Brooklyn</i>	<i>How the Garcia Girls Lost Their Accents</i>
<i>As I Lay Dying</i>	<i>Things Fall Apart</i>
<i>The Curious Incident of the Dog in the Night-Time: A Novel</i>	
<i>The Autobiography of Malcolm X</i>	

#3 “Me” Brochure—due 4 September 2019 Minor grade (quiz-3x)

Follow directions below to complete this project.

This assignment will serve two purposes: 1) Introduce yourself to your classmates and me and 2) give yourself a chance to practice both writing and visual skills.

A permanent medium (ink, marker, paint, printed) must be used for this assignment. Use of regular pencil will result in loss of points.

To complete this project:

Fold your paper in thirds

On the cover:

Write your first and last name

Show a hobby

Show a symbol of you as a learner

On the inside LEFT panel

Name a person from a book, movie, or show whom you admire (FICTIONAL)

List the qualities that you admire in this character

On the inside CENTER panel

List three (3) things you hope to learn this year (not necessarily in this class)

On the inside RIGHT panel

Explain what makes you feel like a successful learner

On the back panel

Write what you were thinking when you began this activity

Grading Rubric

Five (5) completed panels	50	
Directions followed correctly	15	
Mechanics	10	
Usage/SS/Grammar	15	**
Neatness/legibility & Medium	10	

****parallel structure—structure, grammar, etc. (lists especially)**

EXAMPLES:

I admire Jane Eyre because she

is graceful

remains calm under pressure

uses her intellect

I like **walking, baking** and **reading**.

Expository Essays

The expository essay is one of the most common writing assignments and often one of the shortest. But short doesn't mean simplistic.

An expository essay is a writer's exposition (explaining) of a short theme, idea, or question. It should be concise, and it should cleave to the author's thesis. The thesis should be narrowly stated or defined, and the evidence backing it up should reinforce the author's point of view. Often logic and personal examples form the bulk of the evidence – an expository essay usually doesn't cover or require a great deal of research (though the author's facts should, of course, be right).

An expository essay can be a reaction to a work of literature, a personal testament about overcoming adversity, a political manifesto on world events, or a sports-page diatribe about a rookie sensation. Just as these kinds of sorties can succeed or fail, so too can your own expository essays.

The expository essay works best as a short, sharp strike – “get in and get out.” It makes one major point, provides its support, and finishes up. Clarity is the name of the game. How do you get there? Here are some tips to supplement your knowledge of the form.

1 ANSWER THE QUESTION

It sounds obvious, but you'd be surprised how many essays fall far afield of the topic they're supposed to discuss. Answering the question means that you must, in your thesis, specifically state your answer to the question or your position on the topic at hand.

SAMPLE ASSIGNMENT: Discuss the ways in which the Star Wars movies can be considered philosophy.

BAD THESIS: The Star Wars movies can be considered philosophy.

This doesn't answer the question – we don't know why or how.

ALSO BAD: There are many ways in which the Star Wars movies can be considered philosophy.

Again, the thesis doesn't answer the question – “many ways” could mean virtually anything. We still don't know why or how.

GOOD THESIS: By dramatizing the conflict of good versus evil, and by espousing the benefits of personal courage, the Star Wars movies transcend entertainment to become philosophy.

The author tells us two specific ways the movies are philosophical. Whether the author can defend this position remains to be seen.

2 AVOID DATA DUMPS

Expository essays need a position: yes, no, sometimes, never. You can take any one of these positions (if you can defend it). What an expository essay should *not* do is list facts about a topic without having those facts lead to anything. Lists and descriptions of information that don't relate to the argument or story are sometimes called “data dumps”.

Some students try the data-dump approach because they haven't read the assignment and are hoping that a bunch of vague, general information will inveigle their teacher's senses. It might sound smart – data dumps are full of facts – but they don't answer the question, and in an expository essay, that's a cardinal error.

WRONG: Darth Vader does many evil things, such as slaying Obi-Wan Kenobe, who used to be Darth Vader's pupil; during the films, Vader overpowers Kenobe, claiming "now, I am the master."

There are facts aplenty, but the sentence doesn't explain what any of them have to do with one another or with the thesis.

RIGHT: The film suggests that the moral choices of one person can affect the fate of empires; for example, the choice of one man – Darth Vader – to turn from his evil ways results in the dissolution of the despicable galactic dictatorship.

The fact at the end explains what Vader does and how that relates to the theme.

3 BACK UP YOUR STATEMENTS

While expository essays aren't about finding all the facts – that's what a research paper is for – you'll want to explain why you argue the way you do. Support your arguments with evidence: facts, anecdotes, and reasoning. Clarify the relationship between the evidence and the argument.

WRONG: *Star Wars: The Phantom Menace* was bad because of Jar-Jar.

This sentence is unclear; it puts two things together without telling how they're related.

RIGHT: The presence of Jar-Jar Binks, a laughable character more suited to a Disney film, gave the first *Star Wars* film a silliness which is inconsistent with its more profound themes.

This is much better. The statement isn't necessarily a great argument, but at least the reader can see how the facts are related.

4 DON'T WRITE FOR YOUR TEACHER

Your teacher knows you. Your teacher knows the assignment. Your teacher knows the subject matter on which you're writing. The expository essay, however, isn't a conversation between you and your teacher. Your essay should be clear enough for anyone to read it – even someone who knows nothing about your subject.

This means that you shouldn't assume your reader knows about your subject. Good writers clarify and elaborate.

WRONG: Yoda's size makes him a very ironic character who shows the power of mind over body.

The author assumes we've seen the movie and know who Yoda is.

RIGHT: In *The Empire Strikes Back*, the audience discovers that Yoda, a master of philosophical and spiritual practice, is a two-foot-tall green munchkin; the irony of the situation underscores the film's conviction that spirituality is more important than physical strength.

The other mistake writers make when writing for their teachers is an excessive wordiness and convoluted sentence structure. These writers aren't writing to explain, plead, or convince a reader. They're just hoping to sound smart. It's a bad habit.

WRONG: The inherency of neither good nor evil is trenchantly noted when Anakin Skywalker's purported evil turns to good, validating the faith that even in perfidious individuals morality may be found.

Here are a lots of big words used incorrectly in a convoluted sentence. The author may sound like an expert, but most readers will fall asleep.

RIGHT: Anakin Skywalker's vacillations between good and evil demonstrates that both are present in the human spirit.

This is an improvement, and the author even left in a delicious vocabulary word.

Don't write for your teacher, and don't write to sound smart. Good papers can be read and understood by anyone who picks them up.

5 REVISE THE NEXT DAY

Once you've finished writing, do a revision. This means more than running your eyes over every line or clicking on the spell check. It means reading what you've written and applying a critical eye. Do the paragraphs support your thesis? Is the relationship between evidence and assertion clear? Are sentences concise? Is there a better way to phrase a sentence?

Wait at least 24 hours before starting a revision. If you've just finished writing a sentence without a subject and you think it's great, you're probably still going to think it's great 20 minutes from now. Do your work ahead of time, and leave a day for revision.

Assignment

Pick one of the following prompts and write a 400-word expository essay supporting a clear, coherent, and focused thesis. Secondary sources are not required but may be used. (Follow MLA guidelines for quotes and Works Cited page, as needed.) Follow all guidelines in preceding pages, including MLA format and revision steps.

1. Is the place of sports in modern society healthy or unhealthy?
2. Should music be taught in high school? How and why?
3. Identify one person from history whom you admire. Then write an essay arguing why your school should be renamed for this person.
4. Describe the contents of your locker or desk drawer. Then explain why everyone should organize their locker or drawer the way you have.

Name
Ms. Jost
English
11 June 2019

FORMATTING HANDOUT

Follow these guidelines for all submitted assignments, paying particular attention to formal papers.

ALL ASSIGNMENTS:

The heading is shown above. Follow this exactly for all submitted for assignments (HW, formal papers, projects, etc.). Your last name and page number must be on every paper beginning with the second page of your work (this heading is for example purposes). This may be NEATLY hand printed if necessary.

TYPED ASSIGNMENTS:

Double space

Times, Helvetica, Times New Roman, or similar font choices

12 point font

1" margins on all sides

Title ALL papers/essays—centered, no quote marks unless quoting, no bold

HANDWRITTEN ASSIGNMENTS:

Clearly & neatly written in ink—no felt tip pens

Clean edges of papers (no “nibblies”)

Name
Ms. Jost
English
11 June 2019

My signature/printed name indicates I have read and understand the summer reading and writing assignments. Further, I understand it is my responsibility to contact the instructor before the end of the current school year with major conflicts and during the summer as questions arise.

Student Signature/Name

Date

Email (PRINT)
