

Spring 2014

Dear In-coming Honors British Literature Student,

The Willoughby-Eastlake School District Summer Reading Program, administered by the English Departments at North and South, is pleased to provide you with the summer reading selections for the 2014-2015 academic year. The intent of the Summer Reading Program is to increase your reading comprehension and broaden your horizons. It is our belief that reading skills and appreciation of literature are developed through regular reading.

The novels that have been chosen for **Honors British Literature** are as follows:

1. *Night* by Elie Wiesel, ISBN: 978-0374500016, Hill and Wang Publishers, \$9.95
2. *Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson, ISBN: 0-553-21277-X, Bantam Classic, \$3.95

You are required to have your own copy of each book to read during the summer as well as to bring to class with you during the first week of school. Close reading / annotating should be done while reading the novels. *Please see the attached explanation.

Students are expected to choose and read these novels prior to their return to school in August. The assignment is due the first day of class in August, **failure to have this assignment complete will result in a full grade deduction from the first quarter grade.** There is no late credit given and the deadline is solid. This is not an optional assignment and any Honor student who does not feel he/she can complete this assignment may want to reconsider their placement in this course.

Barnes and Noble in Mentor has been notified that North & South students need these books specifically, but you may purchase used copies from area used book stores or from Amazon.com. However, do *not* waste your time, mind, or money buying so-called “novel aids” such as *Cliff’s Notes* or *Spark Notes*. The same holds true for their online versions.

The English 12 Honors Summer Reading Assignment, a Reading Journal and the typed, five page writing assignment that is to be turned in on the first day of school, is described on the following pages. During the first two weeks of school, two 100-point objective tests will verify your comprehension of the two books.

North Students: Should you have any questions or concerns about the assignment during the summer, please email Ms. Slak at mary.slak@weschools.org. Because I do not check my messages daily, give me a little time to respond. Until then, I’m in Room 206 should you need to get a hold of me.

South Students: Should you have any questions or concerns about the assignment during the summer, please email Mrs. Giles at tracy.giles@weschools.org. As the subject of the email, please use “Summer Reading Question.”

Have a great summer!

Ms. Slak, North High School
Mrs. Giles, South High School

English 12 Honors Summer Reading Assignment: A Reading Journal

A reading journal is an effective way to keep a record of your reading responses, positive or negative, as you read. It offers a chance to respond personally, ask questions, wonder, predict, and reflect on the characters, events, literary elements, or language of a text. As you read, complete the close reading / annotating for each chapter. **Do not summarize.** Once you are finished the novels and have answered the specific questions for each one, you will then type out your assignment to be turned in on the first day of school.

5 Typed Journal Entries

You will submit **five** typed response entries. Because these are personal reflections you may write using first-person point of view.

Three of the responses deal with *Dr. Jekyll and Mr. Hyde*.

1. Entry number one should answer the question: Is Jekyll purely good? Your response should include specific references from the novel to support your position.
2. Entry number two should answer the question: Is Hyde purely evil? Again, the response should include specific references from the novel to support your position.
3. Entry number three should answer the question: Is either aware of or bothered by the other? Make sure to reference specific support.

Two of the responses deal with *Night*.

4. Examine the theme of “man’s inhumanity to man.” Find examples from the book and include one specific quote. Use MLA style to identify the source of the quote.
5. Next examine the theme of “dehumanization.” Again identify examples and include one specific quote properly cited.

Please follow proper MLA formatting for this typed assignment:

1. Correct MLA heading goes in the upper left hand corner on page 1 of your document (your name, teacher’s name, Honors British Literature, due date)
2. Original Title for each entry, **which can not simply be the question posed for that entry**
3. Correct MLA running page numbering (Last name #) goes in the upper right hand corner
4. 12pt. Times New Roman font
5. 1” margins
6. Correct spacing (no auto spacing format set)
7. Each entry is one full page in length and double spaced (Entries that do not meet this requirement will not receive full credit. Entries that exceed one page will not be graded past the one page limit.)

Some suggested starts for reflection are listed below:

- I can not really understand...
- I realized...
- If I were _____ in this chapter/story I would...
- I was surprised...
- I know the feeling...
- I liked/did not like the way...
- I began to think...
- One thing I have noticed about the author’s style is...
- The action in this book reminds me of when...
- I really admire (name a character) because...

***Close Reading / Annotating for Summer Novels**

Close reading means reading *actively*—with a pen or pencil in your hand (**not** a highlighter)—and marking your book with responses to what you are reading. You should note questions, ideas, and feelings as you read.

Here are the guidelines:

1. **Circle** the names of **new characters (when they first appear)** and of unfamiliar words.
2. **Underline** passages or **put an asterisk (*)** beside passages you think are important in the novel. Next to any underlined or asterisked passages you should write comments. You don't have to do this for all passages you mark.
3. Put a **question mark** beside anything that you do not understand or would like to ask about in class. Passages that confuse you need to be clarified; mark them and ask the teacher for clarification when school resumes.
4. When you finish each chapter, go back to the top of the first page and **give the chapter a title. You must do this for each chapter.**
5. Also, when you complete each chapter, use the space at the beginning or end of the chapter to write a **brief summary** of what has happened. Your summary may be a short paragraph or it may be a list of what happened. If there is no room for this in your novel, please write your summary in a notebook. This should be done immediately after you finish reading each chapter. **You must do this for each chapter.**
6. **No highlighting.**

Honors English General Grading Rubric (Quotations)	10	8	7	6	5 0 = not present or especially poor
Title & Introduction	Original title; Introduction actively creates interest, previews ideas, and leads into thesis	Title present, not original; Introduction creates some interest, and leads into thesis	Title present, not original; Introduction attempts to create interest, or does not clearly lead to thesis	Title is missing; Introduction barely attempts to create interest; and/or barely relates to thesis	Title is missing; Introduction does not create interest, and is unrelated to thesis
Thesis Statement	Clearly expresses your main idea & at the END of the introduction	Could be clearer but is still at the END of the introduction	Clear, but is not at the END of the introduction	Not clearly expressed, Thesis statement needs revision	Not clearly expressed and is difficult to find
Coherence (It all fits together.) (x2)	Topic sentences are clear and support thesis. All details completely support topic sentences. Entire essay flows naturally. Transition sentences used to link body paragraphs.	Topic sentences support thesis. Nearly all details support topic sentences. Essay flows naturally much of the time. Transition sentences used to link body paragraphs.	Topic sentences support thesis but not as clearly. Details may occasionally veer away from the thesis. Somewhat natural flow, but parts are confusing. Some transitions are used to link paragraphs.	Topic sentences somewhat support thesis. Some details support topic sentences, but there is a distinct tendency to veer away from the topic. The flow can be confusing. Transitions between paragraphs are missing.	Topic sentences barely support thesis, OR two or more topic sentences do not support thesis. Details often stray from topic sentences and thesis. Has glaring errors which disrupt the essay's flow.
Development & Detail (x2)	Body paragraphs are well-developed with specific reasons, facts, and examples that clearly support thesis. Excellent analysis, clear explanations, and valid support.	Body paragraphs are well-developed with reasons, facts, and examples to support thesis. Some could be more specific. Good explanations, analysis, and support.	Body paragraphs are somewhat developed with some reasons, facts, and examples to support thesis. Good analysis. —OR— Body paragraphs have reasons, facts, and examples to support thesis, but needs clearer analysis.	Lacks EITHER reasons, facts, and examples to support thesis, OR analysis of how the details support the thesis.	Lacks BOTH reasons, facts, and examples to support thesis AND analysis of how the details support the thesis.
Direct Quotations	Proper lead-in to introduce direct quotation(s); Quote is accurate including proper MLA citation format; Follow-up clearly explains reasoning/explanation	Lead-in to introduce direct quotation(s); Quote is accurate including proper MLA citation format; Follow-up somewhat explains	Adequate lead-in to introduce direct quotation(s); Quote is present, missing proper MLA citation format; Follow-up somewhat explains	Quote is present, but doesn't provide support or evidence to link it to the topic; Possibly missing lead-in and/or follow-up.	Missing lead-in and/or follow-up; Incorrect quotation format; missing page number
Conclusion	Excellent review of your main point and previous supporting points.	Great review of previous supporting points.	Reviews minimal supporting points.	Is too simplistic, but reviews somewhat.	Is one sentence or completely off topic.
M. U. G. S. Mechanics Usage Grammar Spelling	Excellent MUGS; Vivid vocabulary, creative phrasing/sentence variety	Great MUGS; Several vivid vocabulary words, some creative phrasing/sentence variety.	Average MUGS; Average vocabulary, fair sentence structure, minor errors that do not impair judgment.	Decent MUGS; Many errors that do not hurt judgment OR but errors can confuse meaning	Mediocre MUGS; Lackluster vocabulary, frequent errors which hurt judgment.
Formatting (MLA)	Typed. MLA heading, running page #, centered title, 1" margins, consistent font, correct spacing, double-spaced	Typed. Missing 1: MLA heading, running page #, centered title, 1" margins, consistent font, correct spacing, double-spaced	Typed. Missing 2: MLA heading, running page #, centered title, 1" margins, consistent font, correct spacing, double-spaced	Typed. Missing 3: MLA heading, running page #, centered title, 1" margins, consistent font, correct spacing, double-spaced	Typed. Missing 4: MLA heading, running page #, centered title, 1" margins, consistent font, correct spacing, double-spaced

Name _____ Period _____

Total _____