

## AP Senior Summer Reading 2009

**Mrs. Patty Room 226**

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**Web page – Periodically check the web page for this class at**

**<http://www.teacherweb.com/AL/DecaturHighSchool/MrsJPatty/>**

- All three written assignments are due on Tuesday, August 11. Each one counts as a major grade.
- In writing all the assignments, use your best writing skills. See suggestions on the web page.
- All work must be typed, double-spaced, using one inch margins. Use Verdana 10 or Times Roman 12 font. Your name and page number should appear at the top of each page (MLA style – see my heading).
- Have all assignments typed and saved on the computer if you would like to keep them. I will not give the work back.

### Works to be read:

1. *How to Read Literature like a Professor* – Thomas C. Foster
2. *Peace like a River* – Leif Enger
3. *Macbeth* – William Shakespeare [you may have read this already –if so, re-read before attempting the assignment] **I have copies of *Macbeth* you may borrow.**
4. "It's a Bird, It's a Plane, It's Plagiarism Buster!" – Gillian Silverman from *Newsweek*, July 15, 2002 (attached).

### Assignments:

1. *How to Read Literature like a Professor*
  - A. **READ THIS BOOK FIRST.** It is fairly light reading. No characters or plot to analyze or memorize – just some helpful information that should provide some insight into your reading.
  - B. As you read this work, take notes for yourself on each chapter. You will refer back to these notes and to the book throughout the school year. You may use any format you wish for these notes.
2. *Peace like a River*
  - A. Quote project – Follow the directions for the quote project which follows. Read directions carefully and follow them closely. Your project should be entirely your own work.
  - B. Several chapters in the Foster book are applicable to this novel (at the very least, chapters 1, 2, 3, 7, 10, 11, 12, 14, 19, 20, 21, 23, and 26). Choose two (2) chapters in Foster and re-read them with an eye to their application to Enger's novel. Then write an original essay incorporating Foster's ideas in your analysis of some aspect of the novel. Cite both Enger and Foster in the essay using MLA style\*. Your thesis and analysis will be determined by your choices in the Foster book.
  - C. You will also be tested on the novel during the first week of school.
3. *Macbeth*
  - A. Several chapters in the Foster book are applicable to *Macbeth* (sorry, you must choose your own here). Choose two (2) chapters in Foster and re-read them with an eye to their application to *Macbeth*. Then write an original essay incorporating Foster's ideas in your analysis of the play. Cite both Shakespeare and Foster in the essay using MLA style\*. Your thesis and analysis will be determined by your choices in the Foster book.
  - B. You will also be tested on the play during the first week of school.
4. "It's a Bird, It's a Plane, It's Plagiarism Buster!"
  - A. Read the article carefully.
  - B. Sign the attached "honor statement".

**\*Essay and MLA style guidelines are found on my webpage.**

## **Quotes Project**

While reading your novel, you will collect five (5) annotated passages/quotes from the novel and "The Quote of the Novel" (so, this is a minimum total of six [6] quotes). Then you will write a **REFLECTIVE letter** about the novel that you read and your reactions to both it and the annotated passages that you assembled.

### **Procedure**

**Marking quotes:** Use post-its to note/mark passages as you read. Every time you encounter a particularly important, provocative, dramatic, surprising, even disturbing passage, mark it with a post-it note. Only when you have completed the novel will you look at all those passages and decide which to toss out and which to keep.

**Selecting quotes:** When you have finished reading your book, you will select at least five (5) passages from throughout the novel. Copy the passages down (including page numbers) and then write about each passage in the following ways:

**Writing about your quotes:** First, in a well-written paragraph explain how the passage "fits" into the novel (does the passage add to the character development, the plot line, the details of setting, and so forth). Discuss the importance of the passage to the book's message or meaning or theme.

Then, in a well-written paragraph react to the passage as a reader. Make me understand **WHY** you have selected this passage. To generate responses, you can consider the following as suggested prompts or questions:

- Why does the passage impress, intrigue, horrify, or puzzle you?
- Do you find the author's use of language appealing or powerful? Does the passage jump off the page as a great descriptive passage?
- Does it prompt a strong response from you as you read it? Does it present itself as so well crafted that you just love the sound of it? Is the language beautiful, descriptive, graphic?
- Is it particularly meaningful? Is it a high point in the book?
- Do you find yourself in agreement/disagreement with the ideas expressed?
- Does the passage remind you of a situation you have lived as well?
- Does the passage make you laugh out loud or make you melancholy or make you something else?
- Does the author or the character raise intriguing questions or issues?
- Does the passage challenge or expand your thinking?

You are not limited to the above list, nor do I expect you to answer all of the above. But your responses to the passages should clearly explain to me **WHY** these passages mean something to you, **WHY** these passages caught your attention.

**Most important quote (#6):** Then, select **ANOTHER, DIFFERENT** passage as "**The Quote of the Book**": that one passage or quote that captures the essence – the true meaning – of the novel for you, the reader. In a well-written paragraph explain exactly **HOW** this passage is the one perfect quote from the book [Think of this as the one passage that you would absolutely want saved should your book ever be lost or destroyed.]

**Reflective letter:** Lastly, you will write a **REFLECTIVE letter**, addressed to me, about reading this novel and creating your quotes paper. Write about the thoughts and feelings and observations and new insights you experienced while reading your novel. Write about marking the quotes as you read and then selecting the ones to keep. Some things to think about for your letter may include, but are not exclusive to:

- Tell me what you worked on the hardest or struggled with in doing this assignment
- Share with me what you think you did well: what worked, really worked
- Show me where you were drawn into the novel and where you were pulled away from the novel. Identify in your opinion the author's – or the story's – greatest strength and weakness
- Discuss in what ways the novel is similar to your life
- Explore what value, besides entertainment, this book has
- Share your overall impressions of the novel
- Discuss if you found yourself changing your mind about the book and/or the assignment
- Tell me what you as a reader and as a student need to focus on for the next assignment

Your **REFLECTIVE LETTER** is your chance to "talk" with me about your book, your project, and your experiences in completing this assignment. With your letter, make me see your work – and your learning – through your eyes.

### **Important Stuff**

- All aspects of this assignment must be typed and double-spaced. Put each passage and its paragraphs on a separate page. Your total assignment will be **no longer than seven (7) pages** (one for each quote, quote of book, and the letter).
- Passages/quotes must be at least two (2) sentences long. [Many of your passages should – and will be – longer than two sentences.]
- Passages/quotes must be from **throughout the entire novel**.
- All passages must be in **quotation marks** – and be sure to copy the passage exactly as it appears in your novel.
- All passages must include the page number from which they are taken. Cite page numbers as (235), or (16), or (105) with the period after the parenthesis.
- The Reflective letter is a **required** component of this assignment.
- This assignment is due on the day it is due – no late work will be accepted.
- The due date for this assignment is **THE FIRST DAY OF SCHOOL**.

**(Assignment modified from Quotes Project created by Anne Arvidson and presented at Atlanta NCTE Convention)**

**Quote Project Rubric**

**Name** \_\_\_\_\_

|  |  |
|--|--|
|  | All aspects of this assignment are typed and double-spaced.  |
|  | Each passage and its paragraphs on a separate page.  |
|  | Passages/quotes are at least two (2) sentences long.   |
|  | Passages/quotes are from points throughout the entire novel.   |
|  | All passages are in quotation marks  |
|  | The passage is typed exactly as it appears in your novel.  |
|  | All passages include the page number from which they are taken.                                      |
|  | Page numbers are cited in MLA style – with the period after the parenthesis.                         |
|  | The Reflective letter is included and presents some thoughtfulness on the part of the writer.        |
|  | Each passage is explained in a well-written paragraph explain how the passage "fits" into the novel. |
|  | Discussed the importance of the passage to the book’s message or meaning or theme.                   |
|  | Writer explained his reaction to the passage as a reader.  |
|  | This assignment is turned in on time.  |
|  | <b>Deduction for sentence structure.</b>   |
|  | <b>Deduction for grammar errors.</b>   |
|  |  |

**Total points**\_\_\_\_\_

## Honor Statement

### **Academic Dishonesty:**

#### **The following will be considered cheating:**

- **The willful giving or receiving of an unauthorized, dishonest, or unscrupulous advantage in academic work**

The above may be accomplished by any means whatsoever, including, but not limited to, the following: fraud, duress, deception, theft, talking, signs, gestures, copying from another student, unauthorized collaboration, and the unauthorized use of study aides, books, electronic programs, texting, the internet, or other information.

- **Attempted cheating**

#### **The following will be considered plagiarism:**

- **Presenting as one's own words, the work, or the opinion of someone else without prior acknowledgment.**
- **Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.**

### **Consequences:**

If a student cheats or plagiarizes, he will receive a zero for the entire assignment and will not qualify for make up of the assignment subject to the teacher's discretion. Decatur High School's administration reserves the right to assign additional penalties based on the severity of the offense.

In order to prevent misunderstandings, at the beginning of each course the teacher will clarify what constitutes a violation of the Honor Code in his/her class. This should include an explanation of:

- The extent to which collaboration or group participation is permissible in preparing term papers, laboratory exhibits or notebooks, reports of any kind, tests, quizzes, examinations, home and any other work.
- The extent to which the use of study aids, memoranda, books, data or other information is permissible to fulfill course requirements.
- Guidelines on what constitutes plagiarism, including requirements for citing sources.

I, **(Student name)** \_\_\_\_\_, by signing below, hereby pledge that all work I am turning in from the summer reading assignments is my own work. I realize that cheating or plagiarism may result in my receiving a zero on the assignment, and other additional penalties.

**Student** \_\_\_\_\_

**Date** \_\_\_\_\_

*Note: Adapted from the George Mason University Honor Code and  
the DHS IB-Diploma Program Honor Code*