Mrs. Patty     Room 226  
email – janet.patty@dcs.edu  
Web page – Periodically check the web page for this class at  
http://www.teacherweb.com/AL/DecaturHighSchool/MrsJPatty/

Works to be read:

1. *How to Read Literature like a Professor* – Thomas C. Foster  
2. *Peace like a River* – Leif Enger  
3. *Lord of the Flies* – William Golding  

Both essays and the quote project are due on your FIRST day in my class. Each one counts as a major grade. Data sheets for the two novels are due on the TEST DAY for each book – dates to be announced after school starts.

- In writing all the assignments, use your best writing skills. Essay and guidelines for parenthetical citations are found on my web page.
- All assignments must be typed.
  - Essays must be 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).
  - Data sheets will be typed directly into the template.
- Have all essays typed and saved on the computer if you would like to keep them. I will file these in your portfolios.
- Data sheets will be returned.

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 extremely 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 need to refer back to these notes and to the book throughout the school year. You may use any format you wish for these notes. **We will spend the better part of two weeks discussing this work in connection with the novels below.**
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 parenthetical citations*. Your thesis and analysis will be determined by your choices in the Foster book.

C. Data Sheet - You should download a template for data sheets from my web page at http://www.teacherweb.com/AL/DecaturHighSchool/MrsJPatty/ - Click TEMPLATES on the left hand side of the page and then open DATA SHEET Template found on this page to complete the data sheet part of your assignment. Download the template into Microsoft Word and TYPE in your information. A sample is also found on the web page. Please note: you will have more characters than there is space for on the data sheet. List 4 central characters only under main characters. List minor characters at the bottom of the last page.

D. You will also be tested on the novel during the first week of school.

3. *Lord of the Flies*

A. Several chapters in the Foster book are applicable to *Lord of the Flies* (sorry, you must choose your own here). Choose two (2) chapters in Foster and re-read them with an eye to their application to *Lord of the Flies*. Then write an original essay incorporating Foster’s ideas in your analysis of the novel. Cite both Golding and Foster in the essay using MLA parenthetical citations*. Your thesis and analysis will be determined by your choices in the Foster book.

B. Data Sheet – See info above on datat sheets.

C. 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 and sign the attached “honor statement”.

B. Turn in the honor statement on the first day of class.
AP Senior Summer Reading 2010

Quotes Project for Peace like a River

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 as explained below.

Writing about your quotes:

1. First, in a well-written paragraph explain how the passage "fits" into the novel (How does the passage add to the character development, the plot line, the details of setting, and so forth). Be sure to discuss the importance of the passage to the book’s message or meaning or theme.

2. 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. However, your responses to the passages should clearly explain to me WHY these passages mean something to you, WHY these passages caught your attention.

"The Quote of the Book" - Most important quote (#6): Select a sixth passage as that one passage or quote that captures the essence – the true meaning (theme) – 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 Quotes Project 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 the first day of class – no late work will be accepted.

(Assignment modified from Quotes Project created by Anne Arvidson and presented at Atlanta NCTE Convention)
It's a Bird, It's a Plane, It's Plagiarism Buster!

Brandishing a red pen in place of a red cape, I fight to rescue words from literary bandits

BY GILLIAN SILVERMAN

A

ROUND THIS TIME EACH year, I transform from mild-mannered English professor to take-no-prisoners literary sentry. The beginnings are fairly undramatic: They usually involve myself, a Starbucks and a large stack of mediocre college-student papers. My mind numbs in response to the parade of hackneyed phrases (“And in conclusion, these books are both very similar and very different ...”) when suddenly something catches my eye—a turn of phrase or an extraterritorial location. “Paradoxically...,” writes one, “In lieu of an example...,” writes another. My breathing quickens, my heart skips, I reach for the red pen. And behold Plagiarism Buster, arrived with a righteous sense of justice that would rival that of any superhero.

Plagiarism is the purloining of ideas or language from an other source. It is literary theft, deriving from the Latin plagiarus, meaning kidnapper. Perhaps the dramatic derivation of the word is what attracts the academic set. We spend our days in libraries, classrooms and archives. Given the scant opportunities for stimulation, a kidnapping, literary or otherwise, offers perhaps the only taste of salacious activity we may experience all year.

Maybe this is why the disappointment I feel upon discovering a suspected case of plagiarism is always mixed with a bit of excitement. A plagiarized paper presents itself as an act of aggression, a taunt behind a title page. To ignore the challenge would be worse than irresponsible; it would be cowardly. And so, I begin the chase.

The Web is always a productive place to start. With thousands of sites dedicated to unoriginal literary criticism, nothing has done more to accommodate paper pilfering. The thing my students don’t seem to realize, however, is that as easily as they can steal language from the Web, I can bust them for it. All it takes is an advanced

search on Google.com. Plug in any piece of questionable student writing and up pops the very paper from which the phrase originates. I’ve discovered papers plagiarized from collaborative high-school projects and from essay services like screwessays.com. My personal favorite involved a paper cribbed from an Amazon.com reader’s report for the Cliffs Notes of Herman Melville’s “Bartleby the Scrivener.” Really, why take the trouble to cheat directly off the Cliffs Notes when you can simply crib from reviews?

It’s not that my students are bad performers. Many of them do outstanding and original work. But on the whole, they are terrible cheaters. They will mooch just as readily from an adolescent chat room as they will from an online academic journal. And they can be sloppy in their deceptions: referencing page numbers to editions other than those we used in class or printing out essays without deleting underlined links. With gaffes like these, the job of Plagiarism Buster is often less than taxing.

This past semester, I discovered eight cases of plagiarism from the Internet, a new record. The confrontations that followed were off the comical. One student swore up and down that she had not cheated, and when I pointed to the proof on the computer screen, she looked genuinely perplexed and asked how her essay got there. “That’s what I want to know,” I told her. “Yeah,” she said as if empathizing with my plight: “me too.” Another student spent 10 minutes insisting that her brother wrote her paper for her and therefore it was his who was guilty of plagiarism. Despite their efforts at defense, however, these students generally end up ensemble. I fare little better. While I anticipate these confrontations will leave me victorious, they usually just make me depressed. The answer that I most frequently receive to my repeated inquiries of “why?” makes me think that plagiarism comes out of a misplaced effort to please. “You didn’t like my last paper,” one student told me. “I thought you’d be happier with this one.” As if this weren’t enough, I know that in the public university where I teach, it is largely my students’ overstressed lives that leave them so vulnerable to the temptations of cheating.

They’re not off rowing crew instead of writing their literature paper. They’re working 12-hour night shifts and caring for elderly parents. In the end, I’m forced to realize that my students are not bad guys; they’re just guys trying to get by.

And yet, while empathy for my students is important, in cases of plagiarism it has little educational value. And so I fail them. With compassion, sure, but I fail them nonetheless. And then, feeling more villain than savior, I head to the movies for some moral clarity.

SILVERMAN is an assistant professor of English.
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