

Summer Reading for Honors English 3

*** I suggest that you purchase your own copy of these works so that you may make marginal notes and highlight important passages as you read.

For each literary work you must take notes in a double-entry notebook. (See attached) These notes can be specific quotes, vocabulary, setting, characters, themes, symbols, etc. Write down your personal reactions or connections with the plot or characters. You can also add any questions you have. Make sure to include page numbers. These can be written out or typed. If you type it out you can email them to your appropriate teacher. Make sure the subject is your name and class period. For *Pygmalion* you need at least 15 entries. For *Gulliver's Travels* you need at least 25 entries. Journals will be collected on the first day of school.

- ❖ Each of these essays must be 3-5 pages typed (double spaced)
- ❖ You must use MLA style to quote from the literary works
- ❖ You can go to <http://owl.english.purdue.edu/owl/resource/747/01/> to help you with the in-text citations and MLA writing format
- ❖ Do not summarize the plot
- ❖ Focus on each specific writing topic
- ❖ Due on the first day of school: Failure to do so will result in a grade of a zero
- ❖ Refer to the Carteret Board of Education Plagiarism Policy (See attached)
- ❖ **If any essay, or parts of an essay are taken from the internet or copied from another source it will result in a grade of zero and you may be removed from the Honors Program**
- ❖

***Gulliver's Travels* by Jonathan Swift**

Write an essay discussing the comments this reading makes on the British Society of their particular time period. Pay particular attention to class distinctions. What are the comparisons to today's American Society?

***Pygmalion* by George Shaw**

Analyze one of the central themes of Shaw's play that he reveals through Liza's statement that *"the difference between a lady and a flower girl is not how she behaves, but how she's treated. I shall always be a flower girl to Prof. Higgins, because he always treats me as a flower girl, and always will; but I know I can be a lady to you, because you always treat me as a lady, and always will."* First explain the meaning of the quotation, then discuss whether you agree with it or not, then analyze it as a central theme of the play. What does the quotation reveal about Liza? What does Shaw say about life and social class through this statement? What is his social commentary? Use quotations from throughout the play to support your argument.

Any questions please e-mail Mrs. Mesa at amesa@carteretschools.org

Summer Reading Rubric
Honors English 3
Mrs. Mesa

Introduction (10 pts.)
-attention-getter

Thesis Statement (15 pts.)

3-5 pages typed (10 pts.)
-double spaced

Focus on specific writing topic (25 pts.)

MLA citations (15 pts.)
-at least 3 quotations

Grammar/Spelling/Mechanics(10 pts.)

Writing style (10 pts.)

Conclusion (5pts.)

Total: _____

Comments:

Double-Entry Journal

One of the best ways to engage with a literary text (story, novel, poem, play) is to have a conversation with it or its author. The **DOUBLE-ENTRY JOURNAL** allows you to do just that, and it can be used for many purposes, from getting more deeply into the text or passages from it for class discussion or short assignments all the way to generating ideas for analytical papers.

You can format your journal by drawing a line down the center of a page (though it's better to use facing pages, which will give you more room to write) or, on computer, as below, creating a table with one row and two columns.

Below are several, but by no means all, ways to use a **DOUBLE-ENTRY JOURNAL**.

Left-Hand Side	Right-Hand Side
Quote from the text	Visual commentary (drawings, visual analogies, doodles)
Quote from the text	Reactions (“This bugs, annoys, moves . . . me because . . .”), reflections (“I wonder if. . .”), musings (“Hmmm...”), questions (“I wonder why...”) with possible answers (“Maybe because . . .”)
Quote from the text	Connections <ul style="list-style-type: none"> ▪ Text to other text(s)—print, visual, aural ▪ Text to self ▪ Text to world
Quote from text	Significance in relation to piece as a whole; relating part to whole.
Quote from text	Social Questions (Race, class, gender issues)
Quote from text	Naming Literary Techniques
Quote from text	Imitations or parodies of text’s content or style.
Quotes from text	In generating ideas for a paper, relating passages to your thesis.

District Policy

5701- PLAGIARISM/ACADEMIC INTEGRITY

Section: Students

Date Created: June, 2005

Date Edited: November, 2012

A. Pupils are expected to be honest in all of their academic work. This means that they will not engage in any of the following acts:

1. **Plagiarism** is not permitted in term papers, themes, essays, reports, images, take-home examinations, and other academic work.

2. **Plagiarism** is defined as stealing or use without acknowledgement of the ideas, words, formulas, textual materials, online services, computer programs, etc. of another person, or in any way presenting the work of another person as one's own.

3. **Plagiarism** occurs when you do one or more of the following in a paper:

- You quote directly from a source without using quotation marks and adequately acknowledging the source. "Sources" include books, magazines, newspapers, journal articles, Web pages, lectures, notes, letters, movies, musical lyrics. In some cases, even a single word, of its distinctive, constitutes **plagiarism** if not properly attributed with quotation marks and some sort of citation.

- You paraphrase a source without acknowledging it.

- You paraphrase too closely to the original (substituting synonyms for some of the original words), even if you do acknowledge the source.

- You use someone else's idea, argument, interpretation, facts or supporting evidence without indicating your dependence on it (with a footnote or textual citation), even if you modify or elaborate the idea or argument.

- You fabricate a source or quotation to give the appearance of having done required research.

- You turn in someone else's work, in whatever form, as your own.

4. Falsifications, including forging signatures, altering answers after they have been graded, the insertion of answers after the fact, the erasure of grader's markings, and other acts that allow for falsely taking credit.

B. A pupil found guilty of academic dishonesty may be subjected to a full range of penalties including, but not limited to, reprimand and loss of credit for all of the work that is plagiarized.

C. A teacher who believes that a pupil has been academically dishonest in his/her class should resolve the matter in the following manner:

1. Contact the students' parents or guardian to inform them of the infraction

2. Contact the guidance counselor and administrator

First offence:

- Grade of zero for the assignment with no opportunity to make up work

Second offence:

- Grade of zero for the assignment with no opportunity to make up work
- Notification to any Honor Society and possible student removal
- Possible removal from any Honors Program

D. If the pupil is not in agreement with the disciplinary action of the Principal, he/she may appeal the action to the Superintendent. If the pupil is dissatisfied with the Superintendent's disposition of the case, he/she may grieve the action in accordance with Policy No. 5710, Pupil Grievance.

Adopted: 29 June 2005

Revised: 28 November 2012