

Language Arts 12 Summer Reading 2018

Welcome to the summer reading assignment for Language Arts 12. Please read the entire assignment before you begin. Be sure to pay close attention to the “Academic Integrity” and “Quoting from Literature” sections.

If you have any questions, please don't hesitate to email me: mrbischof@gmail.com.

The Assignment

This summer you should read *1984* by George Orwell.

On the first day of school, you will write an in-class essay on the book. To earn the highest score, your essay must do the following:

- make a compelling argument
- quote frequently and thoughtfully from the book
- cite those quotations according to MLA guidelines
- analyze those quotations thoroughly and thoughtfully
- make it clear that you've read the book through your inclusion and analysis of details

You will **not** be able to use your book to write the essay; however, you may use any annotations that you make. As you read, record as many annotations as you'd like (see below for what these annotations should focus on). These annotations must be handwritten on sticky notes or index cards. They must be your work. They may not be typed. They may not be written on sheets of paper. They may not be summaries or analyses printed or copied from a website. If your annotations do not adhere to all of these requirements, you will not be allowed to use them when you write your essay.

You may format your annotations however you want, but if you want to earn the highest score on the essay, I recommend that each annotation include the following:

- some brief context for the quotation (this will help you when you write the essay without the book in front of you)
- the direct quotation itself, followed by the page number in parentheses. I recommend keeping the quotations short — you will have only one class to write your essay, so focus on relatively short quotations that are powerful and revelatory.
- brief analysis of the quotation

When you write the essay, you will be allowed to remove the annotations from your book and use them as you write. Again, you will not be able to use the book itself.

You may choose not to do annotations, but bear in mind that you cannot receive higher than a 70 percent on the essay without direct quotations from the book.

The Annotations

Your annotations will focus on one motif [mo-TEEF] in your book.

A motif is any recurring element in the book. That is, it is any element in the book that pops up frequently. A motif can be many different things: an object, an abstract idea, an image, an action, a piece of dialogue.

We recommend that you focus your annotations on an abstract idea. That will allow you to look at many different elements that manifest that idea: characters, dialogue, actions, objects (symbols), and so on.

Let's use *Lord of the Flies* as an example. One motif in the story is violence. Once you have identified that motif, think of all the things you could annotate:

- Jack's failed attempt to kill a pig in the first chapter
- much of Jack's dialogue
- the killing and hunting of pigs

- the chant
- the murders of Piggy and Simon
- Roger's sadism
- Ralph's enjoyment of the one hunt that the boys join
- the attempt to flush Ralph out of the forest by setting it on fire

That's just a small sample. Once you have identified a motif, you will quickly see how the author develops that motif throughout the story through events, characters' actions, dialogue, objects, descriptions, and so on.

Here's a quick recap:

1. Choose one of the three books and read it.
2. Focus your annotations on a motif in the book as you read.
3. Follow all directions for those annotations.
4. Bring your book and annotations on the first day of school. You will write an essay, and you can use your annotations—but not the book itself—as you write.

Academic Integrity

Academic integrity is honesty and responsibility in scholarship.

Every assignment you do in school is meant to measure your knowledge of something or your ability to do something. The grade you receive on the assignment should reflect that knowledge or ability. But an assignment cannot truly measure your knowledge or ability if you have not done your own work.

The summer reading assignment should be the product solely of **your** thoughts, effort, and ideas. Do not use websites. Sites like Wikipedia and SparkNotes serve a purpose, but using them for an assignment like this one is dishonest. Furthermore, your teachers are not interested in what SparkNotes says. We are interested in *your* ideas, interpretations, and arguments. We want to know what *you* think. Your ideas are far more interesting than the ones regurgitated again and again on the internet, and looking at those websites will color your thinking and prevent you from developing your own ideas.

Although there will doubtless be collaborative assignments throughout the school year, this is not one of them. Do your own work. You may not in any way work with someone else on this assignment.

If your annotations show any evidence of your having copied from a website, a classmate, or any other source, you will receive a zero on the essay.

Quoting from Literature

We will spend a lot of time during the school year perfecting your ability to quote effectively from literature. Think of this as a primer—pronounced *primmer*, the word refers to a short introductory text on a topic—to get you started.

This guide covers three ways to quote from literature. (There are other methods, but we'll talk about those during the school year.) The third one deals with dialogue; we'll cover that later. The first two methods, which you will find yourself using over and over, are **integration** and **complete sentence signal phrase**.

All of the examples use the first paragraph of S.E. Hinton's 1967 book *The Outsiders*, on page 3 of the book:

When I stepped out into the bright sunlight from the darkness of the movie house, I had only two things on my mind: Paul Newman and a ride home. I was wishing I looked like Paul Newman--he looks tough and I don't--but I guess my own looks aren't so bad. I have light-brown, almost-red hair and greenish-gray eyes. I wish they were more gray, because I hate most guys that have green eyes, but I have to be content with what I have. My hair is longer than a lot of boys wear theirs, squared off in back and long at the front and sides, but I am a greaser and most of my neighborhood rarely bothers to get a haircut. Besides, I look better with long hair.

Let's talk about **integration** first. When we write about literature, we discuss in in the present tense. Ponyboy (the main character in the book) *walks* out of the movie theater. He *is thinking* about a ride home. He *is* a greaser. His eyes *are* gray.

And when we write about literature, we discuss it in the third person. Look at my sentences. I use *Ponyboy*, *he*, *he*, and *his*, all third-person nouns or pronouns.

When we integrate quotations, we are taking pieces of those quotations and making them part of our sentences. Those pieces must make grammatical sense within our sentences. That means making changes sometimes. Look at my examples below:

- When Ponyboy leaves the movie theater he has “only two things on [his] mind: Paul Newman and ride home” (Hinton 3).
- He thinks that his “own looks aren't so bad” (Hinton 3).

- He has “light-brown, almost-red hair.” His eyes are “greenish-gray” (Hinton 3).
- Ponyboy wishes his eyes were “more gray,” but he realizes that he has “to be content with what [he has]” (Hinton 3).
- His hair is “squared off in back and long at the front and sides” (Hinton 3).
- Most of the kids who live by Ponyboy “rarely [bother] to get a haircut” (Hinton 3).

When you use a **complete sentence signal phrase**, the quotation does not become part of your sentence; therefore, you don’t have to make changes to it. In other words, you will quote it exactly as it appears in the book.

A complete sentence signal phrase is just that: a complete sentence that sets up the quotation, followed by a colon. Look at these examples:

- Pony is thinking about his looks when he leaves the movie theater: “I was wishing I looked like Paul Newman--he looks tough and I don't--but I guess my own looks aren't so bad” (Hinton 3).
- Ponyboy accepts the way he looks even though he’s not content with it: “I have light-brown, almost-red hair and greenish-gray eyes. I wish they were more gray, because I hate most guys that have green eyes, but I have to be content with what I have” (Hinton 3).
- The last reason that Ponyboy gives for his long hair is simple: “Besides, I look better with long hair” (Hinton 3).

There not much to quoting **dialogue**. Just remember that you must always do two things:

- identify the speaker
- use a verb like *says* or *asks*, followed by a comma

Here are a few examples:

- Sodapop says, "You got cut up a little, Ponyboy" (Hinton 7).
- Ponyboy asks, ""How come you dropped out?" (Hinton 15).