
Honors Summer Reading Assignment

Your summer assignment is threefold: read and annotate Foster's *How to Read Literature like a Professor* (*HTRLLP*), choose a novel of literary merit and read and annotate the novel, and write a series of entries that discuss the tropes examined in *HTRLLP* and their appearance(s) in your novel of choice.

How to Read Literature Like a Professor by Thomas C. Foster (**READ THIS BOOK FIRST!**)

It is important that you closely read and annotate this book—it will serve as our textbook for the first semester. As further explanation of “it will serve as our textbook,” you will take quizzes and tests over the book, you will use the book to write about poetry, short stories, and novels throughout the semester, and you will write a thesis style paper that will require you to demonstrate a complete and thorough understanding of its content as it relates to self-chosen literary selections. Invest some time and effort into this book; you will benefit greatly in the long run.

Self-selected Novel of Literary Merit

Read and annotate the novel you choose to read. It does not have to be British literature. Again, it will benefit you to be thorough with your annotations (especially those that relate to the tropes Foster outlines in *HTRLLP*). Ideally, this novel will serve as one of the reading selections that will contribute to the content of the major paper for the semester. If you don't like your first choice of novel, then choose another—find a story that you want to read and work with.

Choosing Your Novel

To be clear, a novel of literary merit, for the purposes of this class, is not *Harry Potter*, *Twilight*, *Divergent*, *The Shining*, *Lord of The Rings*, *Game of Thrones*, *Maze Runner*, *The Perks of Being a Wallflower*, *Paper Towns*, and so on. If you're not sure whether a book is of “literary merit,” ask me or another Honors English teacher.

Sources for selecting a novel:

- National Book Award winners and finalists: <http://www.nationalbook.org/>
- Pulitzer Prize winners: <http://www.pulitzer.org/bycat>
- National Book Critics Circle awards winners and finalists: http://bookcritics.org/awards/past_awards/
- Man Booker Prize winners: <http://completebooker.blogspot.com/p/winners-list.html>
- PEN/Faulkner Award for Fiction winners and finalists:
<http://www.penfaulkner.org/2011/08/01/1996-2010-award-winners-finalists/>
- AP Reading List: <http://www.goodreads.com/shelf/show/ap-reading-list>
- Ask intelligent readers you know about their favorite books

Caveats:

- Your novel cannot be something you have previously read.
- Your novel cannot come from a previous year's Honors class, AP class, or Pre-AP reading list. This includes all Honors, AP, and Pre-AP courses, not just English.
- Your novel cannot be from a previous year's Reader's Workshop.
- If you choose a novel that you have previously read or from a previous course's list, you will be required to read another novel in its place.

Summer Assignment Writing Component

Due: 2ND Day of Class

The purpose of this assignment is for you to realize the ways in which studying *HTRLLP* has impacted your understanding of the literature you're reading.

The General:

- As you read your novel, look for very specific instances of how *HTRLLP* has informed your understanding of your chosen novel. Ideally, these instances will not be forced: they'll be more like a lightbulb coming on- an "aha moment" if you will.
- You are going to need 5 of these "lightbulb" moments, and they shouldn't be all about one particular trope that Foster discusses. We are looking for variety.

The Specifics:

1. 5 different quotes from your reading that represent 5 different connections you made to points from *HTRLLP*. Include parenthetical citation from the novel.
2. 5 different quotes from *HTRLLP* that connect to the 5 different quotes you chose from your reading. Include parenthetical citation from *HTRLLP*.
3. **There should be a clear (and rather obvious) connection between the quotes from your chosen novel and the tropes you chose from HTRLLP.**
4. You must also paraphrase the Foster quote/point/trope (i.e., rewrite the point in your own words).
5. Write an analysis paragraph that explains the connection you noticed between the texts and alludes to the implications the connection has to the novel as a whole.
6. Include a Works Cited as your (paginated) last page.
7. Typed in 12pt Times New Roman font, double-spaced, 1 inch margins, MLA Heading- you know, the usual MLA requirements. *If you don't know the usual MLA requirements, use Purdue OWL: MLA Formatting and Style Guide as your reference.*

Grading

All writing tasks, beginning with the summer assignment, will be evaluated according to the standards of the attached rubric. Note that this rubric states:

A paper exhibiting major weaknesses in any specific area—content, development, organization, grammar and mechanics, documentation conventions, writing style—or, indeed, a failure to address the assignment is usually considered, at best, a 70-74 paper.

This means that you need to get your run-on sentences and sentence fragments under control. It also means that you need to double- and triple-check MLA format. If you know that you have issues with any of these tasks, consult the internet, ask questions, use the OWL at Purdue, talk to your smart friends, and find some way to make sure you're doing it right. Every year, good papers get crummy grades because of these easy-to-fix errors. Don't let that happen to you.

Writing Entry Format

Use the format below to label and order the content of the written component. The written component of your summer assignment should be the same as the model below.

Novel Quote

“The tarp was gone. Their blankets. The water bottle and their campsite store of food... Their shoes were gone... The cart was gone. Everything... They took everything” (McCarthy 253)

HTRRLP Quote

“Using other people to get what we want. Denying someone else’s right to live in the face of our overwhelming demands. Placing our desires, particularly our uglier ones, above the needs of another. That’s pretty much what the vampire does, after all” (Foster 22).

Paraphrase

Being selfish, forcing someone to suffer or die so we can have what we desire, and putting our wants ahead of someone else’s needs: these are all things that vampires do.

Analysis

In this passage, the traits of literary vampirism-selfishness and exploitation-are evident when the stranger takes everything the man and the boy own so that he can live despite the fact that he is condemning them to death. McCarthy employs vampirism to emphasize the selfish desperation of people to secure the necessities of their survival from those that are “weaker.” In a broader sense, McCarthy employs this example of vampirism, and many others, to demonstrate the loss of intrinsic human values such as sympathy, compassion, and decency in favor of the baser elements of human nature. McCarthy appears to be drawing a distinction between what it means to live and what it means to merely survive.

Grading Standards for Written Assignments

Note: To receive a grade of A-C, the paper *must first meet the minimum requirements of the assignment*. All research material of a paper must be correctly documented, and formatting must adhere to instructor requirements and current standards of the Modern Language Association.

- I. **A paper scored 90-100 represents original, outstanding writing.** It shows consistently careful thought, fresh insights, sophisticated analysis, and stylistic maturity.
- The reader moves through the A paper effortlessly because of its effective transitions, strong organization, and thorough, purposeful development.
 - The **thesis** of an A paper is a complete, well-formulated sentence appearing early in the paper. It clearly states the controlling idea of the paper and projects the organization of supporting ideas to follow.
 - An A paper is not marred by distracting mechanical errors such as fragments, run-on sentences, subject-verb agreement problems, and incorrect or missing punctuation. It is meticulously proofread.
 - Directly quoted passages are gracefully integrated into the text with appropriate attribution.
 - Word choice is marked by precision and a varied, advanced vocabulary. It is free of jargon, clichés, and other empty language.
- II. **A paper 80-89 represents clearly good, above average writing.** It demonstrates insight, analysis, and a varied vocabulary.
- Its specific points are logically ordered, with appropriate transitions; ideas are well developed and supported with evidence.
 - The **thesis** of a B paper is a complete sentence, appearing early in the paper, which states the essay's controlling idea.
 - It is mostly free of distracting mechanical errors such as subject-verb agreement problems, inadequate proofreading, or incorrect or missing punctuation. Serious syntactical errors, such as fragments and run-ons, do not appear in the B paper.
 - Directly quoted passages are smoothly integrated into the text with appropriate attribution.
 - In summary, the language of the B paper is clear, correct, and often thoughtful, but it lacks the candor and precision of the most memorable writing.
- III. **A paper scored 75-79 represents average writing.** It is a competent expression of ordinary thoughts in ordinary language and exhibits a writing style that is basically correct.
- A C paper has an organizational pattern, with body paragraphs containing information that is relevant to the assignment. However, it often lacks varied transitions, clear topic sentences, and other information needed to guide the reader.
 - It has a **thesis**, but it usually lacks specificity in language and focus. It may be insubstantial, vague, or simply too broad or general.
 - Analysis is superficial or inconsistently provided.
 - A paper earning a C has relatively few syntactic, usage, and mechanical errors such as fragments, run-on sentences, subject-verb agreement problems, inadequate proofreading, or incorrect or missing punctuation.
 - Directly quoted passages are integrated into the text with attribution.
 - In summary, the language of the C paper is characterized by generalities rather than precise, illustrative details.
- IV. **A paper scored 70-74 represents below average writing.** It often demonstrates one or more of the following characteristics:
- It has only skeletal development and organization;
 - The **thesis** is often unclear and/or non-existent;
 - It has frequent mechanical errors which are distracting and interfere with the readability of the document, including fragments, run-on sentences, subject-verb agreement problems, incorrect or missing punctuation, and a failure to proofread;
 - Sentence structure is awkward, non-standard, and ambiguous.
- Note:** A paper exhibiting major weaknesses in any specific area—content, development, organization, grammar and mechanics, documentation conventions, writing style—or, indeed, a failure to address the assignment is usually considered, at best, a D paper.
- V. **A paper scored 69 and below** is characterized by writing that falls below minimal standards for Honors-level literacy. It often demonstrates one or more of the following characteristics:
- Little or no organization;
 - An unclear or missing thesis;
 - Lack of thought and purpose;
 - Numerous and pervasive mechanical errors which are distracting and interfere with the readability and understanding of the document, including fragments, run-on sentences, subject-verb agreement, incorrect or missing punctuation, and a failure to proofread;
 - A garbled or immature style.
- VI. **The No-Credit Paper (0)** demonstrates one or more of the following serious errors:
- **Plagiarized content** in any form, including the failure to acknowledge the source of any borrowed material (summarized, paraphrased, and directly quoted) and unmarked exact wording (directly quoted from either a primary or a secondary source), whether a specific well-chosen word, a phrase (two or more words), a clause, or full sentence(s);
 - Failure to address the assigned topic;
 - Failure to meet the requirements of the assignment;
 - Failure to follow directions.