

Students and Parents, please carefully read the following information:

Course Description: English 2 Honors is a **rigorous** and **intensive** course taught with the same type of content, approach, and expectations of an **advanced placement class**. It is designed to introduce freshmen and sophomores to advanced level analysis, discussion, and comprehension of literature, concentrating on works of “recognized literary merit” according to the standards set forth by the College Board Advanced Placement Program. In addition to the obvious rigorous schedule of reading, the course will also stress the skills necessary to read critically, think clearly, and write concisely. A heavy emphasis is placed upon vocabulary.

Goals: In this class, we hope to improve student reading, writing, and vocabulary so the student will be successful in future advanced English courses and, of course, college. We also hope to prepare the student to do well on standardized tests such as the SAT or the ACT (as well as the pre-ACT and pre-SAT which you will take if you are a sophomore).

Since a primary function of the Honors Program is to act as an introductory college course, Honors classes are more demanding than regular high school courses, thus requiring the most serious-minded and mature students. The curriculum of this rigorous course is designed to build academic discipline in the skills of reading, writing, and critical thinking through exposure to challenging and sophisticated literary works. As Honors teachers we have high expectations you will demonstrate your commitment to intensive, accelerated work with extensive literary analysis, independent close readings, careful attention to language, and frequent practice essays.

The summer reading assignment is a valuable pursuit for you for several reasons. First, colleges expect students to have read widely in the classics of literature. Second, students need to exercise their independent reading skills over the summer months. Third, familiarity with specific pieces of literature allows the student to start the school year with a literary foundation on which to reflect and compose. And finally, the summer reading assignment contributes to a lifelong habit of educational growth and entertainment.

We look forward to the opportunity to work with each of you next year. Enjoy your summer!

Contact Information: Please send any questions to Mrs. Scott at laurascott@pickens.k12.sc.us or to Miss King at kellyking@pickens.k12.sc.us. The email is checked sporadically, but we will try to check it at least once every two weeks. **We will NOT be checking our email the week prior to the beginning of the school year. DO NOT WAIT UNTIL THE LAST WEEK OF SUMMER TO DO THIS ASSIGNMENT.**

Attached is the English 2 Honors summer reading and annotation assignment. Please follow instructions. You will turn in your book and annotations on the first day of school after which you will be taking a test covering the plot, the literary terms we have given you, and some of the vocabulary of the book. It is important that you look up and define any word in the book with which you are unfamiliar. That is part of annotation.

Easley High School English 2 Honors Summer Reading Assignment 2018

SUMMER READING ASSIGNMENT:

Part I – Reading:


Read and annotate *House of the Scorpion* by Nancy Farmer. In order to be actively engaged with the text while you are reading, use the annotation guide below.

Part II – Annotation

Annotating puts you actively and immediately in a "dialogue" with an author and the issues, ideas, and words you encounter in a written text. It is also a way to have an ongoing conversation with yourself as you move through the text and to record what that encounter was like for you. Annotations should include definitions of words you do not know, questions you have about something you read you may not have understood, remarks about things you found interesting.

ANNOTATION GUIDE

- **Do not use a highlighter:** Highlighting can seem like an active reading strategy, but it can distract from learning and comprehending what you read. Those bright yellow lines you put on a printed page one day can actually mean nothing the next time you see them because you will not remember why you highlighted that particular area. **USE ONLY PENCIL TO ANNOTATE.**
- **Mark up the margins of your text with words and phrases:** In the margins of your book, write definitions of words you do not know, ideas that occur to you, notes about things that seem important to you, reminders of how issues in a text may connect with class discussion or course themes. This kind of interaction keeps you conscious of the reasons you are reading as well as the purposes your instructor has in mind. Later in the unit, when you are reviewing for a test or project, your notes will be very helpful. When you look up definitions to words, make sure you write the meaning of the word in context of the sentence containing the word. Never use the first definition unless it makes sense in the sentence.
- **Get in the habit of asking yourself questions:** "What does this mean?" "Why is the writer drawing that conclusion?" "Why am I being asked to read this text?" Write the questions down in your margins, at the beginning or end of the reading, in a notebook, or elsewhere. They are reminders of the unfinished business you still have with a text: something to ask during class discussion, or to come to terms with on your own, once you have had a chance to digest the material further or have done other course reading.
- **You may not always have room in the margins of the book to write all your notes.** If you use separate paper, make sure you write down the paragraph and page number of the notes so you can return to that paragraph and page. If you use a separate paper for annotations, do not forget to bring it with you the first day of class. Sticky notes work really well, too, and they can stay in the book.
- When in doubt, use the table below:

SYMBOL	MEANING
* []	This is important!
<u>underline</u>	These are key words/details.
✓ []	I understand this question/idea.
 []	This is an unfamiliar word/phrase.
? []	I don't understand this.
! []	That is surprising or new information!
= []	I made a connection!

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Part III – Double Entry Journal

The dialectical, or double entry, journal is a type of two-column double-entry note taking. It helps readers construct meaning from a text, to personalize what they read, and to write down the insights gained from the reading. This type of journal allows students to question, elaborate, make connections, evaluate, reflect upon, make predictions, analyze, or interpret what they have read. Your assignment is to have no less than 8 no more than 12 pages of double-entry journals for the novel.

To help, find key quotes that...

- *Include literary elements
- *Express key ideas or concepts
- *Reveal something about a character

In your own words, provide a clear response to the quote. Why is it important? What does it mean? How does it relate to key themes and literary elements in the book? Do NOT summarize or merely explain the quote’s content. Instead, explain the importance of the quote, the impact on the audience, etc. **For this particular literary work, your double entry journal must cover the entire scope of the book.**

The left hand column of a double entry journal is the space in which you record key quotes, and the right hand column is the space in which you put your response. An analogy for this is to see the left hand column functioning as a highlighter pen and the right hand column as the notes scribbled in the margin.

Journal entries must be in Times New Roman 12 point font. Assignments turned in with any font other than what is assigned will be marked off 25%.

Example of a double entry journal:

<i>A Separate Peace</i> by John Knowles	
“They seemed to be having a wonderful time, their uniforms looked new and good; they were clean and energetic; they were going places” (97).	This quote is ironic because the young men are going off to war, yet they are still on the grounds of their school – where everything seemed safe and the war seemed far away. These young men will soon face danger, yet this quote makes it seem like they are going off on an adventure.

Part IV – Flashcards

In addition to the characters and the plot of the book, you will be tested on the following literary devices. Make sure you look up these words on a literary devices webpage to get the correct definition. You **must *handwrite*** the flashcards (there is value in this). There will be many literary devices that you will be introduced to this year, but we will begin with these twenty. Be sure to leave space for an example for each device.

- | | | |
|---------------------------|-------------------|-------------------------|
| dynamic character | static character | direct characterization |
| indirect characterization | symbolism | allusion |
| personification | imagery | theme |
| antagonist | protagonist | allegory |
| flat character | round character | close reading |
| internal conflict | external conflict | dialogue |
| paradox | universal theme | |

Part V – Honest Statement

You must type the following statement, print it out, sign and date it, and attach it to the front of your assignment:

I have honestly completed this assignment in its entirety. All responses are mine, and mine alone. I have not plagiarized any part of this assignment. This is truly my work.

Part VI: The first day of class . . .

You will be turning in your book, with your annotations and vocabulary flashcards, on the first day of school. While you are taking the test covering plot and vocabulary, I will be checking your books for annotations. **YOU MUST BRING THE BOOK WITH YOU THE FIRST DAY OF SCHOOL IN ORDER TO GET CREDIT FOR THE WORK!!**

Good luck! We know you will do great! This book is one of our favorites and we are excited to share this book with you. We will be re-reading this novel and taking notes as well. We are so excited to have a classroom discussion with you that will be full of engaging and insightful commentary. We will discuss the novel in a Socratic discussion the second time the class meets.

Please contact us with any and all questions.