

Honors 10 Summer Reading Work

The purpose of the summer reading assignment is to establish early on a sense of academic rigor that you, as an Honors 10 student, will be faced with in the upcoming year. The works chosen for this assignment are directly tied to key periods of literary history that we will be studying in the course, and frequently show up on the AP12 test.

You are expected to do all of your work on your own, with no outside help from peers or help sites. *Sparknotes*, *Cliffsnotes*, or any other help books are strongly prohibited and should not be used. You should not ask parents or former teachers for help either. As an Honors student, you should already have a well-developed reading ability, and should not have to rely on outside help to understand these materials. Another reason for having summer reading is so that Mr. MacLeod can get a better perception of your abilities very early in the year. Students using outside help will skew this understanding, and make things more difficult for themselves in the long run.

Any questions about the summer work can be and should be sent to Mr. MacLeod at: Michael.MacLeod@uticak12.org. All questions must be sent in by the end of June, otherwise your teacher will not be able to reply in time.

Summer Reading Requirements:

Students will be expected to read and take Cornell notes over the following:

Chapters 2,5,7,9,12,14,25,26 of *How to Read like a Professor*

In addition, students are expected to read **3** of the following:

Title	Author	Type	Year
The House on Mango Street	Sandra Cisneros	novel	1984
A Farewell to Arms	Ernest Hemingway	novel	1929
The Grapes of Wrath	John Steinbeck	novel	1939
Their Eyes Were Watching God	Zora Neale Hurston	novel	1937
The Sound and the Fury	William Faulkner	novel	1929
The Scarlet Letter	N. Hawthorne	novel	1850
The Red Badge of Courage	Stephen Crane	novel	1895

Grading:

There are no grades directly related to the reading of these texts, however there are several grades indirectly connected to them. We will be discussing the topics from *How to Read Like a Professor* in relation to works we read in class, and you will be expected to show an understanding of those topics in both your discussion and your writing. Failure to do so will have a negative impact on your overall score. In order to help you remember what you read, students are strongly encouraged to produce Cornell notes for each text they choose, and those notes should equate to about 1 page of notes per 6 pages of reading. There is a Cornell Note guide included on the Schoology site.

In addition to showing your understanding in discussions and writing, at the start of 2nd, 3rd, and 4th quarter there will be an assignment related to one of the 3 books you were asked to read. If you do not complete this assignment in a satisfactory way, it will not directly impact your score, but you will not qualify for either extra credit or essay rewrites for the remainder of that quarter. Students will get to choose which text they will write about, but they cannot use the same work more than once.

Parent Letter

The last page of this document is a letter that you need to give to your parent or legal guardian to sign. Failure to do so will negatively impact your overall score.

Hello,

I wanted to take the time to write you a brief letter highlighting some aspects of the Honors/ Pre-AP 10 English class as it is taught at Stevenson High School. If, after reading this letter, you still have questions for me, please feel free to contact me at Michael.MacLeod@Uticak12.edu.

If this is your first student at Stevenson to take an Honors/ pre-AP level course, you might be a bit surprised by some of the requirements students have at this level. Students in Honors 10 are expected to not only complete all of the reading, writing, and grammar covered in regular 10th grade English, but also expected to complete several additional pieces of work.

Students in Honors/ Pre-AP 10 will read up to seven additional novels beyond the three core 10th grade works. This includes the summer reading novels prior to the start of the year. Students in Honors 10 will be given novels to read on their own, with the expectation that they plan their time accordingly to avoid getting overwhelmed. Students will be expected to take Cornell style notes both in class and while reading. Students who do not plan their time wisely may very well feel a time crunch at the end.

Please also be aware that the additional novels have been chosen, in part, because of the maturity level required to read and understand them. These novels are considered college level works. Because of this, some of the novels will include subjects that immature readers might have difficulty with. I encourage you to read the novels with your student and discuss those topics when they arise. I also encourage you to have your son or daughter speak with me if any of the subjects in the novels are confusing. If you feel your student lacks the maturity to handle college level subjects, please discuss this with them before they complete their schedule.

In addition to the required novels, students will also be expected to complete twice the normal course load of grammar, and will have regular grammar homework each week for the first three card markings. Grammar work is posted on Schoology. Ask your son or daughter for the access code if you would like to be included on that list as well.

Please feel free to read through it and send me any questions that arise. I look forward to working with you and your student this year.

Thank you.

M. MacLeod

I have read and understood this material

Parent Signature _____