

# Ruston High School

## College Prep English I

### Suggested Summer Reading

Listed below are some suggested readings to help prepare your student for College Prep English I. This only a recommended list and is not required for entry into this class. During the first week of school for those summer reading participants, students will choose two books on which to take a quiz. If they score a satisfactory grade on the quiz, they will receive extra credit and will be given a reward for their participation in this summer program.

#### Choice Novels:

##### ***Roll of Thunder, Hear My Cry*—Mildred Taylor**

*Roll of Thunder, Hear My Cry* was first published in 1976, and won the Newbery Medal in 1977. It is set in 1933, in Mississippi—during the Great Depression, when many people were very poor. Poverty is a fact of life for many of the book's characters. Although the Logans own their own land, many in the black community are sharecroppers. Sharecroppers are farmers who do not own the land they work. In exchange for the use of the land, the farmers must give a certain percentage of their harvest to the owner.

##### ***Number the Stars*—Lois Lowry**

The evacuation of Jews from Nazi-held Denmark is one of the great untold stories of World War II. On September 29, 1943, word got out in Denmark that Jews were to be detained and then sent to the death camps. Within hours the Danish resistance, population and police arranged to herd 7,000 Jews to Sweden. Lois Lowry fictionalizes a true-story account to bring this courageous tale to life. She brings the experience to life through the eyes of 10-year-old Annemarie Johanssen, whose family harbors her best friend, Ellen Rosen, on the eve of the round-up and helps smuggles Ellen's family out of the country.

##### ***The Watsons Go To Birmingham*—Christopher Paul Curtis**

The year is 1963, and self-important Byron Watson is the bane of his younger brother Kenny's existence. Constantly in trouble for one thing or another, from straightening his hair into a "conk" to lighting fires to freezing his lips to the mirror of the new family car, Byron finally pushes his family too far. Before this "official juvenile delinquent" can cut school or steal change one more time, Momma and Dad finally make good on their threat to send him to the deep south to spend the summer with his tiny, strict grandmother. Soon the whole family is packed up, ready to make the drive from Flint, Michigan, straight into one of the most chilling moments in America's history: the bombing of the Sixteenth Avenue Baptist Church with four little girls inside.

##### ***The Face on the Milk Carton*—Caroline Cooney**

The message on the milk carton reads, "Have you seen this child?" Three-year-old Jennie Spring was kidnapped 12 years earlier, but Janie Johnson, looking at the photo, suddenly knows that she is that child. Fragments of memory and evidence accumulate, and when she demands to know about her early childhood years, her parents confess what they believe to be true, that she is really their grandchild, the child of their long-missing daughter who had joined a cult. Janie wants to accept this, but she cannot forget Jennie's family and their loss. Finally, almost against her will, she seeks help and confides in her parents. Her mother insists that she call the Spring family, and the book ends as she calls them. Many young people fantasize about having been adopted or even kidnapped, but the decisions Janie must face are painful and complex, and she experiences denial, anger, and guilt while sorting her way toward a solution.

##### ***Cheaper By the Dozen*—Frank B. Gilbreth & Ernestine Gilbreth Carey**

*Cheaper By the Dozen*, based on the real-life story of the Gilbreth family, follows them from Providence, Rhode Island, to Montclair, New Jersey, and details the amusing anecdotes found in large families. Frank Gilbreth, Sr., was a pioneer in the field of motion study, and often used his family as guinea pigs (with amusing and sometimes embarrassing results).

##### ***The Trouble with Lemons*—Daniel Hayes**

Things are tough enough for eighth-grader Tyler McAllister before he bumps into a dead body while swimming in the quarry. Tyler is trying to understand why he is allergic to almost everything in the world, how he could have saved his parents' marriage, and why his father had to die in a plane crash. Trying to cope with a move from L.A. to upstate New York, the boy sorely misses his mother and brother who are away filming movies. Tyler is suddenly thrust into the midst of a murder case, the resolution of which seems to depend upon him. As the investigation grows increasingly confusing and overwhelming, Tyler's previous dilemmas gradually become lucid and surmountable. (Hayes beautifully draws a contrast between these two facets of Tyler's life.) Tyler gains new perspectives, discovering friendship, love, and self-respect as he works through his problems.

*\*Novel descriptions taken from Amazon.com.*

All novels should be available at your local library. Also, these novels can easily be purchased at any bookstore or purchased from Amazon.com. The prices at Amazon.com are very reasonable, and they provide free shipping to your home.

# English I

## 2009 Summer Reading

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These assignments are due to the Ruston High School office by Thursday, July 23, 2009, at 1:00 p.m.

### REQUIRED READING

Please purchase these texts because we are going to refer to them continually throughout the year.

#### REQUIRED READING #1:

*Great Expectations*  
(Penguin Classics Edition)

Charles Dickens  
ISBN 978-0-14-143956-3

\$8.00 at Amazon.com  
\$9.08 at BarnesandNoble.com

- A. Read the book in its entirety, *including* the introduction and “A Dickens Chronology.” Highlight significant passages and take notes in the margins as you read.
- B. A recurring theme in literature is the classic war between passion and responsibility. As the novel begins, Pip is an orphan in a less than ideal home, and chaos develops when he is taken out of his natural surroundings. The novel naturally breaks into three sections: 1) Pip’s childhood; 2) Pip’s adolescence; and 3) Pip’s adulthood. In each section, Pip must confront the demands of private passions (desires) with his responsibilities. Pip’s struggle with his resentment of his poverty, his unrequited (or unreturned) love, and his rise to gentleman status all conflict with his duties to his family and who he really is.

In a well-written essay of two typed pages using MLA format, explore each section of Pip’s life and show clearly the nature of the conflict, its effects upon the character, and its significance to the work. Avoid plot summary. Use examples from the text to support your argument.

(Question adapted from the 1980 AP Literature and Composition Exam)

***Submit to Turnitin.com by Thursday, July 23, 2009, at 1:00 p.m. Directions are attached.***

- C. Prepare to take a novel test on the details of the book on the second day of class.

**REQUIRED READING #2:**

*The Elements of Style: 50<sup>th</sup> Anniversary Edition*

William Strunk, Jr. and E. B. White

ISBN 978-0-2056-3264-0

\$13.55 at Amazon.com

\$12.96 at BarnesandNoble.com

- A. Read and learn the information in **chapter one** of this handbook (JUST CHAPTER ONE!).
- B. Prepare to take a test on **chapter one** during the first week of class.

This handbook will be used for a reference for writing throughout the year.

**CHOICE READING—You choose ONE of the novels below.**

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<i>The Chosen</i>	Chaim Potok
<i>The House on Mango Street</i>	Sandra Cisneros
<i>The Land</i>	Mildred Taylor
<i>Little Women</i>	Louisa May Alcott
<i>The Red Badge of Courage</i>	Stephen Crane

- A. In some works of literature, childhood and adolescence are portrayed as times graced by innocence and a sense of wonder; in other works, they are depicted as times of tribulation and terror. Focusing on *one* of the novels listed below, write a two page typed essay explaining how the novel's representation of childhood and/or adolescence shapes the meaning of the work as a whole. Avoid plot summary. Use examples from the text to support your argument.

(Question from the 2008 AP Literature and Composition Exam)

The following literature titles are selected from the available titles for this question. You may find it helpful to do some background research about the novels to understand their social, political, and historical context before you select your work.

***Submit to Turnitin.com by Thursday, July 23, 2009, at 1:00 p.m. Directions are attached.***

- B. We will do a project with this work during the second week of class.

## Required Reading Essay Scoring Guidelines

The score reflects the quality of the essay as a whole—its content, its style, its mechanics. Students are rewarded for what they do well. The score for an exceptionally well-written essay may be raised by 1 point above the otherwise appropriate score. In no case may a poorly written essay be scored higher than a 3.

- 9 (100)** The essay meets all the criteria for an **8** paper and is markedly perceptive or insightful in its thesis and development of supporting claims. Stylistically mature, the essay is particularly persuasive or demonstrates a remarkable command of language.
- 8 (95)** The essay effectively responds to the prompt and centers on a thoughtful, concise thesis. It is free of unnecessary summary and uses evidence from the text to develop its claims. Making use of a primary and at least one secondary mode of writing, the essay employs rhetorical strategies to convey its central contention and purpose clearly. The prose demonstrates the writer's ability to control well a variety of the elements of effective writing, but the essay may not be free of error.
- 7 (90)** The essay meets all the criteria for a **6** paper but demonstrates more complete analysis and/or a more mature command of language.
- 6 (85)** The essay is a competent response to the prompt and centers on a strong thesis statement. The support is relevant and purposeful, and the writer uses rhetorical strategies to convey his central contention. The prose demonstrates the writer's ability to control a variety of the elements of effective writing, but the essay is not free of error.
- 5 (75)** The essay responds adequately to the task with a simple thesis statement and basic evidence to support claims. Extension of ideas is minimal, and discussion is superficial or oversimplified. The prose demonstrates sufficient control of the elements of language but lapses in diction or syntax may be present.
- 4 (68)** The essay responds inadequately to the task. The thesis statement is a restatement of fact, and supporting claims are misinterpretations of the text or the argument. Development relies heavily on summary rather than commentary. The prose conveys the writer's idea sufficiently but shows inconsistent control over the elements of language.
- 3 (65)** The essay meets all the criteria for a **4** paper but is weak in its thesis and purpose. The essay is markedly weak in organization, development, or control of language.
- 2 (60)** The essay has little or no success in conveying its thesis and/or discussion of the text or argument. Major lapses in control are evident.
- 1 (50)** The essay meets the criteria for a **2** paper but is overly simple in its response to the prompt.

## Choice Reading Essay Scoring Guidelines

The score reflects the quality of the essay as a whole—its content, its style, its mechanics. Students are rewarded for what they do well. The score for an exceptionally well-written essay may be raised by 1 point above the otherwise appropriate score. In no case may a poorly written essay be scored higher than a 3.

- 9–8** These essays offer a well-focused and persuasive analysis of how the work advocates social or political changes or changes in attitudes or traditions. Using apt and specific textual support, these essays fully explore the relationship between the literature and the message and demonstrate what the message contributes to the meaning of the work as a whole. Although not without flaws, these essays make a strong case for their interpretation and discuss the literary work with significant insight and understanding. Generally, essays scored a 9 reveal more sophisticated analysis and more effective control of language than do those scored an 8.
- 7–6** These essays offer a reasonable analysis of how the work advocates change in society, politics, attitudes, or traditions. They explore that message and demonstrate what it contributes to the meaning of the work as a whole. These essays show insight and understanding, but the analysis is less thorough, less perceptive, and/or less specific in supporting detail than that of those in the 9–8 range. Generally, essays scored a 7 present better-developed analysis and more consistent command of the elements of effective composition than do those scored a 6.
- 5** These essays respond to the assigned task with a plausible reading, but they tend to be superficial or underdeveloped in analysis. They often rely on plot summary that contains some analysis, implicit or explicit. Although the essays attempt to discuss how the work advocates change and how the message contributes to the work as a whole, they may demonstrate a rather simplistic understanding of the work. Typically, these responses reveal unsophisticated thinking and/or immature writing. They demonstrate adequate control of language, but they may lack effective organization and may be marred by surface errors.
- 4–3** These lower-half essays offer a less than thorough understanding of the task or a less than adequate treatment of it. They reflect an incomplete or oversimplified understanding of the work, or they may fail to establish the relationship between the work and the message. They may not address or develop a response to how that message contributes to the work as a whole, or they may rely on plot summary alone. Their assertions may be unsupported or even irrelevant. Often wordy, elliptical, or repetitious, these essays may lack control over the elements of college-level composition. Essays scored a 3 may contain significant misreading and demonstrate inept writing.
- 2–1** Although these essays make some attempt to respond to the prompt, they compound the weaknesses of those in the 4–3 range. Often, they are unacceptably brief or are incoherent in presenting their ideas. They may be poorly written on several counts and contain distracting errors in grammar and mechanics. The ideas are presented with little clarity, organization, or supporting evidence. Particularly inept, vacuous, and/or incoherent essays must be scored a 1.
- 0** These essays do no more than make a reference to the task.
- These essays either are left blank or are completely off topic.

**Instructions for Submitting Your Papers to Turnitin.com**  
**This MUST be done by Thursday, July 23, 2009, at 1:00 p.m.**

1. Save your paper in a word document.
2. Go to [www.turnitin.com](http://www.turnitin.com).
3. Click on new users.
4. Go down to box in lower right corner.
5. Sign up for turnitin.com.
6. Create new account.
7. Select student.
8. Class ID  
INCOMING FRESHMEN (class name) ID= 2719414
  
9. Class enrollment password: bearcat
10. Fill in the following information:  
First name  
Last name  
Email address  
Create password-Use a combination of letters and numbers; write it here: \_\_\_\_\_  
Confirm password  
Answer secret question
  
11. Agree to create profile.
12. Log in.
13. Click on the appropriate summer assignment (either required or choice).
14. Click on the white button with the green arrow under "submit."
15. Give your paper a submission title. (It can be the title of your paper.)
16. Click browse, and find your word document.
17. Click on submit.
18. Remember, you must do this for both assignments.

**Your paper WILL NOT be scored unless you have completed this task.**