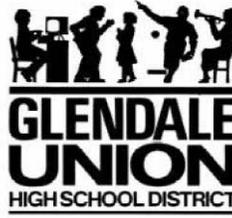


**MOON VALLEY  
HIGH SCHOOL**  
3625 West Cactus Road  
Phoenix, Arizona 85029-3198  
Telephone (623) 915-8000  
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Mr. Gene Dudo

Welcome,

You are among the special students selected to participate in the Honors English Program at Moon Valley High School. You should be aware by now that literature—reading it, talking about it, writing about it—is central to any study of our language. Indeed, it is central to our lives. Through their works, the artists that we call writers give us glimpses of their perceptions of what it means to be human. Then they let us react as we wish; we can agree with them, argue with them, enlarge upon their perceptions, assimilate their ideas into our lives, let our lives be enriched by them, simply be entertained by them—or bored—or dismiss them as entirely unworthy of our attention. It's up to us.

The College Board Advanced Placement Program English Committee “agrees with Henry David Thoreau that it is wisest to read the best books first.” To best direct you for a course of study that challenges you at an AP level and successfully prepares you for the AP Exam in both 11<sup>th</sup> and 12<sup>th</sup> grades, the Committee believes that reading in an Honors or AP Level course “should be both wide and deep...should include the in-depth reading of texts drawn from multiple genres, periods, and culture.”

I invite you to begin your experience by fulfilling the required summer reading assignment, based on the specifics for your particular grade level, using the attached list of books. These books, along with an accompanying assignments, must be completed before the 2014-2015 school year begins. The assignment will allow you to read and to experience the novels to ensure that those inquisitive and sharp minds are prepared for the coming school year. Therefore, using the novels, you will practice reading, criticism, exploratory and writing skills before the actual class begins in August.

Most of all, I hope that you will find delight in the reading. Books are meant to give delight in some way. The better we understand them, the greater our delight.

Have a happy summer; I eagerly anticipate working with you in the fall.

Jenna Serafini  
Honors Sophomore English  
jenna.serafini@guhsdaz.org

## Sophomore Honors Assignment

Honors English consists of extensive and intense reading, discussion, and analytical writing. We hope this experience will enable students to develop strong personal standards of conduct, to make wise and rational judgments, and to become self-regulated thinkers and self-actualizing adults. Due to the nature of district honors and national advanced placement standards, summer reading with assignments is a requirement.

### **HONORS ENGLISH 3-4 ASSIGNMENTS:**

1. Students will read *Cry, the Beloved Country* by Alan Paton and compose a set of dialectical journals. See attached sheet for specifics, terms and examples.
2. Student will read *The Good Earth* by Pearl S. Buck and write journal entries to given prompts, post discussions and comment on the post of their classmates.
  - a. Students will share their responses to Ms. Serafini via Turnitin.com by **11:59 p.m. on the due date.**
  - b. Journal entries will be based on the assigned reading and will include examinations of textual fragments of the novel, student responses and reactions to text, and insights into the reading of the novel framed by thematic and structural connections. Entries must answer the prompts fully with insight, specific examples, and details from the text.
  - c. Journal responses must be 100-150 words, typed and double-spaced in Times New Roman font, size 12. Your document should have one-inch margins.
  - d. Students will use appropriate MLA in-text citation form (author's last name and page number) when citing from a page in the novel. Include at least one direct quote/in-text citation for each entry.

**Incorrect:** Jane realizes that she has “something in my brain and heart, in my blood and nerves, that assimilates me mentally to [Rochester].” (Brontë)

**Correct:** Jane realizes that she has “something in my brain and heart, in my blood and nerves, that assimilates me mentally to [Rochester]” (Brontë 208).
  - e. Students should not refer to Cliff Notes, Spark Notes or the like to complete this assignment. Students are expected to write personal reflective responses to the prompts.
3. Students will participate in discussion boards through Turnitin.com
  - a. Three of the journal entries will be completed as discussion questions through Turnitin.com
  - b. Discussion question responses will be submitted through Turnitin.com by **11:59 p.m. on the due date.**
  - c. Students must also respond to two classmate's discussion question responses within **two days** of the original posting due date (e.g. Response to classmates' Discussion Question 1 responses are due by 11:59 p.m. on June 26).
  - d. Students should not refer to Cliff Notes, Spark Notes or the like to complete this assignment. Students are expected to write personal reflective responses to the discussion questions.
4. Plagiarism (copying two or more words from any outside source, classmates included) will NOT be tolerated. Thorough, thoughtful work where your original ideas shine through is far superior to reading the same old, worn analysis that resembles everyone else's. Remember: this is a first impression; make it count.
5. Students will take a final test on the novel during the first weeks of school.

**Book #2: The Good Earth**  
**Journal Entry/Discussion Prompts**

**Entry 1** Chapters 1-7 (**Due June 15-Journal Entry Due**)

Explain the relationship between Wang Lung and O-lan. Do they love each other? How do their roles in the Chinese culture affect who they are as individuals? Cite evidence from the text to prove your point.

**Entry 2** Chapters 1-7 (**Due June 17-Group Discussion Due**)

Compare Wang Lung and O-lan's personality traits, attitude and values.

**Entry 3** Chapters 8-14 (**Due June 29 – Journal Entry Due**)

Describe the journey for Wang Lung and his family away from their home and into the new city down south. What are their day-to-day lives like for all of the people in Wang Lung's family? Explain with text based evidence.

**Entry 4** Chapters 8-14 (**Due June 30-Group Discussion Due**)

Discuss the situation O-lan creates in suggesting they sell their daughter for a chance to go back to their home? Talk about Wang Lung's response to her and the Chinese traditions this illuminates.

**Entry 5** Chapters 15-21 (**Due July 13-Journal Entry Due**)

O-lan steals the riches to put her family back onto their land and into a comfortable life. What do you think this says about her and her morals? How has her personality changed? Explain with text based evidence.

**Entry 6** Chapters 15-21 (**Due July 14 – Group Discussion Due**)

Think about Wang Lung's fixation on Lotus. What is their relationship? Why do you think his relationship with her is so important to him? How do you expect it will resolve?

**Entry 7** Chapters 22-28 (**Due July 27- Journal Entry Due**)

Talk about one way Wang Lung thinks about and treats his sons. How do you feel this shows either cultural or generational differences? Do you feel his sons deserve the treatment they get? Explain with text based evidence.

**Entry 8** Chapters 22-28 (**Due July 28- Group Discussion Due**):

Wang Lung spends a lot of time justifying to himself the way he treats his wife. Talk about why you think he doesn't simply treat her with more fairness or kindness until she is on her deathbed.

**Entry 9** Chapters 29-34 (**Due August 11-Final Journal Entry Due 1<sup>st</sup> day of School**):

Explain how different Wang Lung is in old age as compared to when he first married O-lan. Be sure to use quotes from the novel to back up your response.

*\*This entry, due on the first day of class, August 11, 2014, does not need to be shared through Turnitin, but is expected to be Word processed.*

## HONORS ENGLISH 3-4 DIALECTICAL JOURNALS

### *Book 1: Cry, the Beloved Country*

When reading your novel, interact with the text by carefully analyzing the author's words to better understand how language is used to create the story, particularly its theme(s). As much as possible, **AVOID discussing PLOT**. In other words, **what is happening in the story is not nearly as important as why the author makes it happen**. Keep a handwritten "Dialectical Journal" as you read, regularly entering your reflections. DO NOT wait until you have completed the novel to write your journal (this includes the discussion side); it will undermine the whole reason for doing it (i.e., to gain a deeper understanding of the book as you read it).

**As you work on your journals, please note the following:**

- Use dual-column format
- Cite quotes correctly
- Use the left column to excerpt a direct quotation from the text (include page number) that can be used as evidence for evaluating literary techniques used by the author. Also indicate chapter divisions
- Use the right column to draw evaluative conclusions from the text and to discuss how the author uses language to create deeper meaning in the story. Again, avoid plot discussion! Instead, focus on literary elements such as tone, style, irony, metaphors, themes, symbols, point-of-view, setting characterization, motifs, etc. (Refer to the attached sheet for assistance).
- Include at least one entry for every five-six pages of text or so. There is no maximum number of entries-the more you can do, the better.
- You should hand-write your journal, but it needs to be coherent and legible, or points will be deducted. Journals are preferred on notebook paper and stapled together, not in a notebook.
- Use your own ideas- not from your friend's or classmate's homework, nor ideas copied from other sources (Cliffs Notes, Spark Notes, etc.) If you don't do your own thinking, you won't learn anything, and it will all be a waste of your time.

Keeping a good Dialectical Journal is not easy at first; no worthwhile exercise ever is. But stick to it, and you will find that not only does it get easier, but better yet, you will learn (and retain) far more about the book than you would have thought possible. **Good luck, and most of all, HAPPY READING!**

(Following is an example of a Dialectical Journal of Mark Twain's *Adventures of Huckleberry Finn*. The reader had previously read *The Adventures of Tom Sawyer*, and brings a memory of that book to bear on the comments. Although the novel is filled with symbols, they don't really begin until a few chapters in, which is why none are mentioned on the first page of the journal.)

**Dialectical Journal**  
*Huckleberry Finn* by Mark Twain

EVIDENCE/TEXT

CONCLUSIONS/DISCUSSION

CHAPTER I

Pg. 1 “You don’t know about me without me you have read a book by the name of The Adventures of Tom Sawyer; but that ain’t no matter.”

In the first sentence, we have an ALLUSION to Twain’s earlier book. Clearly this is intended to be a sequel, but Tom Sawyer was written in a 3<sup>rd</sup> person POINT OF VIEW. This is going to be 1<sup>st</sup> person from Huck. Since Huck talks in the same dialect as he did in TS, I assume he’s still a boy and fairly uneducated; I’ll need to keep this in mind as I read.

Pg. 1 “I never seen anybody but lied one time or another...”

Huck seems to be hinting here that he might tell some “stretchers” himself. This could be another clue that I can’t take everything he says at face value.

Pg. 3 “...she was going to live so as to go to the good place. Well, I couldn’t see no advantage in going where she was going, so made up my mind I wouldn’t try for it.”

You’ve got to love the IRONY here. Miss Watson seems to be such a mean-spirited, uncharitable woman, yet she’s trying to tell Huck how to make it to Heaven. Huck doesn’t want to go to the “good place” because he fears mean people like her will be there.

CHAPTER II

Pg. 7 “Everybody said it was a real beautiful oath, and asked Tom if he got it out of his own head.”

Some more IRONY, to call such a vicious, violent pirate-oath beautiful. This passage also shows that Huck still looks up to Tom, trusting him even when Tom is just making up ridiculous stories. Huck is apparently still quite gullible.

CHAPTER III

Pg. 12 “So I knowed, then, that this warn’t pap...I judged the old man would turn up again by and by, though I wished he wouldn’t.”

The fact that Twain has Huck mention this is probably FORESHADOWING. I’ll bet Huck’s father will be showing up soon, and he doesn’t seem like a very nice guy (though maybe that’s just Huck’s impression of him).

Pg. 20 “I took up a book and begun something about General Washington and the wars.”

If I recall correctly, Huck was unable to read at all in TS: this means at least a year has passed that Huck’s been going to school. This helps with SETTING. Also, Huck seems to have been right about his dad; he is really mean.

## Literary Analysis Terms

**allusion** – a reference to a well-known literary work, a famous person, or an historical event

**antagonist** – the character or force that opposes the protagonist to produce conflict

**characterization** – any or all of the following methods used to develop characters in a story:

- the character's own speech and/or actions
- the ways in which other characters respond to the character's actions and/or words
- the author's description and/or analysis of the character's appearance, actions, words or thoughts

**conflict** – the struggle between opposing forces

**foreshadowing** – the use of hints or clues to suggest what will happen later in the story

**imagery** – the language that appeals to the senses. Descriptions of people or objects stated in terms of our senses.

**irony** – the contrast between what is expected or what appears to be and what actually is

**metaphor** – a trope (or figure of speech) that compares two relatively unlike things using a form of be

**motif** – a recurring image, or object, or idea that serves to reinforce theme

**plot** – a planned series of events organized around the conflicts of the protagonist and antagonist

**point of view** – the position from which the story is told:

- first person – story told by a character in the story
- third person – story told by a narrator who is not a character in the story

**protagonist** – the major character(s) in the story

**setting** – the physical background, time, and place of the story

**style** – the way an author uses words, forms sentences, and creates structure to convey an idea

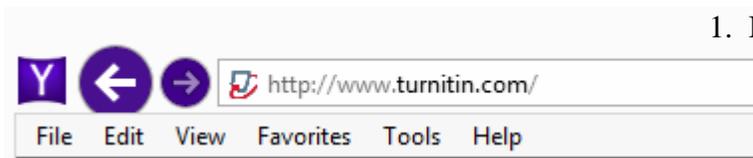
**symbol** – a person, place or thing that represents something beyond itself, often abstract ideas

**theme** – the underlying idea of a work which has a relationship to life or the world in which we live

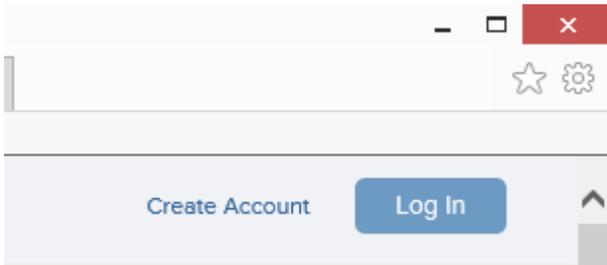
**tone** – the author's emotional attitude toward the subject being written about

**trope** – a word or phrase used figuratively rather than literally; figurative language

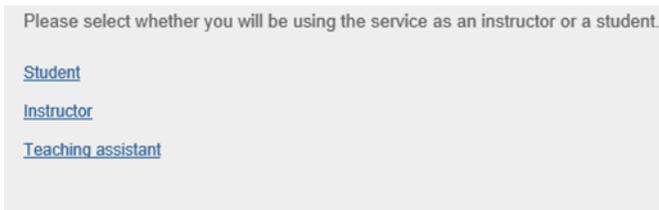
## Creating a Turnitin Student Account



1. In your web browser, type [www.turnitin.com](http://www.turnitin.com)



2. On the left, click **Create Account**



3. Scroll down and click on Student

Class ID

Class enrollment password

User Information

Your first name

Your last name

Display names as

First name (Space) Last name (example: John Smith)

Last name (Space) First name (example: Smith John)

Last name(No space)First name (example: SmithJohn)

4. Type the Class ID.

**Honors English 1-2: 7960869**

**Honors English 3-4: 7960922**

5. Type the password your teacher gave you.

**Honors English 1-2: JaneEyre**

**Honors English 3-4: Cats**

6. Type your first name. Capitalize the first letter.

7. Type your last name. Capitalize the first letter.

8. Choose Last name (Space) First Name.

Email address

Password and Security

Please keep in mind that your password is case sensitive (for example, paSS123 would be different than pass123), must be 6-12 characters long, and contain at least one letter and one number (for added security).

Enter an email address and password you can easily remember. Please write down your email address and password for future reference.

Enter your password

Confirm your password

Next, please enter a secret question and answer combination. You will be asked for this combination if you ever forget your password and need to reset it.

Secret question

Question answer

User Agreement

Please read our user agreement below. Select "I agree" to complete your user profile.

Turnitin.com and its services (the "Site" or the "Services") are maintained by iParadigms, LLC ("iParadigms"), and offered to you, the user ("You" or "User"), conditioned upon Your acceptance of the terms, conditions, and notices contained herein without modification (the "User Agreement").  
**You should review this User Agreement carefully before accepting it**

[I Disagree -- Cancel Profile](#)

9. Use your school email account:  
 School [ID#@student.guhsdaz.org](mailto:ID#@student.guhsdaz.org)
10. Enter your **Infinite Campus** password
11. Enter your password again.
12. Choose a **Secret Question** you will be likely to remember in case you forget your password.
13. Type the answer to the above Question.
14. Click **I Agree – Create Profile**

You now have a Turnitin account where you will be asked to submit assignments. You will not need to create another account if subsequent teachers require you to submit papers in their class. You will add additional classes to this account.

## Using the Turnitin Discussion Board

1. Log into your account at [www.turnitin.com](http://www.turnitin.com) using your school email and password.

2. Click on the Blue class link under Class name.

Cortez High School				
Class ID	Class name	Instructor	Status	Drop class
7901697	Turn It In 101	Wright James	Active	

3. Click on the **Discussion** tab

4. Click the blue link under Topic title to read the discussion topic.

Class Portfolio Peer Review My Grades **Discussion** Calendar

NOW VIEWING: HOME > TURN IT IN 101 > DISCUSSION BOARD

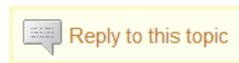
About this page  
This is your discussion boards homepage. Discussion topics for your class show up on this page. To view a discussion topic, click the discussion topic's name.

TURN IT IN 101  
Discussion Boards Post a New Topic

All Topics Active Topics Pending Topics Inactive Topics

#	Topic title	Replies	New	Pending	Status
1	<a href="#">Summer Assignments</a>	4	1	--	Active

5. Click **Reply to Topic** to and type your response in the



6. Type the response to the topic. The topic is repeated in small italics above the response field.

*Please post a confirmation that you received your summer packet.*

Enter your reply Post discussion boards reply and show **Last message only**

Enter your comment here

Submit Reply to Topic

7. When finished, proofread your response and hit **Submit Reply to Topic**.

8. Topics are “threaded” meaning you can see responses and respond to other peoples’ comments. To do this hit **reply** directly below the comment in the blue field you wish to respond to.

Status	#	Author	Posted	Replies
	<b>1</b>	Roberts Bob	13-May-2014, 2:56 PM	1 reply

What summer assignment?

Reply

9. Type your comment and hit **Reply to Topic** like you did in step 6 to respond to the initial response.

10. You can **Edit** or **Delete** your response by using the edit and Delete commands below your comment.

	<b>2</b>	Wright Jim	13-May-2014, 2:56 PM	0 replies
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Yes, I got it.

Edit Reply Delete