



WILLOWBROOK HIGH SCHOOL

“Expectations for Excellence”



1250 SOUTH ARDMORE AVENUE – VILLA PARK – ILLINOIS 60181

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District 88

District 88

May 2020

Dear Student:

Congratulations on your selection into English 10 Honors for the 2020-2021 school year! Enclosed you will find the summer reading assignments. We hope that you will enjoy reading the assigned work. Summer reading is an important feature of the honors and AP programs and serves two functions: to keep you active as readers and to flex your intellectual muscles. In addition, this important requirement will ease your transition into your sophomore year.

Our experience has shown that students who read a daily newspaper and thoughtful periodicals have a much more sophisticated understanding of the world and culture than those who do not. Connections between what we accomplish in English class and the outside world are also important tools for your future success.

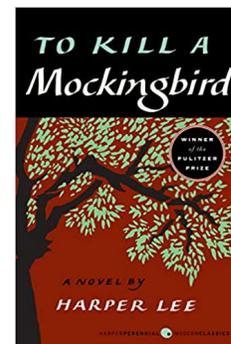
There are three parts to your summer reading assignment:

1. Read the close reading handouts in this letter prior to starting the text. While you read, interact with the text by highlighting, underlining, and writing notes in them. ***Your teacher may check your text to confirm that you have been close reading.*** (A sample of a close reading page is included here.)
2. Complete the reading assignments using the aforementioned strategies. (We will discuss the summer reading assignment upon your return to school, and collect it by the first Friday of school.)
3. Thoughtfully complete the summer reading assignment explained below.

Texts:

To Kill a Mockingbird by Harper Lee (ISBN-13: 978-0060935467) is one of those novels you are not likely to forget.

Ideally, it would be great if we were all on (literally!) the same page come the fall, so to purchase this edition of the novel.



try

Summer Reading Assignment

After you have read the summer text, you will select two articles from a suggested newspaper or periodical. Suggested newspapers include *The New York Times*, *The Chicago Tribune* and *Sun Times*, *The Washington Post*, and *The Wall Street Journal*. Thoughtful periodicals include *The Atlantic Monthly*, *The New Yorker*, *Harpers*, *Time* and *Newsweek*. **You may use the Internet version of these reputable sources.** These articles should **thematically connect** to *To Kill a Mockingbird*. **Consider concepts of love, raising children, the father/child bond, racism, hate crimes, social inequality, self-preservation, retaining dignity during difficult times, socio-economic class, and gender issues as you look for your news clippings. You must highlight significant lines from the text that relate to the relevant themes.** This assignment is meant to encourage browsing, and the articles need to be dated between May and August of this year. **You will write a**

Google Doc response connecting these articles to To Kill a Mockingbird. Each response should be at least two to three paragraphs in length. Please organize your work before submission. *Please use the rubric included in this letter to guide your development of this assignment.*

The English Department recommends that you read at a pace that allows you to enjoy this literature. Reading in June or July will not make your participation in class more difficult than reading in August; we do not recommend trying to read the text in the last week before school begins. **Failure to do your summer reading is not an acceptable excuse for dropping this advanced course when school begins.** In other words, Guidance will not change your schedule just because you did not complete your summer reading assignments.

If you misplace this summer reading assignment, you can access all this information on the District 88 website. Go to www.dupage88.net, then click on WBHS (top right), then ENGLISH (left menu), then click the file “10 Honors Summer letter 2020-2021” at the bottom of the page. If you have any questions or concerns, please contact your honors English teacher via email or in her classroom. We look forward to meeting you!

Finally, we have attached the **2020/2021 Willowbrook English Department Academic Honesty and Plagiarism Policy/Contract**. As society becomes more reliant on technology, Willowbrook teachers have seen a notable increase in plagiarism, including students claiming material from online sources and/or claiming the work of past and present peers as their own original ideas. Because of this, we want to be sure each student understands the seriousness of this offense and request that you sign and date the policy and return it to us the first week of classes.

Sincerely,

Mrs. Lisa Cuscaden
English 10 Honors Teacher (A111)
lcuscaden@dupage88.net

Mr. Michael Sullivan
English 10 Honors Teacher (A139)
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Mrs. Regina Wathier
English 10 Honors Teacher (A148)
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Summer Reading Extension Article – English 10 Honors Rubric

Directions:

- Select two articles from the suggested newspapers or periodicals.
- Thematically connect the articles to *To Kill a Mockingbird*.
- Examples of themes include love, raising children, the father/child bond, racism, hate crimes, social inequality, self-preservation, retaining dignity during difficult times, class and gender issues.
- Highlight significant lines from the articles that relate to the relevant themes.
- Articles must be dated any time between May and August of this year.
- Clip, photocopy or print the articles and make sure you identify the source and date. We will discuss this assignment upon your return to school, and collect it by the first Friday of school.
- **Type up a two to three paragraph response for each article connecting to themes in the text. You will have two responses.**

Turn in procedure:

Please staple this assignment in the following manner:

1. this rubric on the top
2. then the typed responses
3. articles

_____ /30 points

How you will be graded: 30 Possible Points

20 points: Developing the theme and connection

10 points: Language

| Criterion | 20-16 | 15-14 | 13-0 |
|--|--|---|---|
| Developing the Theme/Connection – 20 points | <ul style="list-style-type: none"> • Completely develops each idea, using specific and relevant reasons, details, examples/Writing from knowledge; ideas are fresh and original/show stylistic movement between general and specific ideas and examples • The student response provides an accurate analysis of what the text says explicitly and inferentially & cites textual evidence to support the analysis, showing full comprehension of complex ideas expressed in the text. | <ul style="list-style-type: none"> • Some ideas are developed using some specific reasons, details, and examples/ Writer has difficulty going from general observations to specifics • The student response provides a general analysis of what the text says explicitly or inferentially and cited textual evidence shows a basic comprehension of ideas expressed in the text(s). | <ul style="list-style-type: none"> • Offer no development; if examples are given, they may not be clearly relevant; resort often to merely repeating ideas/Shows no movement between general and specific ideas and examples • The student response provides an inaccurate analysis or no analysis of the text, showing little to no comprehension of ideas expressed in the text(s). |
| Criterion | 10-8 | 7-6 | 5-0 |
| Language – 10 points | Correctly employing conventions of standard English grammar, usage and mechanics with only a few errors, if any/using precise and varied vocabulary/using a variety of kinds of sentence structures to vary pace and to support meaning/easy flow, rhythm, and cadence; sentences are well built/punctuation and capitalization is accurate/writer may manipulate conventions for stylistic effect | Many conventions are used but with distracting errors/Appropriate vocabulary used/ Using some varied sentence structures/Most punctuation is correct/ Spelling is usually correct. | Significant errors in conventions/Sentences are choppy, incomplete, awkward/Errors in spelling, punctuation, capitalization/ Poor and/or inappropriate vocabulary used. |

Close Reading Suggestions

Take notes in the text while you read. You will read more carefully and think more about the meaning of the text if you take time while reading to jot down your ideas. During discussions or while writing on the text, these notes will help you find the evidence that supports your opinions. Some specific forms of responses include noting:

1. **What you do not understand.** Almost anything in the text might puzzle you: a word or a passage, an action, or a statement. A question mark or a few words about why you do not understand something is usually all you need to write down. If you come across a word that is new to you, look up its meaning in a dictionary and write a brief definition on the page where the word appears. If the word is a familiar one used in an unfamiliar way, try to decide how the author is using it in the story (context clues) and make a note.
2. **What you agree or disagree with.** Stories often evoke strong feelings in readers, so the feelings you have about a story can be important clues to its meaning. Make a note if you like or do not like what is happening in a particular passage, or if the story contradicts your own experience. You may use icons or symbols, such as “☺”, to note something you like.
3. **Connections between different parts of the story.** You may notice that a word or phrase is repeated several times, or begin to see a pattern in a character’s actions. Use a “=” to identify connections.
4. **What seems important?** This is very much a “gut”-level kind of feeling. The more you read, the more you will strengthen your ability to identify what is significant.
5. **The meaning of a word, phrase, or sentence.**
6. **A detail.**
7. **A striking or unusual use of language.**
8. **The motive for a character’s actions or statements.**
9. **A major theme or idea.**

As part of your close reading notes, we suggest using the following labeling system to note questions or key information:

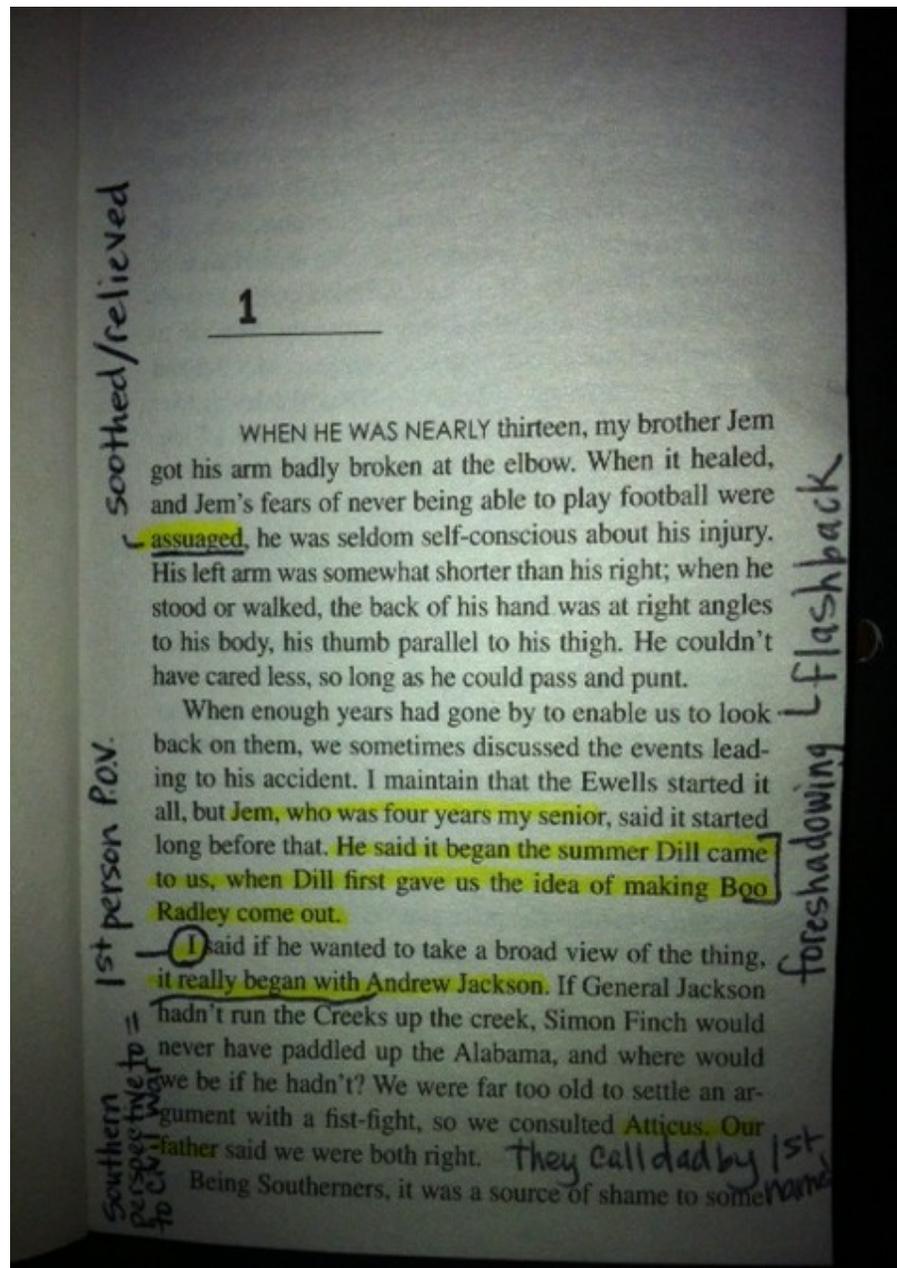
- ? = Something you wonder about or do not understand
- C = Characterization details
- S = Setting details
- P = Significant events in the plot of the story
- Sy = Symbol
- M = Metaphors
- T = Themes

These symbols will help to highlight important information in the stories and will also serve as good preparation for an exam to be given during the first week of class.

Sample Close Reading of the Text

An important habit you will need to develop as a student in an honors level class is the ability to annotate a text. Annotation means to take close reading notes through underlining, highlighting and writing commentary in the margins. These annotations will help support your discussion remarks in class and your written analysis of the literature. **You are expected to annotate all literature at the honors level;** books are often checked and graded for evidence of close reading.

Below is the opening page from Harper Lee's *To Kill a Mockingbird* as a sample annotation model. Read the texts with pen in hand so that you can utilize this strategy.



2020/2021 Willowbrook English Department

Academic Honesty and Plagiarism Policy/Contract

Plagiarism is a violation of school rules and results in the cancelation of all grades associated with the assignment. A serious offense is grounds for suspension or expulsion at many colleges and has derailed the career of a number of academics and politicians.

Technically, plagiarism is the act of claiming another person's writing or ideas as one's own without giving credit to that original author. Even taking an idea from someone else and including it in your paper without a citation after it is plagiarism. This includes taking another student's work. Be careful, ask when you are not sure, and lean over backwards to give credit where credit is due. Also, if you are using websites that are created to cheat, copy, purchase, and/or take essays, then you will receive a zero.

The following is the definition for plagiarism according to *Black's Law Dictionary*.

Plagiarism: The act of appropriating the literary composition of another, or parts or passages of his writing, or the ideas or language of the same, and passing them off as the product of one's mind.

To be liable for plagiarism, it is not necessary to exactly duplicate another's literacy work, it being sufficient if unfair use of such work is made by lifting of substantial portion thereof.

To avoid plagiarism, be sure to conform to the following (adapted from *Lester's Guide of the Research Paper*):

1. Acknowledge all borrowed material, whether it is a direct quotation or paraphrasing of another's idea. Introduce the information with the authority's name and include the source of information in a properly formatted parenthetical citation.
2. Always put quotation marks around direct quotations, along with citing them.
3. Simply rearranging material which is not originally yours into your own words is still plagiarism; be sure to cite the ideas of others clearly.
4. Include documentation for every piece of borrowed material.
5. Include a properly formatted works cited entry in the "Works Cited" page for each source that is used in your assignment; do not include works that you did not cite.

Plagiarism includes but is not limited to the written work. Use of another person's work or ideas without acknowledgement will always result in the aforementioned consequences. Examples including musical compositions, artwork, projects, computer software, websites, peer's work, etc.

The consequences for plagiarized work will be a zero on the assignment and a Dean's referral.

Contract: *I have read this information sheet. I fully understand my responsibility to cite all sources and the devastating consequences to my English grade (zeroes on all related grades) if I plagiarized or in any way fail to give credit.*

Student's Printed Name

Signature

Date

Contract: *I have received this policy and discussed it with my student. I understand the consequences of failing to honor this policy.*

Parent's/Guardian's Printed Name

Parent's/Guardian's Signature

Date