



WAYNESVILLE HIGH SCHOOL

ENGLISH DEPARTMENT

June 1, 2009

Dear Honors Student,

Congratulations on the close of a successful freshman year and welcome to the start of your sophomore Honors English 10 class. This letter briefly describes the expectations of your summer assignments, which are described in more detail in the rest of this packet. The summer assignment is a chance for you to prepare for the coming year as well as for me to get a preview of your reading and writing skills and voices. This will be my first impression of you!

I encourage you to use your best active reading and writing strategies while working with these assignments: make notes of your thoughts and reactions, talk with others about the readings, and follow the writing process from planning to drafting to revision and editing of your original writing.

The rest of this packet contains instructions for completing the summer assignments, descriptions of what is required, and rubrics that show how your work will be evaluated. Do not hesitate to call or send me an e-mail if you have questions! Just remember that there are deadlines throughout the summer—plan ahead and budget your time to set yourself up for success. Late work will receive half credit. If you choose not to complete this summer assignment, please make arrangements to transfer from the Honors class to a College Prep section of English 10.

In addition to gaining an introduction to Honors English 10, I hope you will also enjoy your summer reading. I look forward to getting to know you through your writing and seeing you in class this fall!

Sincerely,

A handwritten signature in cursive script that reads 'Mr. Hamen'.

Mr. Hamen

Expectations for all writing in summer assignments:

1. All writing must be typed in a 12-point standard font (like Ariel or Times New Roman—no **funky fonts**, please). Double-space all writing, use one-inch margins, and appropriate headings.
2. Academic honesty is very important. Plagiarized work will not receive credit. Refer to *Writer's Inc.* for descriptions of how to cite direct quotations you use as examples in your responses.
3. Be an active reader! Use sticky notes, highlighters, or pens to note passages that stand out, questions, reactions, summaries, or discussion topics.
4. Assignments must be dropped off at the high school office (call for hours—the office might not be open), sent by e-mail, or postmarked by the deadlines listed. Late work will receive half credit until the first day of school.

Mail to: Jason Hamen
Waynesville High School
735 Dayton Rd.
Waynesville, OH 45068

E-mail Microsoft Word attachments to:
jhamen@wayne-local.com

(You will receive a reply when yours is received.)

5. Questions? Feel free to send an e-mail to the address above or call (937) 321-1976. I will respond within 24 hours (however this is not an excuse to turn in late work!).

Assignment:

Part 1 Prereading Response DUE JUNE 24

Choose one of the prompts below and respond in at least 200 words of writing:

1. Describe yourself as a writer. You might (but are not required to) discuss what you like/dislike about writing, what kind of writing you prefer, or even how you approach writing tasks.
2. Describe yourself as a reader. You might (but are not required to) discuss what you like/dislike about reading, what kind of texts you prefer, or even how you approach reading tasks.

Also, consider responding to the question in the *genre*, or style of writing, that best expresses your ideas, whether it is an essay, poem, song, letter, short story, etc. You might even take a multi-genre approach.

Part 2 Reader's Log

DUE JULY 17

Choose a novel that is at least 200 pages in length. The author and genre are your choice, but please avoid graphic novels (more pictures than text!) and books that are geared for elementary readers. You may not select books that were assigned in prior courses or books listed on your 2009 reading list. For each chapter, include:

- brief summary of one significant event from the chapter
- your reactions to the event or reflection on its impact on the story so far
- predictions or questions to answer for future chapters based on this event.

If your choice is not broken into chapters, find a way to divide the book into segments that are about 10-20 pages in length.

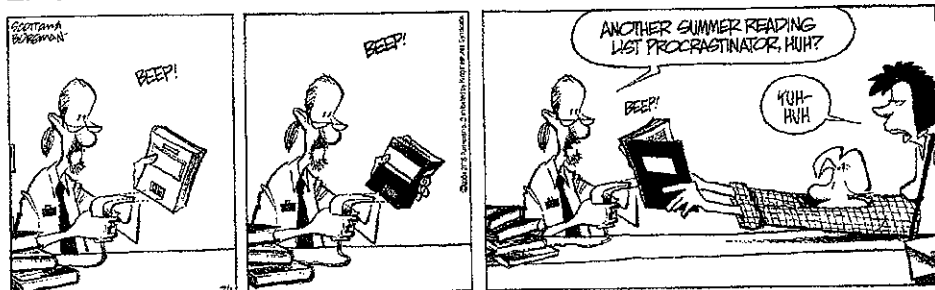
Part 3 Analysis

DUE AUGUST 14

Read *A Raisin in the Sun* by Lorraine Hansberry. In a minimum of 500 words, analyze the play using one of the following topics. Your analysis should use specific examples from the play to support the thesis statement of an organized essay.

1. What role does society play in shaping dreams? Does it also affect potential? Using a biography of Hansberry (provide a Works Cited page of your reference), consider differences or similarities in Hansberry's society and society today.
2. Reread the Langston Hughes poem, "A Dream Deferred" that precedes the play. Why is this an appropriate selection? What is likely to be the future of individuals in the Younger family or the family as a whole? Did Mama make the right decision to move on with her dream? Do you agree with Hughes and Hansberry's outlook on life?
3. Create a character analysis of Mama, Walter, Ruth, or Beneatha. Is this a *static* (unchanging) or *dynamic* (greatly changing as a result of learning or experience) character? If the character is static, why doesn't he/she change? If the character is dynamic, why and how do the changes happen? What are the results of these changes?

ZITS



ASSIGNMENT	6	5	4	3	2	1	0	SCORE
PREREADING								
Formatting/ Preparation	-typed -standard font -double-spaced -headings -editing*	-one or two inconsistencies	-one area neglected	-several inconsistencies OR -more than one area neglected	-writing is difficult to read because of frequent errors	-formatting reflects rushed/careless effort	No response	
Focus	Successful use of unique genre—well done!	The writer consistently describes reading OR writing	The writer focuses on reading or writing but may have a few detours	The writer focuses on both reading AND writing	The writer mostly focuses on ideas unrelated to reading or writing	The writer does not focus on reading or writing	No response	
Length	well over 200 words	200 words	less than 200 words	less than 175 words	less than 150 words	less than 125 words	No response	
Development	The writer <i>thoroughly</i> discusses personal reading/writing	The writer adequately discusses personal reading/writing	Some areas remain on the surface, but most are fully developed	The writer remains on the surface but does not go in depth throughout	Details and examples are not used	Details and examples are listed	No response	
READER'S LOG								
Book Selection	The reader has selected a challenging book—bravo!	The reader has selected a book that is appropriate for upper-grade level	The reader has selected a book that is appropriate for grade 10 honors level	The reader has selected a book that is at high school level	The reader has selected a book that is at middle school level	The reader has selected a book that is at elementary level	No selection	
This is not part of your grade, just Mr. Hamen's impression!								
Formatting/ Preparation	-typed -standard font -double-spaced -heading -editing*	-one or two inconsistencies	-one area neglected	-several inconsistencies OR -more than one area neglected	-writing is difficult to read because of frequent errors	-formatting reflects rushed/careless effort	No response	
Focus	<i>Thorough</i> discussion of events, reactions, and predictions	Adequate discussion of all events, reactions, and predictions	Discussions mostly give a clear picture of reader's thoughts	Some events, reactions, or predictions missing	Reader ignored one: -event -reaction -prediction	Reader ignored more than one: -event -reaction -prediction	No response	

