May, 2017

Dear Students:

Greetings! Welcome you to English 3 Honors for the 2016-2017 school year. This course is often seen as a bridge to AP Literature, SUPA, and ACE, which are course options with college credit available during senior year. Consequently, this course is more rigorous and will require you to read, analyze, and write across multiple genres: short stories, novels, poetry, essays, speeches, and excerpts from memoirs, biographies, and autobiographies.

Because this course is seen as a pre-AP class because of the rigorous expectations in these higher level classes, one of the course goals is for you to walk into a college-level classroom with a greater sense of mastery in reading, writing, speaking, and critical thinking. The terminology in AP classes goes well beyond symbolism and detecting metaphors, so introducing them to higher level analytical terms will help them practice this new level of language. Writing assignments range from informal reflective narratives to critical research paper with an emphasis on creating an argumentative style.

For the summer reading assignment, please read Outliers by Malcolm Gladwell and complete the corresponding Quote Journal assignment, as detailed on the next page. It is essential that you complete this reading assignment over the summer because of the intense nature of this course. Students should be prepared to turn this assignment during the first week of school.

We look forward to meeting you in September!

Sincerely,

Ms. Alexandra Aloia
Ms. Jessica Livingston
E3H Summer Reading Assignment: Quote Journal

A quote journal is an effective way to keep a record of your reading responses-positive or negative, sure or unsure. It offers a chance to respond personally, to ask questions, wonder, predict, or reflect on the characters, people, events, literary elements, writing techniques, or language of a text. Do not summarize! Instead, record your textual observations. Your response log will be used to determine your comprehension of the text. Be sure that your responses are thorough and that you complete the journal for all chapters of the book. The rubric used to grade your work will include how comprehensive and carefully you completed your log. Assignment Due Date Window: September 5-8, 2017.

1. Please type your log
2. Must have two columns (divide the page in 1/2)
   - Title the column on the left “Quotations from the Text” or
   - Title the column on the right “Commentary/Responses to the Text”

Responses may start:
- “The author emphasizes… to show…”
- “The author seems to feel…”
- “The setting gives the effect of…”
- “The tone of this part is…”
- “The character(s) feel(s)…”
- “This is ironic because…”
- “An interesting metaphor or symbol is”
- “The detail seems effective/out of place/important because…”
- “An interesting word/phrase/sentence/thought is…”
- “This reminds me of…”
- “Something I notice/appreciate/don’t appreciate/wonder about is…”
- “The author emphasizes________ in order to…”
- “Although the author states________, I wonder…”
- Or you may start with something else you feel is appropriate.

3. Generally each response to a quotation should be 5-7 sentences and should include your analysis of the author’s attitude, purpose or tone, and relation to personal experience.
4. You must include a total of 10 entries: 1 entry per chapter and 1 from the Introduction or Epilogue.
5. Make sure that you note the page number for the quotes.

Example:

<table>
<thead>
<tr>
<th>Quotations from Outliers by Malcolm Gladwell</th>
<th>My responses, thoughts, and questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Those three things - autonomy, complexity, and a connection between effort and reward - are, most people will agree, the three qualities that work has to have if it is to be satisfying” (page 23).</td>
<td>In the quote from Outliers, Gladwell emphasizes these qualities to show what most people believe about their work in order for it to be satisfying. Gladwell’s position is correct and clearly demonstrated in the work we do as students. For example, when teachers trust students to complete work autonomously, we feel good. Even if we complete group projects, when we are in charge of specific aspect of the project and successfully complete it, we take pride in that aspect. Additionally, students have to feel that the work we do is complex: no one wants to do work that they feel is mentally beneath them. I often hear the word “rigor” from my teachers, and I’m starting to understand that instead of looking at rigorous work as if it’s intimidating, completing rigorous work makes me feel like I’ve accomplished something worthwhile. Finally, most students feel that they should be rewarded for their effort. Some students are very focused on the grade they receive based on the work they do, while others are focused on the learning they accomplish based on the work they complete. Both of these rewards are important, and I agree that there should be some reward for our work as students – either a reward that comes from the teacher in the form of a “good grade,” or the reward that comes from that feeling of understanding something better in class or in the world.</td>
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</tbody>
</table>