

*English 11 Honors
Summer Assignment 2010*

1. **Author Study**

Over the course of the school year, you will be required to read three novels by one author of significant literary merit chosen from this list on the back of this page.

During the summer, you are to choose your author from the list and read one novel to begin your study.

Remember that since you will be completing three books by this author, choose an author you will enjoy. Be sure the author has three books you will find worthy of your time.

2. **Formal Essay**

Using your selected novel, respond to one of the following essay questions. Your response should be at least 3 full, double-spaced, typed pages, which you have thoroughly proofread. Avoid mere plot summary. Your essay should reflect that you are an honors student and include support from the text.

Choice 1:

Morally ambiguous characters—characters whose behavior discourages readers from identifying them as purely evil or purely good—are at the heart of many works of literature. Choose a novel in which a morally ambiguous character plays a pivotal role. Then write an essay in which you explain how the character can be viewed as morally ambiguous and why his or her moral ambiguity is significant to the work as a whole.

Choice 2:

From a novel, choose a character (not necessarily the protagonist) whose mind is pulled in conflicting directions by two compelling desires, ambitions, obligations, or influences. Then, in a well-organized essay, identify each of the two conflicting forces and explain how this conflict within one character illuminates the meaning of the work as a whole.

This assignment is due when you return to school in the fall.

Suggested Authors

Adichie, Chimamanda Ngozi	Kesey, Ken
Agee, James	Kidd, Sue Monk
Albom, Mitch	Kingsolver, Barbara
Alvarez, Julia	Kingston, Maxine Hong
Angelou, Maya	Koontz, Dean
Atwood, Margaret	Lahiri, Jumpa
Austen, Jane	Lawrence, D.H.
Becket, Samuel	LeGuin, Ursula K.
Bradbury, Ray	Lewis, C.S.
Bronte, Charlotte	Martel, Yann
Bronte, Emily	McCourt, Frank
Camus, Albert	Melville, Herman
Capote, Truman	Miller, Arthur
Card, Orson Scott	Moliere, Jean-Baptiste
Christie, Agatha	Morrison, Toni
Cisneros, Sandra	Myers, Walter Dean
Clancy, Tom	Oates, Joyce Carol
Clark, Mary Higgins	O'Brien, Tim
Coelho, Paulo	Orwell, George
Cormier, Robert	Paton, Alan
Crichton, Michael	Picoult, Jodi
Crutcher, Chris	Plath, Sylvia
Dickens, Charles	Plato
Dillard, Annie	Potok, Chaim
Dostoevsky, Fyodor	Quindlen, Anna
Doyle, Arthur Conan	Salinger, J.D.
Draper, Sharon	Saroyan, William
Dreiser, Theodore	Shaw, Bernard
Eliot, T.S.	Shelley, Mary
Faulkner, William	Steinbeck, John
Fitzgerald, F. Scott	Tan, Amy
Flinn, Alex	Tolkien, J.R.R.
Forster, E.M.	Tolstoy, Leo
Gaines, Ernest	Trueman, Terry
Giles, Gail	Vonnegut, Kurt
Godwin, Gail	Walker, Alice
Grisham, John	Wells, H.G.
Haddon, Mark	Wharton, Edith
Haley, Alex	Wilson, August
Hardy, Thomas	Woolf, Virginia
Heller, Joseph	Wright, Richard
Hemingway, Ernest	
Hosseini, Khaled	
Huxley, Aldous	
Irving, John	
James, Henry	

**If you have an author you would like to study, please email Mrs. Myers, (comyers@aacps.org) If you haven't been approved, you may not do that author.

Please note: Students should not read novels that they have already read in English (i.e. They should not read novels that are in the 9th or 10th grade course of studies). Further, students should not read Steinbeck's The Grapes of Wrath, Miller's Death of a Salesman, or Fitzgerald's The Great Gatsby.

Summer reading rubric for Honors English 11

Top Scores

9-8 These are well-written papers which respond fully to the question asked. The best papers show a full understanding of the question and support their points with appropriate textual evidence and examples. The paper should be well written with few errors.

7-6 These essays also respond correctly to the question asked but do so less fully or less effectively than the essays in the top range. Their discussion may be less specific. They do not express the writer's ideas as clearly as they should.

5 These essays respond to the question, but the comments may be simplistic or not exact; they may be overly generalized, vague or inadequately supported. They are adequately written but may demonstrate inconsistent control over the organization of the composition.

4-3 These essays attempt to deal with the question but do so inaccurately or without support. They may show some misunderstanding or omit pertinent analysis. There is weak control over the composition. There is little persuasive evidence or it may be inappropriately lengthy.

Lowest Scores

2-1 These essays fail to respond adequately to the question. They may reveal misunderstanding or a distortion of the material. Usually these are brief or poorly written. Usually void of support and insight.