

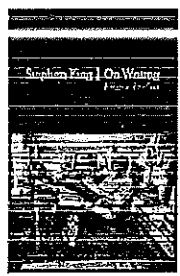
Morse

English 4

2018-2019

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**English 4 Honors Level** - Please purchase and read the following two books this summer (if purchasing the books is a problem, we may have some copies available in the front office). **BE PREPARED** to write about and discuss your selections beginning on **Wednesday, August 22nd**. (this is the third day of classes). Please make sure to have copies of your books available in class the first week of school. **While reading, and preparing the REQUIRED double entry journals (directions below) consider/focus and take notes on the reading's inclusion of the following topics: crafting one's life, how to write/live, observation/consciousness of one's experiences, and/or identification of one's uniqueness.**



On Writing by Stephen King

ISBN: 9781439156810

Publication Date: 2010-07-06

Part memoir, part master class by one of the bestselling authors of all time, this superb volume is a revealing and practical view of the writer's craft, comprising the basic tools of the trade every writer must have. King's advice is grounded in his vivid memories from childhood through his emergence as a writer, from his struggling early career to his widely reported, near-fatal accident in 1999—and how the inextricable link between writing and living spurred his

recovery. Brilliantly structured, friendly and inspiring, *On Writing* will empower and entertain everyone who reads it—fans, writers, and anyone who loves a great story well told.



**Girl in Translation** by Jean Kwok

ISBN: 9781594487569

Publication Date: 2010-04-29

When Kimberly Chang and her mother emigrate from Hong Kong to Brooklyn squalor, she quickly begins a secret double life: exceptional schoolgirl during the day, Chinatown sweatshop worker in the evenings. Disguising the more difficult truths of her life—like the staggering degree of her poverty, the weight of her family's future resting on her shoulders, or her secret love for a factory boy who shares none of her talent or ambition—Kimberly learns to constantly translate not just her language but herself back and forth between the worlds she straddles.

Through Kimberly's story, author Jean Kwok, who also emigrated from Hong Kong as a young girl, brings to the page the lives of countless immigrants who are caught between the pressure to succeed in America, their duty to their family, and their own personal desires, exposing a world that we rarely hear about. Written in an indelible voice that dramatizes the tensions of an immigrant girl growing up between two cultures, surrounded by a language and world only half understood, *Girl in Translation* is an unforgettable and classic novel of an American immigrant—a moving tale of hardship and triumph, heartbreak and love, and all that gets lost in translation.

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**Double Entry Journals - 10 each for each text. (See rubric - attached).** Passage selections must be at least eight sentences (not lines) in length. Responses must be at least eight sentences (not lines) in length.

These may be typed or neatly handwritten. **MLA formatting and parenthetical documentation is required** (if you don't know what this is, look it up!)

**Plagiarism** - is the use, whether intentional or not, of another's ideas or words without proper citation. The best way to avoid plagiarism is to trust your own intelligence and effort. Unless you are asked to conduct research as part of an assignment, and are prepared to fully and correctly cite your sources, use only what comes from your own head and heart.

**From the R.B. Stall Student Handbook:**

### **ACADEMIC MISCONDUCT**

Academic misconduct includes, but is not limited to, inappropriate use of a Stall computer, cheating, plagiarism and/or collusion, and falsification of information. Students involved in academic misconduct are subject to disciplinary actions.

English department policy determines that plagiarized work will receive a grade of "0". The student may redo the assignment for a best grade of "60."

	4	3	2	1	0
<b>Passage selection</b>	Student chooses passages highly relevant to ideas of <b>crafting one's life, how to write/live, observation/consciousness of one's experiences, and/or identification of one's uniqueness.</b>	Student chooses passages relevant to ideas of <b>crafting one's life, how to write/live, observation/consciousness of one's experiences, and/or identification of one's uniqueness.</b>	Student chooses passages which are sometimes relevant to ideas of <b>crafting one's life, how to write/live observation/consciousness of one's experiences, and/or identification of one's uniqueness.</b>	Student chooses passages with little relevance to ideas of <b>crafting one's life, how to write/live, observation/consciousness of one's experiences, and/or identification of one's uniqueness.</b>	Student chooses passages without relevance to ideas of <b>crafting one's life, observation/consciousness of one's experiences, and/or identification of one's uniqueness.</b>
<b>Focus of Response</b>	The response is tightly focused on the text and consists of thoughtful insights rather than summary.	The response is focused on the text and consists primarily of thoughtful insights rather than summary.	The response is focused on the text and/or consists of equal parts insight and summary.	The response lacks focus on the text or consists mostly of summary, though some thought is present.	The response fails to focus on the text or consists entirely of summary.
<b>Responses</b>	The student's responses demonstrate thought and insight into the work. The response is highly developed.	The student's response demonstrate thought and some understanding of the work. The response is developed.	The student's responses demonstrate thought and some consideration of the work. Some development is present.	The student's response demonstrate some consideration of the work. Development is lacking.	The student's responses do not demonstrate consideration of the work. The responses are undeveloped.
<b>Format</b>	20 MLA formatted entries/responses of required length. Parenthetical (in text) citation is consistent and correct.	20 MLA formatted entries/responses of required length. MLA formatted. Parenthetical (in text) citation is largely accurate.	Fewer than 20 MLA formatted entries/responses of required length. MLA formatted. Parenthetical (in text) citation is missing/inaccurate.	Formatting does not follow MLA requirements.. Parenthetical (in text) citation is mostly missing/inaccurate.	Formatting does not follow MLA requirements.. There is no parenthetical citation.