



## Oak Hills High School English III Expository 2010 Summer Reading Assignment

### **Purpose:**

The purpose of the class is to practice living and thinking through the medium of reading, writing, as well as other communicative mediums in accord with all California education standards for twelfth grade as well as to prepare you for the type of writing expected in colleges and universities.

### **Method:**

Much of the course will be a discussion format. It is imperative that you come to class prepared to make contributions. The class needs you to be here on a daily basis in order for it to function optimally. We will work both independently as well as in groups and I value the impact of every student.

### **Course Work:**

Staying up with readings and assignments is the key to success in this class. Participation in class discussions is a large portion of your grade. There will also be opportunities for you to share in the form of written papers, projects, and class presentations.

Both students and their parents or guardians must read the guidelines for the summer assignment and then sign and return the attached sheet to indicate that the student and parent/guardian understand and have received the summer assignment as follows:

All incoming English III Expository students must complete the following summer assignment before the first day of class. The summer assignment cannot be made up after school begins, except in the case of transfer students. The summer assignment will count for the equivalent of one major unit/test/project as part of your fall semester grade. It is the policy of Oak Hills High School's English department that students who do not complete the summer assignment will receive a score of zero (*non-negotiable*) for the assignment and/or may be dropped from the Expository program and placed in a regular College Preparatory class.

### **Summer Assignment:**

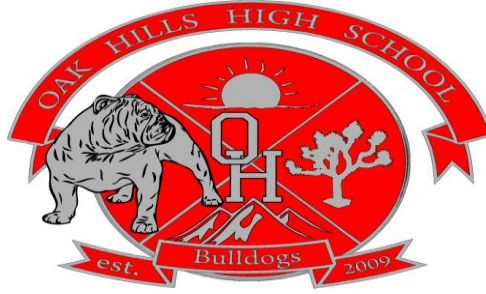
Students are to read the following book:

- *Fast Food Nation* by Eric Schlosser

*Reading:* Secure a copy of *Fast Food Nation* by Eric Schlosser. You can purchase an inexpensive copy, check one out from a public library, or read an e-text version. Complete the reading at your own pace over the summer, concentrating on careful thought and analysis, and come to class prepared to produce a piece of literary analysis, based on the text. It is suggested that you take notes as you read, or mark up your personally-owned copy. As you read, complete a major works data sheet (MWDS is attached) for the novel. The completed reading is due on August 9, 2010, and the MWDS is due on August 13, 2010. It is expected that the Major Works Data Sheet is fully complete.

### **On-Demand Writing Assignment:**

Upon returning to school on August 9, 2010, you will be required to write an essay on *Fast Food Nation*. You will have 45 minutes to write. A selection from the text will be given to you and you will be required to discuss the extent to which you agree or disagree with the selection. You will be required to support your position by providing reasons and examples from your own experience, observations, or reading.



## Oak Hills High School English III Expository 2010 Summer Reading Agreement

PLEASE SIGN AND RETURN THIS SHEET TO Mrs. Granger in D-6 **NO LATER THAN TUESDAY, MAY 19, 2010.**

[If you are a **transfer Expository student** to OHHS during the summer, submit this sheet to the department chair's mailbox as soon as possible, but not later than the beginning day of school. Your teacher will work out a reasonable extension of your summer work, depending upon the date of your enrollment at OHHS.]

PLEASE READ AND FOLLOW THE INSTRUCTIONS FOR THE ASSIGNMENTS CAREFULLY, AS THEY CONSTITUTE THE BASIS OF SEVERAL MORE ASSIGNMENTS IN THE FALL SEMESTER.

After reading through this packet, if you have any questions, contact Mrs. Granger in D-6 or at [amy.granger@hesperia.org](mailto:amy.granger@hesperia.org)

### **STUDENT ACKNOWLEDGMENT:**

I have read this packet of summer reading assignments and understand the rigorous requirements for this Expository class. I understand that I will be enrolled in a challenging, college-level class that will require consistent study, eager participation, and maturity and ethics commensurate with a college student. I understand that I must secure a copy of the said novel(s) and complete a careful reading prior to August 9, 2010. I will obtain a copy of the book(s) and complete the assignment(s) in a professional and timely manner.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Student Name

### **PARENT ACKNOWLEDGMENT:**

I have read this packet with my son/daughter and understand the requirements for the Expository class. I understand the summer reading requirements and the necessity of acquiring texts in a timely manner, both now and throughout the year.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Parent Name

## English Department Expository Reading and Writing

### Program Philosophy

The goal of the Expository Reading and Writing Course is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other nonfiction texts. The course materials also include modules on two full-length works (one novel and one work of nonfiction). Written assessments and holistic scoring guides conclude each unit.

### Standards for Participation in Oak Hills High School Expository English Courses

The English department's philosophy is one of inclusion and, as such, we believe that all students should be given an opportunity to participate in and benefit from the rigorous, challenging curriculum that is characteristic of Expository courses. Nevertheless, course work *is* geared toward the above average student. Scholars who choose to participate have the right to a learning environment that supports their need for high-level thinking and scholastic achievement. Therefore, beyond individual aptitude and desire, maturity and a serious attitude toward academics are requisite in order that *all* students may experience optimal growth.

### Policies and Procedures

The following policies and procedures have been established in order to protect and maintain the integrity of the Expository Reading and Writing program:

1. All students are expected to achieve a grade of at least a 2.00/C- in the English class.
2. Consistent and responsible *effort* is expected, as are mature, appropriate behavior and serious, meaningful participation, which contributes to every student's learning.
3. Any student whose grade falls below a 2.00/C- at any four-week progress report, eight-week grading period, or semester report card is automatically placed on academic probation.
4. Students and parents will be notified of placement on academic probation by letter and/or phone contact. At that time, a conference involving the student, parent(s), teacher, and counselor will be offered.
5. After the next eight-week grading period ends, students are reevaluated. If a student has not made acceptable progress, the teacher, counselor, parent, and student meet to discuss the student's status. At that time, a determination is made as to whether the student will remain in the program.
6. Should the student's English grade remain below 2.00/C- at the end of the semester, he or she may be dropped from the Expository program and transferred to a regular English class.

Students who demonstrate behavior that is detrimental to their peers' being able to experience a college level education may likewise be dropped from the program. Transfer from the program based on behavioral issues shall be considered subsequent to a student/parent/teacher/counselor conference and only if such measures prove unsuccessful.

**Major Works Data Sheet: Non-Fiction**

**Note: Cite references in MLA format, in-text and parenthetically. Complete a Works Cited page of all references used.**

Title: _____ Author: _____ Date of Publication: _____ Genre: _____	Biographical information about the author:
Historical information about the period of publication:	Characteristics of the genre:

Describe the author's style:	Give an example that demonstrates this style, and explain how it does so:
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**Memorable Quotations: You may use additional paper if needed**

Quotation, speaker, page number, and "What does it say?"	"What does it mean?" and "What does it Matter"
1.	
2.	
3.	
4.	

5.

6.

7.

8.

9.

10.

Major Characters/Corporations/Public Figures/Etc.

Character's name:	Role (what role does this person have in the story?)	Significance (why is this character significant to the story?)	Character traits (what sort of person is this?)
1.			
2.			
3.			
4.			
5.			
6.			

Describe the mood/tone of the work:

Plot/Book Summary (with in-text citations).

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Intended Audience and Occasion for writing:

Author's Purpose:

List researched sources used to compile this document: *Five Minimum in MLA style, you may use an online Works Cited generator (easybib.com) and paste here*  
Works Cited