**Sharyland ISD**

**2019 - 2020**

**English II Pre-AP**

**Summer Reading Assignment**

 **Read the Fiction Selection**



**Assignments**

|  |  |
| --- | --- |
| **Assignment # 1** | **BEFORE** reading *The Alchemist*, complete the Anticipation Guide |
| **Assignment # 2** |  **AFTER** reading *The Alchemist*, complete the Post Reading Guide |
| **Assignment # 3** | Write *The Alchemist* Persuasive Essay |

 **Due Date: Friday, August 23, 2019**

Dear Parents and Students,

In order to maintain and continue to develop your child’s reading level and critical thinking skills during the summer months, Sharyland ISD requires all Honors, Pre-AP, and AP students to read an assigned novel and complete a summer reading assignment. As part of the summer reading assignment, students are required to read a novel, and possibly other literary pieces, and complete a range of activities that include, but are not limited to, anticipation charts, essays, and creative projects. Students may also participate in activities that refer to the novel such as Socratic Seminars, in-class debates, at the beginning of the year. Students will also take a test over what they have read within the first two few weeks of school.

In this packet, you and your child will find the title of the required novel, the assignment, as well as a rubric for each assignment that your child can refer to as they complete the summer reading assignment. The assignment due date and approximate date of the test is also listed on the cover of this packet. All Honors, Pre-AP, and AP English students must have the assignments ready to turn in by the due date. Your child can either purchase or check out the book from any public library in your area. Please feel free to call or email the Sharyland Independent School District English Language Arts Specialist, Ms. Elida Salinas at (956) 580 – 5200 ext. 1057, your child’s English teacher, or the campus counselor if you have any questions.

We highly recommend that you encourage your child to read the novel and do their very best on the assignment. We also ask that as your child completes the assignments, that you keep internet use to a minimum. If your child plagiarizes any portion of the assignment, he/she will not receive any credit for the assignment. We look forward to meeting your child, and hope that together, we can continue to support reading throughout the year!

Sharyland ISD Teachers

Estimados padres,

En el distrito escolar independiente de Sharyland existe una cultura fuerte y positiva de lectura entre los estudiantes y el personal. Entendemos y valoramos la importancia de la lectura tanto académica como recreativa. Sabemos que los estudios han demostrado que la lectura beneficia todas las materias y también mejora el vocabulario, la ortografía, la fluidez y el conocimiento.

Por este motivo se requiere durante el verano que alumnos inscritos en cursos de inglés del nivel Honors, Pre-AP, o AP realizen la lectura de una novela asignada y completen un proyecto acompañante. El propósito de este proyecto es mantener, o incluso aumentar, las habilidades de lectura de los alumnos para que no inicien el nuevo año escolar en desventaja después de pasar un tiempo prolongado sin clases.

Como parte de este proyecto, alumnos completarán deberes incluyendo, entre otros, guías de anticipación, ensayos y trabajos creativos. También se espera que todo alumno encargado este proyecto esté preparado al comienzo del próximo año escolar para participar en actividades que se refieren a la lectura como los seminarios socráticos y / o debates. Los alumnos también presentarán un examen sobre la lectura dentro de las primeras dos semanas de regreso a clases.Por favor encuentre dentro de los siguientes documentos el título de la novela asignada, instrucciones para realizar el proyecto, y rúbricas para cada deber del proyecto las cual el alumno puede utilizar como guía. La novela asignada se puede comprar o sacar de una biblioteca. En la portada de los documentos se encuentra la fecha de entraga para el proyecto y una fecha aproximada para el examen. Se exige que los alumnos terminen el proyecto antes de la fecha de entrega.

Recomendamos apoyar a que su hijo/a realize el proyecto con su mejor esfuerzo. Favor de asegurarse que el uso de internet no le quite autenticidad al trabajo del alumno. El plagio en cualquier parte del proyecto afectará la calificación final.En caso de dudas o preguntas, favor comunicarse con el/la profesor(a) de inglés de su hijo/a, consejero escolar, o nuestra especialista de artes de lenguaje en inglés, Elida Salinas, al 956-580-5200 ext. 1057.

¡Esperamos con anticipacion conocer a su hijo/a y tambien esperamos poder trabajar juntos en apoyar a la lectura durante todo el año!

 Maestros de Sharyland ISD

# English II Pre-AP Summer Reading Assignment Checklist

 ***In order to receive full credit for the English II Pre-AP Summer Reading Assignment, students must complete ALL of the assignments listed below:***

* **Assignment # 1:** *The Alchemist* Anticipation Guide- **Before** Reading
* **Assignment # 2:** Read*The Alchemist* **and** complete*The Alchemist* Guide – **Post** Reading
* **Assignment # 3:** *The Alchemist* Persuasive Essay

**SUBMISSION:** The assignment will be submitted electronically through Turnitin.com. Click on the link below for the “Student Quick-Start Guide” for instructions on how to submit your Summer Reading Assignment.

 <https://help.turnitin.com/feedback-studio/turnitin-website/student/quickstart.htm>

 **Sharyland Pioneer High School Students:** Use the Class ID and Enrollment Key below to submit your assignments on turnitin.com **Class ID: 18783799**

 **Enrollment Key: pioneer**

**Sharyland High School Students: Fall and Spring students will need to locate their ELA teacher on the first day of school for instructions on how to submit their assignments.**

**Fall Students:** Your teacher will go over how to submit your assignments on the first day of school.

**Spring Students:** You will need to look at your schedule to see who your English teacher is and go to their classroom for instructions on submitting your assignments.

***Note: Students will take a test over the novel during the first week of the Pre AP English II course.***

# Assignment #1: *The Alchemist* Anticipation Guide

**Directions: *Before*** reading ***The Alchemist***, review the statements below and type “**agree**” or “**disagree**” in the column to the right. Under column labeled “Your Justification *Before* Reading”, explain or justify why you agree or disagree with the statement.

|  |  |  |
| --- | --- | --- |
| **Statement:** | **Agree or Disagree?** | **Your Justification *Before* Reading** |
| **1**. Fear can prevent people from pursuing their dreams. | Agree | Being afraid of failure can prevent you from pursuing a new opportunity |
| **2**. People control their own fate or destiny. |  |  |
| **3**. People who follow their dreams are more likely to achieve great happiness. |  |  |
| **4**. There is magic in the world. |  |  |
| **5**. Attaining your dreams or goals requires either suffering or sacrifice, sometimes both. |  |  |
| **6**. Success in life is dependent on the decisions a person makes. |  |  |
| **7**. The simple things in life are often the most difficult to understand. |  |  |
| **8**. Love should never hold us back from pursuing personal dreams. |  |  |
| **9**. Status in society should be our first consideration when choosing a life’s work. |  |  |
| **10**. Achieving great happiness requires traveling to far off places. |  |  |

**Pre-Reading Chart Grade: \_\_\_\_\_\_ /10 x 3 = \_\_\_\_\_\_**

***Note: The total grade will reflect the total points for the pre-reading chart on this page plus the points from the post- reading chart on page # 8.***

# Assignment #2: *The Alchemist* Post – Reading

**Directions: *After*** reading ***The Alchemist***, review the same statements below and determine whether or not the novel would “agree” or “disagree” with your opinion; write your response in the second column. In the third column, provide evidence from the book (textual evidence) including page numbers to support your assertion. In the fourth column, explain the connection between the textual evidence and why you agree or disagree- Justify your answer.

|  |  |  |  |
| --- | --- | --- | --- |
| **Statement** | **Agree or Disagree?** | **Textual Evidence** | **Your justification AFTER *reading*** |
| **1.** Fear can prevent people from pursuing their dreams. | Agree | “There is only one thing that makes a dream impossible to achieve: the **fear** of failure.” | Diego’s journey teaches him to embrace new opportunities as they come; he learns to live. |
| **2.** People control their own fate or destiny. |  |  |  |
| **3.** People who follow their dreams are more likely to achieve great happiness. |  |  |  |
| **4.** There is magic in the world. |  |  |  |
| **5.** Attaining your dreams or goals requires either suffering or sacrifice, sometimes both. |  |  |  |
| **6.** Success in life is dependent on the decisions a person makes. |  |  |  |
| **7.** The simple things in life are often the most difficult to understand. |  |  |  |
| **8.** Love should never hold us back from pursuing personal dreams. |  |  |  |
| **9.** Status in society should be our first consideration when choosing a life’s work. |  |  |  |
| **10.** Achieving great happiness requires traveling to far off places. |  |  |  |

**Post – Reading Chart Grade: \_\_\_\_\_\_\_\_/ 10 x 7 = \_\_\_\_\_\_\_**

***Note: The total grade will reflect the total points for the pre-reading chart on page # 6 plus the points from the post- reading chart on this page.***

# Assignment # 3: *The Alchemist* Persuasive Essay

**Directions:** Select **one** of the statements from Assignment # 2: *The Alchemist* Post-Reading. In the box on page 14, type your essay that argues ***for*** or ***against*** the statement you chose. In each paragraph, use specific examples from the text in MLA format. Specific examples include quotes or events the character or characters experience in the book. In addition to the specific examples, be sure to include your own personal thoughts (commentary) to support your argument. Lastly, your essay should incorporate vocabulary words from the book. For help on adding information from the text in MLA format, refer to page # 17 of this packet.

Refer to *The Alchemist* Vocabulary List of words on page # 11 – 13. You must include a minimum of ***10 words*** from the vocabulary list in your essay.

Your essay must include the following:

* + Introduction
	+ 3 – 4 body paragraphs
	+ A minimum of 10 vocabulary words from lists on pages 11 – 13 of this document
	+ Conclusion
	+ Font size must be 12 point font
	+ Font type must be Times New Roman
	+ Begin typing your essay on Page 14 – 15 of this document

The essay will be graded using the Persuasive Essay Grading Rubric provided on page # 15 of this document. Your essay must be between 250-350 words long or else points will be deducted.

# Vocabulary List: Use words 10 words in your Essay

**Directions:** Below are three (2) vocabulary lists. In each box in the chart below is the vocabulary word, its definition, and an example of the vocabulary word used in a sentence. Students must use a **minimum of 10 words** in their Persuasive Essay from the lists provided below. Students may choose their 10 words from the lists provided below.

|  |  |
| --- | --- |
| **Proprietor-** someone who owns a business*(ex) The merchant was a* ***proprietor*** *of dry goods shop, and he always demanded that the sheep be sheared in his presence, so that he would not be cheated.* | **Vaguely-** in unclear way*(ex) The girl was typical of the region of Andalusia, with flowing black hair, and eyes that* ***vaguely*** *recalled the Moorish conquers.* |
| **Summon-** ask to come*(ex) One afternoon, on a visit to his family, he had* ***summoned*** *up the courage to tell his father that he didn’t want to become a priest.* | **Tinge-** color lightly*(ex) The horizon was* ***tinged*** *with red, and suddenly the sun appeared.* |
| **Muse-** reflect deeply on a subject*(ex) Maybe we’re all that way, the boy* ***mused.*** | **Traitorous-** having the characteristic of, a betrayer*(ex) Camels are* ***traitorous****; they walk thousands of paces and never seem to tire. Then suddenly, they kneel and die.* |
| **Awe-** an overwhelming feeling of wonder or admiration*(ex) “Why would a king be talking with a shepherd?” the boy asked,* ***awed*** *and embarrassed.* | **Yearn-** desire strongly or persistently*(ex) They are not afraid to dream, and to* ***yearn*** *for everything they would like to see happen to them in their lives.* |
| **Nourish-** provide with sustenance*(ex) The Soul of the World is* ***nourished*** *by people’s happiness. And also by unhappiness, envy, and jealousy.* | **Pang-** a sudden sharp feeling*(ex) The boy felt a* ***pang*** *in his heart, thinking about the merchant’s daughter.* |
| **Vanity-** feelings of excessive pride*(ex) “I know it’s the* ***vanity*** *of vanities, as you said, my Lord. But an old king sometimes has to take some pride in himself.”* | **Retaliate-** make a counterattack and return like for like*(ex) The boy was strong, and wanted to* ***retaliate****, but he was in a foreign country.* |
| **Lament-** regret strongly*(ex) He was feeling sorry for himself and* ***lamenting*** *the fact that his life could have changed so suddenly and so drastically.* | **Heed-** pay close attention to*(ex) The boy swore that every time he heard the alarm, he would* ***heed*** *its message.* |
| **Perceive-** become aware of through the senses*(ex) Some of them were things that he had already experienced, and weren’t really new, but that had never perceived before. And he hadn’t* ***perceived*** *them because he had become accustomed to them.* | **Daunting-** discouraging through fear*(ex) The alchemist was a bit* ***daunting****, but, as the boy drank the wine, he relaxed.* |

|  |  |
| --- | --- |
| **Avert-** turn away or aside*(ex) “I’m a woman of the desert,” she said,* ***averting*** *her face.* | **Reiterate-** say, state, or perform again*(ex) “But there’s a tribal war,” the boy* ***reiterated.*** |
| **Dismantle –** take apart into its constituent pieces *(ex) Then, like a colony of worker ants, they dismantled their stall and left.*  | **Trajectory –** the path followed by an object moving through space *(ex) The boy watched it through its trajectory for some time, until it was hidden behind.*  |
| **Devout-** deeply religious*(ex) He was a* ***devout*** *man, and, even with all his impatience, he wanted to live his life in accordance with Muslim law.* | **Refrain-** resist doing something*(ex) It’s good I* ***refrained*** *from saying anything to the baker in Tarifa, thought the boy to himself.* |
| **Invoke-** summon into action or bring into existence*(ex) “I only* ***involved*** *what you already knew.”* | **Incessantly-** without interruption*(ex) For nearly a year, he had been working* ***incessantly*** *thinking only of putting aside enough money so that he could return to Spain with pride.* |
| **Avid-** marked by active interest and enthusiasm*(ex) The boy rode along through the desert for several hours, listening* ***avidly*** *to what his heart had to say.* | **Intuitive-** obtained through instinctive knowledge*(ex) The boy understood* ***intuitively*** *what he meant, even without ever having set food in the desert before.* |
| **Incredulous-** not disposed or willing to believe; unbelieving.*(ex) They traveled, spoke with wise men, performed miracles for the* ***incredulous****, and owned the Philosopher’s Stone and the Elixir of Life.* | **Apprentice-** someone who works for an expert to learn a trade*(ex) He hoped that it would be someone as capable as his previous* ***apprentice****.* |
| **Tether-** restraint consisting of a rope or chain*(ex) The tents were being blown from their ties to the earth, and the animals were being freed from their* ***tethers****.* | **Clamor-** compel someone to do something by insistent utterances*(ex) They were people of the desert, and* ***clamored*** *to hear his stories about the great cities.* |
| **Exultant-** joyful and proud especially because of triumph or success*(ex) But the Englishman was* ***exultant****. They were on the right track.* | **Evoke-** call forth, as an emotion, feeling, or response.*(ex) It is the hand that* ***evokes*** *love, and creates a twin soul for every person in the world.* |
| **Fleeting-** lasting for a markedly brief time*(ex) As it did so, a sudden,* ***fleeting*** *image came to the boy: an army, with its swords at the ready, riding into the oasis*. | **Wary –** marked by keen caution and watchful prudence*(ex) Tribesmen were also wary of consulting them, because it would be impossible to be effective in battle if one knew that he was fated to die.* |
| **Laden-** filled with a great quantity*(ex) Servants came and went with silver trays* ***laden*** *with spices and tea.* | **Vulnerable-** susceptible to attack *(ex) The Tradition says that an oasis is neutral territory, because both sides have oases, and so both are* ***vulnerable.*** |
| **Ravage-** a destructive action*(ex) They were used to the* ***ravages*** *of war, and knew that the wind would not deliver them a fatal blow.* | **Prognostication-** a statement made about the future*(ex) “Be careful with your* ***prognostications****, “said the stranger. “When something is written, there is no way to change it.”* |
| **Famine-** a severe shortage of food resulting in starvation and death.*(ex) The elder continued, “When the pharaoh dreamed of cows that were thin and cows that were fat, this man I’m speaking of rescued Egypt from* ***famine****.* | **Wary-** marked by keen caution and watchful prudence*(ex) Tribesmen were also* ***wary*** *of consulting them, because it would be impossible to be effective in battle if one knew that he was fated to die.* |

# Assignment # 3 Persuasive Essay

[select all this and type your name here] [select all this and type the date]

English II PreAP

[select all this and type the period/block]

[select all this and type the complete statement from the chart here] [select all this and start typing your paper]

|  |
| --- |
| STAAR Persuasive Essay Rubric |
| **Inadequate** | **Adequate** | **Good** | **Excellent** |
| **Organization/Progression** | **Organization/Progression** | **Organization/Progression** | **Organization/Progression** |
| The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the persuasive task, or they are inappropriate or not evident at all. The absence of a functional organizational structure causes the essay to lack clarity and direction. Most ideas are generally related to the issue specified in the prompt, but the writer’s position is missing, unclear, or illogical. The writer may fail to maintain focus on the topic. [5 points] | The organizing structure of the essay is evident but may not always be appropriate to the purpose or the specific demands of the prompt. The essay is not always clear because the writer uses organizational strategies that are only somewhat suited to the persuasive task. Most ideas are generally related to the issue specified in the prompt, but the writer’s position is weak or somewhat unclear. The lack of a clear, effective position or the writer’s inclusion of irrelevant information interferes with the focus and coherence of the essay. [10 points] | The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are adequately suited to the persuasive task. The writer establishes a clear position. Most ideas are related to the position and are focused on the issue specified in the prompt. The essay is coherent, though it may not always be unified due to minor lapses in focus. [15 points] | The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the persuasive task. The writer establishes a clear position. All ideas are strongly related to the position and are focused on the issue specified in the prompt. By sustaining this focus, the writer is able to create an essay that is unified and coherent. [20 points] |
| The writer’s progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the flow of the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow. [5 points] | The writer’s progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the flow of the essay or show the relationships among ideas. [10 points] | The writer’s progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas. [15 points] | The writer’s progression of ideas is logical and well controlled.Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the essay by clearly showing the relationships among ideas, making the writer’s train of thought easy to follow. [20 points] |
| **Development of Ideas** | **Development of Ideas** | **Development of Ideas** | **Development of Ideas** |
| The development of ideas is weak. The argument is ineffective and unconvincing because the reasons and evidence the writer uses to support the position are inappropriate, vague, or insufficient. The essay is insubstantial because the writer’s response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the persuasive writing task.The writer does not refer to *The Alchemist* in his or her essay. [5 points] | The development of ideas is minimal. The argument is superficial and largely unconvincing because the reasons and evidence the writer uses to support the position are not always appropriate or are too briefly or partially presented. The essay reflects little or no thoughtfulness. The writer’s response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the persuasive writing task.The writer refers to one element in *The Alchemist*, but the argument it is used to support is generally unconvincing. [10 points] | The development of ideas is sufficient. The argument is largely convincing because the reasons and evidence the writer uses to support the position are specific and appropriate. The essay reflects some thoughtfulness. The writer’s response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of the persuasive writing task.The writer refers to multiple elements in *The Alchemist* in building a generally convincing case for his or her main idea. [15 points] | The development of ideas is highly effective. The argument is forceful and convincing because the reasons and evidence the writer uses to support the position are specific and well chosen. The essay is thoughtful and engaging. The writer may choose to recognize the complexities of the issue, consider opposing or alternate points of view, use his/her unique experiences or view of the world as a basis for writing, or connect ideas in interesting ways.The writer refers to multiple elements in *The Alchemist* in building a very convincing case for his or her main idea. [20 points] |
| **Use of Language/Conventions** | **Use of Language/Conventions** | **Use of Language/Conventions** | **Use of Language/Conventions** |
| The writer’s word choice may be vague or limited. It reflects little or no awareness of the persuasive purpose and does not establish a tone appropriate to the task. Word choice may impede the quality and clarity of the essay. Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay.The writer used four or fewer vocabulary words from the unit vocabulary list correctly [5 points] | The writer’s word choice may be general or imprecise. It reflects a basic awareness of the persuasive purpose but does little to establish a tone appropriate to the task. Word choice may not contribute to the quality and clarity of the essay. Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay.The writer used six vocabulary words from the unit vocabulary list correctly [10 points] | The writer’s word choice is, for the most part, clear and specific. It reflects an awareness of the persuasive purpose and establishes a tone appropriate to the task. Word choice usually contributes to the quality and clarity of the essay.Sentences are reasonably varied and adequately controlled, contributing for the most part to the effectiveness of the essay.The writer used eight vocabulary words from the unit vocabulary list correctly [15 points] | The writer’s word choice is purposeful and precise. It reflects a keen awareness of the persuasive purpose and maintains a tone appropriate to the task. Word choice strongly contributes to the quality and clarity of the essay. Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay.The writer used ten vocabulary words from the unit vocabulary list correctly[20 points] |
| The writer has little or no command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning. [5 points] | The writer demonstrates a partial command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions.Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.[10 points] | The writer demonstrates an adequate command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions.Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay. [15 points] | The writer demonstrates a consistent command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions.Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay. [20 points] |

**Modern Language Association (MLA) Style: In Text Citations**

Information from other sources must be acknowledged within the body of the text (in text or parenthetical citations) and at the end of the paper (in a Works Cited list). It is important that all references cited within the text appear in the Works Cited list, and vice versa.

In Text Citations In the body of your essay, you acknowledge your cited material with the author’s name and the page number (if applicable) where the information was found. This will allow the reader to find the complete source listed in your Works Cited list at the end of your paper.

The surname of the author and the page reference are inserted in the text at the appropriate point, usually in a natural pause in the sentence as close as possible to the cited information (e.g. at a comma, after a quotation, or at the end of the sentence).

**Example:**

**Most new research builds on past work done by others (Gibaldi 142).**

If the author’s name is already mentioned in the text, only the page number is required in the citation.

**Gibaldi notes that most new research builds on past work done by others (142).**

Using Quotations If you quote from or refer to material where the author and the page number are known, include the surname and the page number in parentheses after the relevant section. If your quote is less than five lines integrate it into the body of your paper with the proper use of quotation marks.

**Example:**

**Laughter is a gift and “the most significant characteristic of the human mind” (deBono 55).**

**Example:**

If your quote is five lines or longer make sure that it stands out within the body of your paper. Indent the quotation 2.5 cm. from the left margin and double-space it.

**Especially if you are pressed for time, it is so easy to fall into the trap of passing off another’s work as your own. You need to remember that:**

**Plagiarism is theft. Plagiarism is copying. Plagiarism is the failure to acknowledge borrowed material. Plagiarism is illegal, immoral and punishable (usually by failure, in some colleges by expulsion and in the business world by legal action). It is not plagiarism to present other people’s ideas in your essay; it is plagiarism to present other people’s ideas as your own. (Coggins 32)**

# *SUCCESS!!* You Have Completed Your Summer Reading Assignment!!

**In order to obtain the maximum amount of points for your assignment, it is important that you avoid PLAGIARISM ☹**

1. **WHAT IS PLAGIARISM?**

Many people think of plagiarism as copying another's work or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense. According to the Merriam- Webster Online Dictionary, to “plagiarize” means:

* + To steal and pass off (the ideas or words of another) as one's own
	+ To use (another's production) without crediting the source
	+ To commit literary theft
	+ To present as new and original an idea or product derived from an existing source
1. **ALL OF THE FOLLOWING ARE CONSIDERED PLAGIARISM:**
	* Turning in someone else's work as your own
	* Copying words or ideas from someone else without giving credit
	* Failing to put a quotation in quotation marks
	* Giving incorrect information about the source of a quotation
	* Changing words but copying the sentence structure of a source without giving credit
	* Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.
2. **AVOID PLAGIARISM:**

Plagiarism is a serious issue, and it will absolutely not be tolerated. Assignments must be completed individually, without collaboration with other people and/or outside reading sources (including the internet). Plagiarized work will earn a zero as well as disciplinary consequences.

**Most cases of plagiarism can be avoided by citing sources. On page # 16 of this packet, you can find a sample and correct format for your written responses. Simply acknowledging that certain material has been borrowed and providing your audience with the information necessary to find that source is usually enough to prevent plagiarism.**