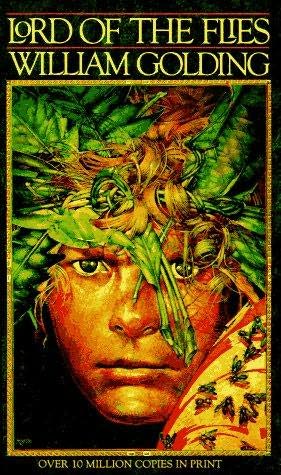
Sharyland ISD

English IV Honors

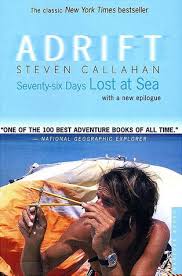
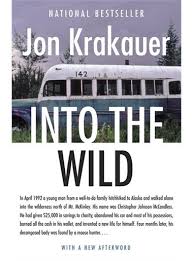
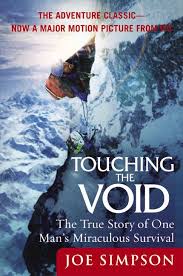
2019-2020

Summer Reading Assignments

**Fiction Selection** **Nonfiction Selections**



**In addition to reading *Lord of the Flies,* students are required to read 1 of the 3 non-fiction books pictured below**



**Assignments**

|  |  |
| --- | --- |
| **Assignment # 1** | Dialectical Journal on *Lord of the Flies* by William Golding and one (1) non-fiction selection on Theme |
| **Assignment # 2** | Reading Project on *Lord of the Flies* by William Golding and the same non-fiction book used for the Dialectical Journal |
| **Assignment # 3** | Compare and Contrast Essay |

**Due Date: 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 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 IV Honors Summer Reading Checklist

***In order to receive full credit for the English IV Honors Summer Reading Assignment, students must complete ALL of the assignments listed below:***

* **Assignment # 1:** Dialectical Journal on *Lord of the Flies* by William Golding and one (1) non-fiction selection on Theme
* **Assignment # 2:** Reading Project on *Lord of the Flies* by William Golding and the same non-fiction book used for the Dialectical Journal
* **Assignment # 3:** Compare and Contrast 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: 21044749**

**Enrollment Key: Diamondback1**

**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 on Lord of the Flies within the first week of the English IV Honors course.**

# Assignment # 1: Themes - Dialectical Journal *Lord of the Flies* and the Non-Fiction Book of Your Choice

**Directions:**

1. Fill in the chart on page # 5 of this packet.
2. Select **5 quotes** from *Lord of the Flies* by William Golding and **5 quotes** from the one (1) nonfiction book you selected that reflect the any of the themes listed below:
   1. Loss of innocence
   2. Nature of evil
   3. Perseverance
   4. Intellect/ Savagery
   5. Power/ Submission
   6. Cruelty/ Violence
3. Choose quotes from the beginning, middle, and end of each of the books. Connect the quotes to one of the themes listed in # 2.
4. Do not use a theme more than once per book.
5. Make sure to fill in all examples in the chart on page # 5 of this packet:

(A) Quote – page #;

(B) Context;

(C) Theme;

(D) Commentary

1. ***Rubric for this assignment is on page # 6 of this packet.***

# Chart - Themes in *Lord of the Flies* by William Golding and the Non-Fiction Book of Your Choice

|  |  |  |  |
| --- | --- | --- | --- |
| ***Lord of the Flies* by William Golding** | | | |
| **Quote – Page #** | **Context** | **Theme** | **Commentary** |
| **Example:**  “Before them, something like a great ape was sitting asleep with its head between its knees. Then the wind roared in the forest, there was confusion in the darkness and the creature lifted its head, holding toward them the ruin of a face.” pg 112 | The boys are on the side of the mountain searching for the “beast”. | Intellect/savagery | The boys seem to be losing touch with their civilized world/upbringing. They seem to be reverting back to primal instincts such as seeing the dead parachutist as an “ape”. |
| **1.** |  |  |  |
| **2.** |  |  |  |
| **3.** |  |  |  |
| **4.** |  |  |  |
| **5.** |  |  |  |
| **Non-Fiction Novel** | | | |
| **Quote – Page #** | **Context** | **Theme** | **Commentary** |
| **1.** |  |  |  |
| **2.** |  |  |  |
| **3.** |  |  |  |
| **4.** |  |  |  |
| **5.** |  |  |  |

**Assignment # 1 Theme Dialectical Journal Rubric**

|  |  |
| --- | --- |
| **Critical Reader (detailed, elaborate responses)—**  Extra effort is evident.  Your quotes are relevant, important, thought provoking, and representative of the themes of  the novel.  You can “read between the lines” of the text (inference).  You consider meaning of the text in a universal sense.  You create new meaning through connections with your own experiences or other texts.  You carry on a dialogue with the writer. You question, agree, disagree, appreciate, and object.  Sentences are grammatically correct with correct spelling and punctuation. | **90-95** |
| **Connected Reader (detailed responses)**  A solid effort is evident.  Your quotes are relevant and connect to the themes of the novel.  Entries exhibit insight and thoughtful analysis.  You construct a thoughtful interpretation of the text.  You show some ability to make meaning of what you read.  You create some new meaning through connections with your own experiences and the text.  You explain the general significance.  You raise interesting questions.  You explain why you agree or disagree with the text.  Sentences are generally grammatically correct with correct spelling and punctuation. | **85-89** |
| **Thoughtful Reader (somewhat detailed responses)**  You selected quotes that may be interesting to you, but that don’t necessarily connect to the  themes of the novel.  Entries exhibit insight and thoughtful analysis at times.  You make connections, but explain with little detail.  You rarely make new meaning from the reading.  You ask simple questions of the text.  You may agree or disagree, but don’t support your views.  Sentences are mostly correct with a few careless spelling and grammatical errors. | **80-84** |
| **Literal Reader (simple, factual responses)**  Entries exhibit limited insight or none at all.  You accept the text literally.  You are reluctant to create meaning from the text.  You make few connections which lack detail.  You are sometimes confused by unclear or difficult sections of the text.  You paraphrase the text  Sentences contain numerous grammatical and spelling errors. | **75-79** |
| **Limited Reader (perfunctory responses)**  Very little effort is evident.  You find the text confusing, but make no attempt to figure it out.  You create little or no meaning from the text.  You make an occasional connection to the text, and the ideas lack development  You provide a summary of the text.  Sentences is immature, inconsistent, and/or awkward with significant grammatical and spelling errors. | **70-74** |
| **Total-----------------------------------------------------------------------------------------------------------** |  |

# Assignment # 2: Reading Strategies in *Lord of the Flies* and the Non-fiction novel

**Directions:**

1. Fill in the chart on page # 8 of this packet.
2. Apply **another set of 10 quotes** (**5 for Lord of the Flies** and **5 for the nonfiction book**) equally distributed from beginning, middle, and end of your selection to the Reading Strategies listed in # 3 below.
3. **READING STRATEGIES** are meant to think about andinclude *thoughtful comments* about a wide variety of interpretive issues regarding literature. Use reading strategies from the list below:
   1. **REFLECT:** make a connection to your life
   2. **RELEVANCE:** connect to current events or other texts (novels, plays, poems etc.)
   3. **QUESTION:** ask a question to a character or about something that is not clear.
   4. **EVALUATE:** make a judgment about the character(s), their actions and what the author is trying to say about them
   5. **LITERARY DEVICES:** try to utilize literary elements you know and comment how these elements contribute to the meaning/effect of the text.
4. Remember to use different quotes from Assignment # 1.
5. ***Rubric for this assignment is on page # 9 of this packet.***

# Chart – Reading Strategies in *Lord of the Flies* by William Golding and the Non-fiction novel Dialectical Journal

|  |  |  |  |
| --- | --- | --- | --- |
| ***Lord of the Flies* by William Golding** | | | |
| **Quote – Page #** | **Context** | **Reading Strategy** | **Commentary** |
| **Example:** “Ralph looked at him, eager to offer something.” Pg. 21 | The boys found the conch and were ready to create the rules. | Relevance | Ralph is eager to become the leader just like many politicians are eager to become leaders; let’s hope that he makes a good leader. |
| **1.** |  |  |  |
| **2.** |  |  |  |
| **3.** |  |  |  |
| **4.** |  |  |  |
| **5.** |  |  |  |
| **Non-Fiction Novel** | | | |
| **Quote – Page #** | **Context** | **Theme** | **Commentary** |
| **1.** |  |  |  |
| **2.** |  |  |  |
| **3.** |  |  |  |
| **4.** |  |  |  |
| **5.** |  |  |  |

**Assignment # 2 Reading Strategies Dialectical Journal Rubric**

|  |  |
| --- | --- |
| **Critical Reader (detailed, elaborate responses)—**  Extra effort is evident.  Your quotes are relevant, important, thought provoking, and representative of the themes of  the novel.  You can “read between the lines” of the text (inference).  You consider meaning of the text in a universal sense.  You create new meaning through connections with your own experiences or other texts.  You carry on a dialogue with the writer. You question, agree, disagree, appreciate, and object.  Sentences are grammatically correct with correct spelling and punctuation. | **90-95** |
| **Connected Reader (detailed responses)**  A solid effort is evident.  Your quotes are relevant and connect to the themes of the novel.  Entries exhibit insight and thoughtful analysis.  You construct a thoughtful interpretation of the text.  You show some ability to make meaning of what you read.  You create some new meaning through connections with your own experiences and the text.  You explain the general significance.  You raise interesting questions.  You explain why you agree or disagree with the text.  Sentences are generally grammatically correct with correct spelling and punctuation. | **85-89** |
| **Thoughtful Reader (somewhat detailed responses)**  You selected quotes that may be interesting to you, but that don’t necessarily connect to the  themes of the novel.  Entries exhibit insight and thoughtful analysis at times.  You make connections, but explain with little detail.  You rarely make new meaning from the reading.  You ask simple questions of the text.  You may agree or disagree, but don’t support your views.  Sentences are mostly correct with a few careless spelling and grammatical errors. | **80-84** |
| **Literal Reader (simple, factual responses)**  Entries exhibit limited insight or none at all.  You accept the text literally.  You are reluctant to create meaning from the text.  You make few connections which lack detail.  You are sometimes confused by unclear or difficult sections of the text.  You paraphrase the text  Sentences contain numerous grammatical and spelling errors. | **75-79** |
| **Limited Reader (perfunctory responses)**  Very little effort is evident.  You find the text confusing, but make no attempt to figure it out.  You create little or no meaning from the text.  You make an occasional connection to the text, and the ideas lack development  You provide a summary of the text.  Sentences is immature, inconsistent, and/or awkward with significant grammatical and spelling errors. | **70-74** |
| **Total-----------------------------------------------------------------------------------------------------------** |  |

# Assignment # 3: Compare and Contrast Essay

**Directions:**

1. Choose one of the essay questions listed below. Fill out ***one*** of the compare and contrast graphic organizers to help guide you through a compare and contrast essay on page # 11 - #12 of this packet. ***You will only need to fill out the document for the essay question you choose (Essay Question A or Essay Question B).***
2. Write a 1 ½ - 2 page essay over **one of the following topics: Essay Question** **A** or **Essay Question** **B**
   1. Type your essay on page # 13 - #14 of this packet.
   2. Make sure to follow MLA format.
   3. MLA format rules are located on page # 16 of this packet.
   4. Fill in one of the compare and contrast graphic organizers to outline **either** the similarities **or** differences for the essay question you choose.
      1. For example, if you choose essay question A and wish to describe the DIFFERENCES between the main character in *Lord of the Flies* and the main character from *Adrift*, you would fill out the graphic organizer on page # 12 of this packet ***before you*** begin your essay.

**Essay Choices**

**Essay Question A:** Compare/contrast one of the characters from ***Lord of the Flies***with one of the main characters from the nonfiction book you selected. Tell how similar or different these two characters are in their quest. You must include a detailed description of each of characters’ physical appearance, character traits, internal and external motivations and conflicts and specific evidence to support your thesis statement about the quest.

**Essay Question B:** Compare/Contrast the setting from ***Lord of the Flies*** and the setting from the nonfiction book you selected. Select a descriptive passage of the setting from both books. Include these passages on a separate page. Write the page number where the passage can be found at the end of the passage. On another separate page, write an essay in which you compare/contrast the settings in both books. Explain the significance of the setting to the survival of the character(s). You must include specific images of the setting which either hinder or help with survival. Also, explain how the use of these images help the reader understand the dilemma or the suspense of the book.

1. The rubric for Assignment # 3 is located on page # 15 of this document.

# Assignment # 3 Part I: Compare and Contrast Essay Graphic Organizer

**SIMILARITIES Graphic Organizer**

**Title 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Choose the literary term you would like to analyze: CHARACTERIZATION *or* SETTING**
2. **In the chart below, identify Similarities of either CHARACTERIZATION *or* SETTING in *Lord of the Flies* and the 2nd novel you read.**
3. **Keep in mind that you will find the differences for the same term you chose for Part II of this assignment. For example: If you chose CHARACTERIZATION for Assignment # 3 Part I, you will fill in the chart with differences of CHARACTERIZATION from both novels in Assignment # 3 Part II.**

List, explain and prove through quotes (with page numbers) at least three similarities in the two books. Number your entries. ***Rubric for this assignment is provided on page # 15 of this packet.***

|  |  |
| --- | --- |
| **Concept** | **Explanation on Similarities** |
| **Ex: Surviving Mother Nature** | **Both Lord of the Flies and The Void take place in isolated places even though one is tropical and the other is mountainous. Because of the isolation from humanity, the survivors must learn to use the elements to their advantage.**  **Quote #1 -**  **Quote #2 -** |
|  |  |
|  |  |

# Assignment # 3 Part II: Compare and Contrast Essay Graphic Organizer

**DIFFERENCES Graphic Organizer**

**Title 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Literary Term: Characterization or Setting (circle one)**

**In the chart below, identify differences for the same term you chose in Assignment # 3 Part I.**

List, explain and prove at least three differences between the two books. ***Rubric for this assignment is provided on page # 15 of this packet.***

|  |  |  |
| --- | --- | --- |
| **Concept** | **Differences** | **Differences** |
| Survival Attitude | Jack becomes primitive and power hungry the longer he remains on the island. Initially, he tries to be civilized, but he becomes cruel as part of his survival instinct.  Quote- | Steve is a mature and experience man who remains optimistic throughout the ordeal even as he faces death. His body strength fails him but his spirit remains strong.  Quote- |
|  |  |  |

Both Assignment # 3 Part I and Part II Graphic Organizers will help you write your Compare and Contrast Essay.

# Assignment # 3 part III: Compare and Contrast Essay

[Select all this and type your name here]

[Select all this and type the date here]

English IV Honors

[Select this and type the period/block here]

[Type your Title Here]

[Select all this and start typing your paper]

**Assignment # 3 Compare and Contrast Essay Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **ADVANCED 5%** | **PROFICIENT 4%** | **DEVELOPING 3%** | **EMERGING 2%** |
| **Thesis and Focus: 30%**  Make a clear thesis about the text(s) early in the essay and focus on proving it. | The essay provides a strong and clear thesis that connects the text(s) AND the essay maintains focus on analyzing the text(s), using the whole essay to develop the thesis.  The essay demonstrates a strong balance between the texts.  All THREE sections were addressed clearly and succinctly. | The essay makes a clear thesis that connects the text(s) BUT the writer may stray at times from developing the thesis.  The essay demonstrates a good balance between the texts.  Sections were addressed, but they lack some clarity of understanding. | The essay provides a thesis, but it may not connect the thesis to anything in particular or the thesis is too specific. The essay may maintain focus on the text(s), but not the analysis (or vice versa). The writer may not address both texts. Not all sections were addressed, lacked depth and detail. | The essay does not have a clear thesis about the texts, but it may instead offer overly general facts as a thesis. The essay does not develop a thesis throughout the essay and does not address the demands of the prompt.  Lacked understanding of objective. |
| **Analysis and Evidence: 30%**  Choose the right evidence and analyze the evidence's purpose and effect. | The content is written clearly and concisely, with a very logical progression of ideas. The writer cites the most appropriate and valid evidence to support the thesis. The essay demonstrates insightful reasoning and full understanding of the text(s). | The content reflects a fairly logical progression of ideas and includes MOST of the requirements. The essay cites somewhat appropriate evidence to support the thesis. The essay demonstrates some reasoning and a basic understanding of the connection between texts. | The content is vague in conveying a point of view and does not create a strong sense of purpose. The essay somewhat addresses the assignment guidelines. The essay relies too heavily on summary and offers only vague analysis to support its thesis. | The content lacks a clear point of view and logical sequence of information.  Missing requirements/ does not address guidelines. The essay does not use evidence from the text(s) purpose of analysis. The essay is for the most part all summary. |
| **Organization: 10%**  Include an engaging introduction and strong conclusion. Use transitions throughout the essay to make connections clear. | The essay incorporates effective transitions and an organizational structure that enhances the analysis. | The essay's transitions and structure make it clear and easy to follow. | The essay's transitions and structure may interfere with a full understanding of the writer's claim. | FORMAT was haphazard and disorganized.  The lack of transitions and structure make the essay hard to follow. |
| **Language and Style: 10%**  Use specific, interesting  language and clear sentence structure to communicate ideas. | The essay uses mostly correct, varied sentence structure and uses precise language and domain-specific vocabulary in a way that addresses the complexity of the topic. Few errors are present, and they do not interfere with meaning. | The essay uses mostly correct, varied sentence structure and generally uses precise language and domain-specific vocabulary in way that generally addresses the complexity of the topic. The essay may have some errors, but they do not interfere with meaning. | The essay attempts to vary sentence structure and uses some precise language that may be domain-specific at times in a way that may address the complexity of the topic inconsistently. The essay contains some errors that may, at times, interfere with meaning. | The essay uses little variety in sentence structure, and the language is general and not domain-specific. The essay contains errors that interfere with meaning. |

**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.

1. **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 the MLA Format citation 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.