

09 Honors 22-23 English Summer Reading Project



Welcome to Combs High School's Honors Freshman English!

In order to provide my students with an opportunity to complete their reading during the summer and not be too overwhelmed with the extra reading as soon as school resumes, I have outlined below specific reading activities that will be due early in August.

If you have any questions during the summer about the assignment, please **contact Mrs. Andrea Dales** (adales@jcombs.org). In case you misplace this assignment, there is an electronic copy of this assignment on the Combs High School website; **look under the specific teacher's name listed above and/or the Summer Reading Projects Link under the Academics/AP Information dropdown menus; you may contact the school counselors and/or the front office as well.** Also, I will have an electronic copy of the assignment in the

Google Classroom. Please join ASAP; the join code is **ruideuf**. You will have to use your school google account to access. **If you are new to the JO Combs Unified School District, you will be able to join when school starts and you have been given your school email address.**

During your high school years in English classes, you will read a variety of both classic and contemporary literary texts, nonfiction texts, and historical documents and speeches. In the freshmen classes, our first thematic unit is that of Survival. We will read a variety of fiction and nonfiction texts with this unit. The memoir that you choose to read for this summer reading assignment should be about a story of survival of one kind or another that relate to our overarching theme for the first quarter. We will use what you learn from these readings throughout our first unit of study.

One purpose of this assignment is to introduce you to the general experience of English honors students at Combs High School. A second purpose is that your work will allow your teacher to have a sample of your writing, reading analysis, and critical thinking skills as you enter high school. This information will help your teacher to plan for the year.

This is a two-part assignment with due dates in early August—some of the exact due dates will be provided once school begins. It is not required that the student complete the entire project over the summer; however, it is **highly recommended that students complete the readings and reading journal** by the end of the first week of the new school year. You **may also begin drafts of the required essay early** if you wish. Students will have time to ask their teacher clarification questions regarding the essay assignment after we review MLA formatting. There will be some information on MLA formatting in Google Classroom AND there are links provided in this document as well. In the meantime, do not hesitate to contact me during the summer months with questions.

Thank you for your interest in Freshman Honors English. I look forward to working with you next year!

Mrs. Andrea Dales
adales@jcombs.org



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****Students entering class during the summer months are still expected to complete the summer work; in the catalog, it is clearly indicated as a requirement for Honors Freshman English. There is an electronic version of the assignment on the school website.**

Please join our Google Classroom; the join code is **ruideuf**. You will have to use your school google account to access. If you are new to the JD Combs district, you will be able to join when school starts and you have been given your school email.

Reading Requirement:

This summer, you **are expected to read ONE book** in preparation for 09 Honors English. The **book will be a memoir** about someone's experience with some kind of survival. There is a list of recommendations below, but you may choose others. *These books should be easy to obtain from a local library, Amazon.com, or from discount/regular bookstores.*

Memoir Recommendations (You may choose a memoir NOT on the list; however, it does need to tell someone's real story of survival)	
1. <i>Man's Search for Meaning</i> by Viktor E. Frankl	3. <i>The Boy Who Harnessed the Wind</i> by William Kamkwamba & Bryan Mealer
2. <i>Long Way Gone: Memoirs of a Boy Soldier</i> by Ishmael Beah	4. <i>After the Wind: Tragedy on Everest: One Survivor's Story</i> – Lou Kasischke
3. <i>Because of Romek: A Holocaust Survivor's Memoir</i> by David Faber	5. <i>Alive: The Story of the Andes Survivors</i> by Piers Paul Read
4. <i>Persepolis: The Story of a Childhood</i> by Marjane Satrapi	6. <i>A Long Way Home</i> by Brierley, Saroo
5. <i>Red Scarf Girl: A Memoir of the Cultural Revolution</i> by Ji-Li Jiang	7. <i>Miracle in the Andes: 72 Days on the Mountain and My Long Trek Home</i> by Nando Parrado
6. <i>Adrift: Seventy-six days lost at sea</i> by Steven Callahan	8. <i>Night</i> by Elie Wiesel

Writing Requirements:

Assignment Part 1: Literature interpretation and understanding (HW grade)

- Complete at least a TOTAL of TEN **Double Entry Journal (DEJ)** entries of the **MEMOIR** you choose to read. (*If there are no chapters or there are only a few chapters, then complete an entry every 10-15 pages; otherwise, you can go by the chapters.*)
- **Expected Format:**
 - **Left side:** Choose a passage from the reading that has meaning for you or the story, you find interesting, or has significance in regards to theme/central message of the memoir or to the events occurring. **Write it and cite it in the left column.**
 - **Right side:** Explain why the passage is important, how it affects the meaning or events, or why the passage is interesting. Write out your sentences in the right column—next to the passage with which they go.
 - (See the attached Double Entry Journal Rubric, **Examples**, and **Template**. There are also a couple student examples in the GC.)
- Please **note the quote format** and follow that same formatting throughout your entries.
- **Other guidelines for journals:**
 - You may **type or handwrite** (in **black or blue INK**, please) your entries for the journal; either is acceptable for this part. **If you write by hand, please write legibly.**
 - **Do not simply re-tell or summarize** the passage chosen as your response.

The reading of the memoir should be completed before school begins. The ABOVE assignment will be collected on August 3, 2022. (We start school on Monday, July 25, 2022.)



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Assignment Part 2: Formal Essay (Paper grade)

- You will write an **well-written and organized essay in response to the following prompt:**
Essay prompt:

What does it take to survive?

- You **must use evidence from the memoir** you read to help you explain or argue your position on the above question.
- You **should also use other sources and/or personal experiences as evidence and examples.**

Remember: You are **explaining your interpretation of what it takes to survive and/or what can be learned from reading and learning about other people's stories of survival**—whether physical, spiritual, mental, etc.

Essay Requirements:

- You must pull **evidence from the MEMOIR** to support your response. You may also use personal experience. You may also use OTHER research for support (all must be cited).
- This is NOT A BOOK REPORT so do NOT simply summarize what you read!**
- IF you use a personal example/observation** as part of your support, you may use first person to express that. However, **be cognizant** of not using "I" to start all of your sentences.
- Do not announce your topic**—no "This essay will be about..." or "Now, I will explain..." or "In this essay, I will..." or any other "announcements" like these.
- MLA** formatting guidelines are required for this formal essay.
 - (Basic guidelines are included in this packet).
- The essay should be **AT LEAST two to three pages, typed** (see format guidelines) and **include SPECIFIC details, direct quotes, examples, and in-text citations from the memoir as support for your ideas.**
- In the included paper format guidelines, you will find information on how to **cite your sources in your paper** (called internal or parenthetical citations).
 - Please cite your sources when using direct quotes and paraphrases.**
 - Example of a direct quote:** Morgan shares that "in the village, I discovered that there were no pencils, paper, or books" (Mortensen 85).
 - Example of a paraphrase:** While in the village, it was obvious they had no school supplies (Mortensen 85).
- This is your time to shine and show what you can do! Make sure that your essay demonstrates your best work and reflects your understanding of the prompt and what you read in the memoir.** This essay serves as a writing sample for Mrs. Dales.

Visit the below links/sites for guidance on MLA formatting and writing formal essays:

- <https://owl.english.purdue.edu/owl/resource/747/01/>
- https://owl.purdue.edu/owl/general_writing/index.html
- <https://www.liberty.edu/academics/casas/academicsuccess/index.cfm?PID=24015>
- <https://www.liberty.edu/academics/casas/academicsuccess/index.cfm?PID=12268>

The essay will be submitted in the Google Classroom by August 12, 2022.

Penalties: Late work policies will be discussed when we review the syllabus in the first week of school.

If you have any questions and need to contact us this summer, please e-mail Mrs. Dales (adales@jocombs.org)

Good luck and enjoy the experience!



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A Sample Double-Entry Journal

An example of one completed dialectical journal entry:

Entry 2: Thesis/Purpose	
<p>Quote:</p> <p>"Tod Murphy's background was farming. The greatest economic challenge he and his neighbors faced was finding a market for their products. Opening this diner seemed to him like a red-blooded American kind of project. Thomas Jefferson, Tod points out, presumed on the basis of colonial experience that farming and democracy are intimately connected. Cultivation of the land meets the needs of the farmer, the neighbors, and the community, and keeps people independent from domineering centralized powers. 'In Jefferson's time,' he says, 'that was the king. In ours, it's multinational corporations.' Tod didn't think he needed to rewrite the Declaration of Independence, just a good business plan. He found investors and opened the Farmers Diner, whose slogan is 'Think Locally, Act Neighborly.'"</p> <p>From: Chapter 10: Eating Neighborly <i>Animal, Vegetable, Miracle</i> by Barbara Kingsolver, p. 150</p>	<p>Background: Tod Murphy created a restaurant that sourced all of its food from within 100 miles of the store's location.</p> <p>Commentary: I see that Tod's business model fits into Kingsolver's thesis that consuming local products benefits individuals, communities, this country and the planet. When Jefferson was mentioned, I thought about my trip to his home, Monticello where I learned how important gardening, agricultural research and vegetables were to his life and his diet. I was delighted to see that he integrated his ideas about farming and independence and sustainability with his ideas about democracy. When I first read this chapter, I was definitely committed to the organic food movement, but this book (and some of Michael Pollan's ideas) opened my eyes to the local movement as well. My consciousness was definitely raised just as it was when I became a vegetarian and when I started researching organics...what is on my plate has a whole new twist. I even contemplated the 100 mile diet for myself and rejected the idea as being too time-consuming and impractical for my current living situation and career responsibilities. However, I have changed my lifestyle to include nearly weekly visits to the Holly Grove Market and the Crescent City Farmer's Market. I also decided to join Slow Food, U.S. A. and to begin a reading group with members of the New Orleans Food Co-Op. I think the ideas in this book, while trendy, are not yet mainstream. I'm blown away by what a huge effort (and perceived sacrifice) would be involved in getting people to adopt this lifestyle.</p>

Additional Guidance/Directions:

The **left side** of your table contains quotations from the reading with page numbers noted. Should you wish to refer to a particularly large selection, you may paraphrase it, but you must still provide the citation (page numbers).

The **right side** of your table contains your commentary. Your right side might address questions such as:

- What strikes you about this?
- What was your first thought when you read this? And then? And then?
- What does this passage/idea make you think of or remember?
- Do you want to challenge or qualify this author's claim? In what ways do you agree with it? Disagree?
- What else have you read/heard/experienced that connects with this author's ideas?
- Does something confuse you or lead to further questions?
- How do you feel about this?

This assignment is meant to help you analyze the text – similar to textual annotation AND prepare you so that you are able to talk about your selected passages in class; keep track of which passages you wrote about.



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Sample Dialectical Journal Entry

From *Moby Dick*, by Herman Melville—Chapter 35: “The Mast-Head”

<u>Textual Evidence</u>	<u>Meaning</u>
<p>The left column is for the specific quote to which you’re reacting and the page number where you found it. Use complete sentences from the text here, and underline any particular words or phrases on which you want to comment.</p>	<p>The right column is for you to interpret what you’re reading. Note that “dialectical” comes from a Greek word meaning “conversation,” which implies that you are, in a sense, <i>talking</i> with the text; this process is also referred to as close reading and explication.</p> <p>Use this space to comment, analyze, critique, and question. You should also use the “DP” as an opportunity to find things in the text that most interest you. An effective dialectical journal does all of these things. For the purposes of the AP test, you should pay particular attention to figurative language and rhetorical strategies, and underline these devices in your response as an easy way to refer back to them later.</p> <p>Important NOTE: Do not use the “DJ” as an excuse to complain about the book or call it “boring.” You may criticize it, but only when your criticisms are specific and substantive, such as an author’s use of clichés, verbose language, or predictable plot devices. Also, remember that your focus should be on the text, not yourself.</p>
<p>Example Quotes:</p> <p>With the problem of the universe revolving in me, how could I—being left to myself at such a thought-engendering altitude,—how could I but lightly hold my obligations to observe all whale-ships’ standing orders, “Keep your weather eye open, and sing out every time.” p.161</p> <p>Beware of enlisting in your vigilant fisheries any lad with lean brow and hollow eye; given to unseasonable meditateness; and who offers to ship with the <u>Phaedon</u> instead of <u>Bowditch</u> in his head. p.161</p> <p>But while this sleep, this dream is on ye, move your foot or hand an inch; slip your hold at all; and your identity comes back in horror. Over <u>Descartian vortices</u> you hover. p.162</p>	<p>Example Responses:</p> <p>What “problem of the universe” is Ishmael referring to? He’s obviously introspective, but he hasn’t indicated any problem before this. Maybe “problem” actually means “mystery” here; this seems to fit better, given Ishmael’s natural curiosity about life and the world in general.</p> <p>Why isn’t he more concerned about his duty to the <i>Pequod</i>?</p> <p>Nathaniel Bowditch was a founder of modern maritime navigation who lived from 1773-1838. The <i>Phaedo</i> is a dialogue by Plato about the last few hours in the life of Socrates. Therefore, Ishmael is saying it’s a bad idea to hire any young sailor who has philosophy on his mind rather than sailing.</p> <p>Ishmael <u>apostrophizes</u> the reader here to make us feel and understand the danger of daydreaming while whale-watching up in the mast-head.</p> <p>“Descartian vortices” is an <u>allusion</u> to René Descartes, the French scientist famous for his contributions to geometry and cartography. It might be a reference to the long fall if a person slips from the mast-head; it could also be a reference to the vastness of the ocean.</p>



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Double-Entry Journal Rubric

Categories and Criteria for Each Entry	Level 1 0-5	Level 2 6-7	Level 3 7-8	Level 4 9-10
Content & Presentation (10)	-There are 5 or fewer entries from throughout the text -May be somewhat neat but hard to read, doesn't follow directions	-Contains 7-8 entries from throughout the text - Somewhat neat but may be hard to read, follows some directions	-Contains 8-10 entries from throughout the text - Mostly neat and readable, follows most directions	-Contains 10 or more entries from throughout the text - Neat, organized, looks professional, follows directions
Interpretations & Critical Thinking (10)	-Vague, unsupported, drawn-out plot summary . -Presents incomplete and/or inaccurate information and ideas -Meaning and intent are frequently unclear -Demonstrates limited sense of purpose and audience	- Simple, superficial interpretation of the text -Presents some accurate information and some ideas -Meaning and intent are sometimes unclear -Demonstrates some sense of purpose and audience	-Intelligent, discusses central ideas/messages . General significance of the text beyond the facts is discussed. -Presents accurate information and complete ideas -Meaning and intent are clear -Demonstrates clear sense of purpose and audience	- Thoughtful, avoids clichés . Considers different possible interpretations from the selection -Presents accurate information and insightful ideas -Meaning and intent are clear and engaging -Demonstrates strong sense of purpose and audience
Thinking & Inquiry (10)	- Expresses few ideas with limited support by relevant evidence or rationales - Minimal coverage . -Accepts the text literally without thinking of different possibilities in meaning. May find the text confusing, but no clear attempt to figure it out.	-Expresses some ideas supported by relevant evidence or rationales -Covers most parts , but omits details necessary to make connections to personal past experiences, feelings, or knowledge. - Somewhat understands the text.	- Expresses ideas supported by relevant evidence or rationales -Covers important parts of text . -Constructs a thoughtful, believable interpretation of the text. - Explains agreements or disagreements with text by providing support	- Expresses many ideas supported effectively by relevant evidence or rationales -Covers text thoroughly . -An ongoing dialogue with the text is clear via questions, agreements, disagreements, appreciation, objections
Questions &/or Connections (10)	-Makes few personal (or other) connections with topic or themes - Lacks development - Few or no questions . -Appears to be confused by unclear or difficult sections of the text	Makes some personal (or other) connections with topic or themes - Few obvious questions . OR -Raises only simple questions about the text	-Makes considerate personal (or other) connections with topic or themes -Questions are more complex	- Makes many personal (or other) connections with topic or themes - Insightful, personal connections, thought-provoking questions
Language & Conventions (10)	- Frequent, major mechanical errors that often impede understanding -Appear to have NOT been Proofread -Missing citations on the Quote entries	- Some major mechanical errors that may or may not impede understanding -May not have been proofread -Most citations present but not consistent	- Some minor mechanical errors that do not impede understanding -Proofread but some errors missed -Citations are present but may have errors at times	- Few mechanical errors Easy to follow and understand - Obviously proofread and corrected - Citations are present and consistently correct



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ACT Aspire Essay Rubric

	Analysis	Development	Organization	Language Use
Score: 6 Responses at this scorepoint demonstrate effective skill in writing an analytical essay.	The response critically engages with the task, and presents a complex analysis that addresses implications and complications of the subject. There is skillful movement between specific details and generalized ideas.	Ideas are thoroughly explained, with skillful use of supporting reasons and/or detailed examples. The writer's claims and specific support are well integrated.	The response exhibits a skillful organizational strategy. A logical progression of ideas increases the effectiveness of the writer's analysis. Transitions between and within paragraphs strengthen the relationships among ideas.	The response demonstrates the ability to effectively convey meaning with clarity. Word choice is precise. Sentence structures are varied and clear. Voice and tone are appropriate for the analytical purpose and are maintained throughout the response. While a few errors in grammar, usage, and mechanics may be present, they do not impede understanding.
Score: 5 Responses at this scorepoint demonstrate capable skill in writing an analytical essay.	The response engages with the task, and presents a thoughtful analysis that discusses implications and complications of the subject. There is purposeful movement between specific details and generalized ideas.	Ideas are capably explained, with purposeful use of supporting reasons and/or detailed examples. The writer's claims and specific support are sometimes integrated.	The response exhibits a purposeful organizational strategy. A logical sequencing of ideas contributes to the effectiveness of the writer's analysis. Transitions between and within paragraphs consistently clarify the relationships among ideas.	The response demonstrates the ability to capably convey meaning with clarity. Word choice is usually precise. Sentence structures are clear and often varied. Voice and tone are appropriate for the analytical purpose and are maintained throughout most of the response. While errors in grammar, usage, and mechanics may be present, they do not impede understanding.
Score: 4 Responses at this scorepoint demonstrate adequate skill in writing an analytical essay.	The response is appropriate to the task, and presents an analysis that recognizes implications and complications of the subject. There is clear movement between specific details and generalized ideas.	Ideas are adequately explained, with satisfactory use of supporting reasons and/or examples.	The response exhibits a clear but simple organizational structure. Ideas are logically grouped. Transitions between and within paragraphs clarify the relationships among ideas.	The response demonstrates the ability to clearly convey meaning. Word choice is sometimes precise. Sentence structures are occasionally varied and usually clear. Voice and tone are appropriate for the analytical purpose, but may be inconsistently maintained. While errors in grammar, usage, and mechanics are present, they rarely impede understanding.
Score: 3 Responses at this scorepoint demonstrate some developing skill in writing an analytical essay.	The response is somewhat appropriate to the task, with an analysis that is oversimplified or imprecise. Implications or complications are only somewhat clear or relevant. Specific details and generalized ideas are somewhat connected.	Explanations of ideas are limited, but include some use of supporting reasons and/or relevant examples.	The response exhibits some evidence of organizational structure. Some ideas are logically grouped. Transitions between and within paragraphs sometimes clarify the relationships among ideas.	The response demonstrates some developing ability to convey meaning. Word choice is general and occasionally imprecise. Sentence structures show little variety and are sometimes unclear. Voice and tone are somewhat appropriate for the analytical purpose but are inconsistently maintained. Distracting errors in grammar, usage, and mechanics are present, and they sometimes impede understanding.
Score: 2 Responses at this scorepoint demonstrate weak or inconsistent skill in writing an analytical essay.	The response demonstrates a rudimentary understanding of the task, with weak or inconsistent skill in presenting an analysis. Implications or complications are not clearly relevant. Any connections between specific details and generalized ideas are unclear or incomplete.	Explanations of ideas are unclear or incomplete, with little use of supporting reasons or examples.	The response exhibits only a little evidence of organizational structure. Logical grouping of ideas is inconsistent or unclear. Transitions between and within paragraphs are often missing, misleading, or poorly formed.	The response demonstrates a weak ability to convey meaning. Word choice is rudimentary and frequently imprecise. Sentence structures are often unclear. Voice and tone may not be appropriate for the analytical purpose. Distracting errors in grammar, usage, and mechanics are present, and they impede understanding.
Score: 1 Responses at this scorepoint demonstrate little or no skill in writing an analytical essay.	The response demonstrates little or no understanding of the task. The response lacks connections between specific details and generalized ideas.	Ideas lack explanation, with virtually no use of supporting reasons or relevant examples.	The response exhibits no evidence of organizational structure. Ideas are not logically grouped. Transitional devices may be present, but they fail to relate ideas.	The response demonstrates little or no ability to convey meaning. Word choice is imprecise and difficult to comprehend. Voice and tone are not appropriate for the analytical purpose. Sentence structures are mostly unclear. Errors in grammar, usage, and mechanics are pervasive and significantly impede understanding.
Unscorable	The response is blank, voided, off-topic, illegible, or not written in English.			



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ENGLISH PAPER FORMAT GUIDELINES (MLA)

The Combs High School English department has adopted a standardized paper format, which follows MLA format. Unless a different format is requested by an individual teacher, please follow the guidelines given in this handout.

PAPER FORMAT:

- Papers should be **typed**. Use a **professional, size 12 font** (e.g. Times New Roman or Arial).
- *Papers that are hand written (if requested by your teacher) **must** be written in blue or black ink, front of the page only.*
- Use **double spacing** for your entire paper—heading, body, title, and so on.
- Include **1-inch margins on all sides**.
- Include a **heading in the upper left hand corner of the first page** of your paper. Headings should include first and last name, date, class/instructor, and period on consecutive lines. ***THIS DOES NOT GO IN THE HEADER AREA.*** (Do NOT use a title page unless your instructor asks for one.)—**for this summer project your heading will include the following: First/Last Name, Due Date, Class.**
- Include a **title, double-spaced from heading, centered on the page**. Your title **should NOT be underlined, bolded, placed in quotation marks, or italicized**. Make sure to capitalize your title (standard capitalization rules).
- **Double space** after the title.
- ***All pages, including the first page, need a header in the upper right hand corner.*** Your header should include your **last name and page number**.
- *Use italics* for the titles of *longer works* in your papers (books, newspapers, magazines, etc.). Do NOT underline longer works unless the paper is handwritten. Use quotation marks for shorter works (stories, poems, songs, etc.).
- If you use sources; you must cite them. Include a Works Cited page (see section entitled “Works Cited Page”).

Example:

Lee 1

Thomas Lee

12 August 2009

10 English

Per. 4

How to Improve Your Study Skills

Sitting down for three hours to cram for a final is not my idea of a fun evening. Like many teens I know, homework is my least favorite activity, but I want to get good grades. It is important to me that I develop the skills I need to be successful in high school, and later in college. Luckily, there is a way to study smarter, to get more out of the time you spend studying rather than spending more time studying. Simply by incorporating the following strategies, you will...



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CITING SOURCES:

• Short Quotations—

- If a quote is fewer than four lines, use quotation marks. You will RARELY use long quotes.
- After the quotation, include the author's last name and page number where the information was found in parentheses.
- Punctuation marks come AFTER the citation, unless they are part of the quote (for example, if the quote itself is a question, include the question mark as part of the quote. A period still needs to be included after the citation, however.).

Example:

"The key to taking good notes is clarity - not abundance. Categorize your notes by topics and sub-topics. Your notes should be detailed enough to tell a complete story when you look back on them for mid-terms or finals" (Fiero 1).

• Adding or Omitting Words—

- When quoting a source, it is important to use exact words. Sometimes, however, it is necessary to add or omit a word or words.
- When adding a word or words in a quote, use brackets around the words. This shows that the words are not part of the original text.

Example:

"[Shakespeare] is supposed to have worked for a butcher, in addition to helping run his father's business" (Mabillard 1).

- When omitting a word or words in a quote, use ellipsis marks to show where the words have been left out (ellipsis marks are three periods ... with a space before and after the periods).

Example:

"Shakespeare probably began his education at the age of six or seven at the Stratford grammar school..." (Mabillard 1).

IN-TEXT CITATION:

- In-text, or parenthetical, citation is used when citing information from a source in your paper.
- Usually, an in-text citation includes author's last name and the page number where the information was found in parentheses.

Example:

"Like all of the great poets and dramatists of the time, Shakespeare learned his basic reading and writing skills from an ABC, or horn-book" (Mabillard 1).

- The in-text citation helps the reader find the complete reference on an included Works Cited page.
- If no author is given, a shortened title of the work is used instead of an author name. Remember that titles of short works should be in quotation marks, while longer works should be italicized. A page number should also be provided.

Example:

"Read before class - lecture will mean more and you can pay more attention to what is being discussed" ("Listening With a Purpose" 1).

- If an author is mentioned prior to the quotation, then only the page number is needed in parentheses.

Example:

According to Dave Ellis, "You can have more energy when your activities lead to what you want. Many students quit school simply because they are unclear about their goals. Writing down what you hope to achieve can make your path more clear" (12).

- If there are two authors with the same last name, include the author's first initial.

Example:

"You should develop a filing system that allows you to keep track of past assignments, ones that you are working on now, and ones that you plan to work on in the future" (J. Johnson 1).

- For an on-line or non-print source, page numbers are not needed.
- If using something that is common knowledge in your paper, you do not need to cite your source (e.g. a well-known quote, common saying, etc.).

For the most up-to-date information on MLA formatting and additional examples and explanations visit https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html



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WORKS CITED PAGE:

- The **works cited page should ALWAYS be a separate page**, which is included as the last page of the paper. It should have the same margins and header as the rest of the paper.
- Include the words **Works Cited** as a title, centered at the top of the page.
- **Double space between and within entries.** This means there should be a space between each line of writing throughout the entire page.
- The first line of each entry begins on the left margin, but the second and subsequent lines of each entry are indented (opposite of a paragraph). This is called a **hanging indent**.
- All titles of works should be capitalized. Standard capitalization rules apply.
- Use italics for titles of larger works and quotation marks for titles of shorter works.
- Entries are listed by author name, written last name first. Do NOT list titles or degrees with names.
- If there is no author listed, entry will be listed by article or book title.
- **Entries are alphabetized by the last name (or first word) in the entry.**
- MLA 8 includes the URL for web sources; this goes at the end of the citation.

Formatting Guidelines: Please visit the web links provided and/or refer to the “MLA Formatting and Style Guide” found online at *The Owl at Purdue*.

SAMPLE WORKS CITED PAGE

(Your Works Cited page should look like the following example.)

<div>Lee 5</div> <div>Works Cited</div> <div>Covey, Sean. <i>The 7 Habits of Highly Effective Teens</i>. New York: Fireside, 1998. Print.</div> <div>Ellis, Dave. <i>Becoming a Master Student</i>. Philadelphia: Wadsworth Publishing, 2004. Print.</div> <div>Fiero, Gian. “How to Become a Better Student—and a Smarter Person.” <i>Ezine@rticles</i>. Web. 14 Jul 2009.</div> <div>Real, Royane. “Use Affirmations and Visualization to Become a Better Student.” <i>Buzzle.com</i>, 11 Oct 2005. Web. 14 Jul 2009.</div>
