

OAKBROOK SUMMER READING 2020

Rising Juniors (11th) in English III Honors: British Literature

Read the unabridged version of the following text. Respond to the prompt in a well-written essay due on the first day of class. **Do not consult secondary sources or websites.** Bring the text and your essay to class on the first day of school. See the attached guidelines and definition of plagiarism.

(In the advent of online instruction to start the school year, directions for submission of summer work will be communicated to students and parents.)

IMPORTANT: Please make sure you read the correct translation of *Beowulf*.

Beowulf, translated by Burton Raffel

Signet Classics Series

ISBN 978-0-451-53096-7

This translation is available from Barnes & Noble. You may have to order the text.

Beowulf by Anonymous; translated by Burton Raffel

English literature begins with *Beowulf*. Composed sometime during the eighth century but set during the third or fourth century, it is England's national epic. The poem explores the concept of leadership through the example of multiple characters. For the Anglo-Saxons, being a good leader means more than killing the monsters that lurk in the darkness—although the ability to slay certainly comes in handy.

In a well-written essay, compare and contrast the good and bad leaders presented in *Beowulf*. Discuss the ideal qualities and skills of Anglo-Saxon leadership. Consider which characteristics result in poor leadership. What are the consequences of both?

(Note: There is an exceedingly useful Glossary of Names at the back of the text. You will find Raffel's Introduction helpful, but it is not required reading.)



MS. AUTENZIO'S 10 GUIDELINES FOR WRITING YOUR ESSAY

- 1. Have a thesis sentence that clearly states the idea/theme(s) discussed in your paper.**
Remember, your thesis must be **specific!** Do not simply restate the topic.

Sample topic: How does the Beast change in *Beauty and the Beast*?

AN EXAMPLE OF WHAT NOT TO DO:

In *Beauty and the Beast*, the Beast changes a great deal.
(Change is assumed in the topic—be specific!)

AN EXAMPLE OF WHAT YOU SHOULD DO:

In *Beauty and the Beast*, Beauty's love redeems the Beast, changing him into a handsome prince; more importantly, the power of the Beast's love for Beauty transforms him into a kind and unselfish person, one who is worthy of Beauty.

UNDERLINE YOUR THESIS SENTENCE.

- 2. Begin paragraphs with specific topic sentences that refer back to ideas in your thesis.**

Topic sentences should not include examples or quotations.

AN EXAMPLE OF WHAT NOT TO DO:

In *Beauty and the Beast*, the Beast releases Beauty so she can help her father, even though it means he will remain a lonely beast.
(This is an example, not a main idea.)

AN EXAMPLE OF WHAT YOU SHOULD DO:

In *Beauty and the Beast*, the Beast reveals how much he has changed when he makes unselfish choices out of love for Beauty.
(This is the main idea of your paragraph. Now use examples such as the one above to support it.)

UNDERLINE TOPIC SENTENCES.

- 3. Remember, incorporate direct quotations within your sentences. Do not let them "float" in your essay.**

AN EXAMPLE OF WHAT NOT TO DO:

William Cullen Bryant explores death in his poem "Thanatopsis." "The last bitter hour."
This quotation refers to the death we must all face.

AN EXAMPLE OF WHAT YOU SHOULD DO:

In the poem "Thanatopsis," William Cullen Bryant explores the "last bitter hour" (9) of death which comes to all people.

- 4. When using direct quotations, cite the author and page number in parentheses after the quotation.**

EXAMPLE: Because Jody does not understand Janie, Janie's life with him becomes monotonous and unfulfilling. She begins to feel like "a rut in the road" (Hurston 72); Janie has no hope for the future.

- 5. Remember to italicize long works of literature, such as novels, dramas, and epic poems. Short stories and poems are placed within quotation marks.**
- 6. Your essay must have an introduction, at least three body paragraphs, and a conclusion.**
- 7. Do not use contractions.**
- 8. Do not use first or second person (I, we, you, us etc.).**
- 9. Use the MLA (Modern Language Association) format that you learned in middle school. Consult the 8th edition of the MLA handbook or this helpful link to information on MLA formatting and style:
<https://owl.english.purdue.edu/owl/resource/747/24/>**
- 10. Include an MLA Works Cited page.**

Summing Up Plagiarism

You have plagiarized if...

- you took notes that did not distinguish summary and paraphrase from quotation and then you presented wording from the notes as if it were your own.
- while browsing the Web, you copied text and pasted it into your paper without quotation marks or without citing the source.
- you repeated or paraphrased someone's wording without acknowledgement.
- you took someone's unique or particularly appropriate phrase without acknowledgement.
- you paraphrased someone's argument or presented someone's line of thought without acknowledgement.
- you bought or otherwise acquired a research paper and handed in part or all of it as your own.

Prevent plagiarism by...

- making a list of the writers and viewpoints you discovered in your research and using this list to double-check the presentation of material in your paper.
- keeping the following three categories distinct in your notes: your ideas, your summaries of others' material, and exact wording you copy.
- identifying the sources of all material you borrow—exact wording, paraphrases, ideas, arguments, and facts.
- checking with your instructor when you are uncertain about your use of sources.

~ from the *MLA Handbook for Writers of Research Papers*, 7th edition