

Honors World Literature - Summer Reading List

Incoming **Sophomores** will be expected to read **three** novels/short story collections over the course of the summer. **Each student will be expected to write a review of each work they have read.** These reviews will be due upon the commencement of the 17/18 school year in August, 2017. A copy of the review guidelines is attached to this handout. (Note: The reviews, when they're due, will be expected at the rate of one per week.)

Students accustomed to having the entire summer free of intellectual pursuits and then inclined to moan and groan at a summer reading list are reminded that the brain is a muscle as well, and like any muscle if not exercised, it turns into flab. Just like the football players exercising their bodies over the summer so they can dominate on the field in the fall, so you too get to exercise your brain over the summer so you can dominate in the classroom this fall.

INCOMING SOPHOMORE READING LIST (**BOLD** titles are required reading. The student must then choose one of the remaining 7 titles for their third review).

Things Fall Apart – Chinua Achebe

All Quiet on the Western Front – Erich Maria Remarque

A Hitchhiker's Guide to the Galaxy – Douglas Adams

Watership Down – Richard Adams

Fahrenheit 451 – Ray Bradbury

Ender's Game – Orson Scott Card

Life of Pi – Yann Martel

1984 – George Orwell

Chronicle of a Death Foretold – Gabriel García Márquez

Angela's Ashes - Frank McCourt

Station Eleven – Emily St. John Mandel

Review Guidelines

What is a book review, anyway?

- A book review is a **critical evaluation** of the text you've just read. More than anything, **a review makes an argument...it is not merely a summary.**

Consider the following:

- **Review the book you've read, not the book you wish you had read.** If you think the book has its deficiencies, that's fine – just don't criticize it for being something the author did not even intend it to be.
- Be precise with your language. The author said what he/she wanted to say and you should do the same. Having control of your vocabulary allows you to control the tone of your review (no reviews saying, "I dislike this book 'just because.'" That's a sign of flabby thinking).
- If you're going to challenge an assumption, approach, or argument made by the author, be firm and assertive, not wishy-washy. A reviewer must have a strong opinion. **PICK A SIDE AND DEFEND IT!!** Having said that, be fair – provide a balanced argument, acknowledging that other opinions may exist. It is your job, however, to make yours the most important. The factual material must be correct. Check all facts pertaining to the writer and the literature.
- The review should be of about a page length, **typewritten**, double-spaced, with opinions delivered in a clear, concise manner.
- **Again, the reviewer should establish a voice, tone, and personal style that make the review interesting.**

A WORD TO THE WISE: While it certainly is true that Internet sites such as SparkNotes can easily provide quick summations to popular stories such as these, the astute, moral, Christian, and self-preserving, student will note that such sites, while easily accessed by students, are also easily accessed *by staff members*, thereby making it a snap to check and see if blocks of text have been lifted from the Internet. A student found to be lifting text is engaged in *plagiarism*, and will be greeted with a ZERO for the assignment and a report made to the Academic Dean. Not the best way to start off an academic year. So, the wise student will in fact read the books in their entirety, and compose their reviews from their own fertile imaginations, with no outside assistance from the ol' interwebs.