

# American Heritage School



## Tenth-Grade English - Part 1

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## English 10A

*“Yea, we see that whosoever will may lay hold upon the word of God, which is quick and powerful, which shall divide asunder all the cunning and the snares and the wiles of the devil, and lead the man of Christ in a strait and narrow course across that everlasting gulf of misery which is prepared to engulf the wicked.”*

**– Helaman 3:29**

### **Course Description**

The theme scripture for this course comes from Helaman 3:29 and says, “Yea, we see that whosoever will may lay hold upon the word of God, which is quick and powerful, which shall divide asunder all the cunning and the snares and the wiles of the devil, and lead the man of Christ in a strait and narrow course across that everlasting gulf of misery which is prepared to engulf the wicked.” The literature pieces have been carefully chosen. As the secular world chooses to turn further and further from its Christian foundation, students will need to learn to recognize the word and the paths of the Lord to be able to successfully navigate through the temptations and pitfalls the adversary has prepared. This area of study will allow students to implement the Principle Approach of researching, reasoning, relating, and recording.

### **Course Objectives**

Students will demonstrate their mastery of the curriculum through the following tasks:

- ▶ Students will make connections between the literature that they study, the words of the prophets, the Seven Principles of American Christian Education, and their own lives.
- ▶ Students will demonstrate good communication and writing skills through formal and informal writing assignments.
- ▶ Students will be able to identify and explain key literary elements and rhetorical devices.
- ▶ Students will demonstrate mastery of the 4-R methodology (research, reason, relate, and record.)
- ▶ Students will show comprehension of literary texts through a variety of assessment methods.

### **Course Format**

American Heritage School strives to make available three kinds of distance education. Availability of these three kinds of courses varies, depending on the course subject and instructor. This course will be offered as a Live Course, Independent Study, and Home School option.

Live Course. Teachers and student groups will meet together online at scheduled times to research subject matter, reason principles, relate understanding, and record learning.

Students will also have the opportunity of meeting with their instructor during weekly one-on-one mentoring sessions. American Heritage School's copyrighted online or print curricula (materials that are not licensed to share or re-sell) will be provided for family use. The course also includes teacher-graded assignments and computer-generated feedback.

Independent Study Course. American Heritage School's copyrighted online or print curricula (materials that are not licensed to share or re-sell) will be provided for family use. The course also includes teacher-graded assignments and computer-generated feedback.

### Course Texts

Students are required to read the following course texts. These pieces have been selected to allow students to explore the course theme: “Yea, we see that whosoever will may lay hold upon the word of God, which is quick and powerful, which shall divide asunder all the cunning and the snares and the wiles of the devil, and lead the man of Christ in a strait and narrow course across that everlasting gulf of misery which is prepared to engulf the wicked.”

--Helaman 3-29

Title	Author	Pgs.	Annotation:
<i>Novels</i>			
<i>The Tempest</i>	William Shakespeare	96	Prospero brings his enemies to an enchanted island to exact his revenge for their part in stealing his life and position from him. However, as with many Shakespeare plays, things don't always turn out the way they are planned.
<i>Sense and Sensibility</i>	Jane Austen	261	The Dashwood sisters find love and loss in this story about learning to follow your heart and your head.
<i>The Screwtape Letters</i>	C.S. Lewis	160	These lessons are set in a series of fictional correspondances between Screwtape, a high ranking demon, and his young protege Wormwood, a young demon that has been sent out on his first assignment to ensnare a human. Through these letters we learn about the methods and tactics the adversary uses to

			take us from our Creator.
<i>Poetry</i>			
“To A Mouse, on Turning Her Up in Her Nest, with the Plough”	Robert Burns	n/a	A poem about the plans that we make
Sonnet 18, 116	William Shakespeare	n/a	Sonnets concerning various themes
“Ode to St. Cecelia”	John Dryden	n/a	A poem about the music that will bring forth the dead on Resurrection Morning
“Song on a May Morning”	John Milton	n/a	A reflective look at nature
“Against Idleness”	Isaac Watts	n/a	An admonition to avoid idleness
“Eloisa to Abelard”	Alexander Pope	n/a	Pondering the difficulties of putting God first in our lives
“Blessed Be Thy Name Forever”	James Hogg	n/a	Reflections on God
“The Isles of Greece”	Lord Byron	n/a	How remembering the history of a place makes it a powerful experience
“Ode on a Grecian Urn”	John Keats	n/a	Lessons learned from looking at art
“The Death Bed”	Thomas Hood	n/a	Mourning that occurs on the death of his daughter
Abou Ben Adhem	James Hunt	n/a	The visitation of an angel teaches Abou Ben Adhem an important lesson about loving others
Balthasar’s Song	William Shakespeare	n/a	Encouragement not to dwell on the foolishness of others
Selected Texts	William Wordsworth, John Keats, Lord Byron, and Percy Shelley	n/a	A variety of poems that demonstrate a sampling of the Romantic Period.

<i>Essays</i>			
“Learning to Love Learning”	David A. Bednar	4	How to see education as a process toward loving to learn
“Serving the Lord, Resisting the Devil”	James E. Faust	4	Conference talk comparing God’s way to Satan’s way
“Weightier Matters	Dallin H. Oaks	4	Exploring where our time should be spent
“Judging Others”	True to the Faith	1	How to judge righteously
Forgiveness Will Change Bitterness to Love”	David E. Sorenson	4	What forgiveness can do for us
“Using the Supernal Gift of Prayer”	Richard G. Scott	4	How to make our prayers more meaningful
“An Unending Conflict, A Victory Assured”	Gordon B. Hinckley	4	How to stay optimistic during difficult times
“Living a Christ-Centered Life”	Merrill J. Bateman	4	Turning our hearts to the Lord
“Looking Beyond the Mark”	Quentin L. Cook	4	The dangers of losing our focus and priorities
“Your Happily Ever After”	Dieter F. Uchtdorf	4	What we can expect in the future if we are obedient
“Good, Better, Best”	Dallin H. Oaks	4	The importance of how we spend our time
“Saturday Morning Cartoons”	Quentin L. Cook	4	How to avoid the distractions that waste our time and split our focus
“A Matter of a Few Degrees”	Dieter F. Uchtdorf	4	The importance of staying on the course that the Savior has dictated
“Our Search for Happiness”	James E. Faust	4	Where lasting happiness can be found
“Our Strengths Can Become Our Downfall”	Dallin H. Oaks	4	Warning to make sure that we don’t let pride take our focus away from God
“Look to the Future”	Gordon B. Hinckley	4	How to look to the future with confidence
“It’s True, Isn’t It?”	Gordon B. Hinckley	4	Keeping our testimonies strong

<i>Scriptures</i>	
Various from throughout the Standard Works.	

### **Course Assignments**

Comprehension Quizzes. Quizzes will be given to gauge understanding of reading assignments.

Discussion Boards: Discussions make up a large portion of the student's grade, and are used for various assignments. Students should post early and check back often to participate in the class discussions about everything from themes to literary devices.

Notebook Assignments. The notebook of each student is not just a well organized compilation of assignments; rather, it is a product of his/her creativity, insights, and progress. It is a permanent record of the researching, reasoning, relating, and recording that causes a student to become an "active producer" rather than a "passive consumer." The assignments outlined in this course are designed to guide students on this journey.

Memorizations. In this course you will have opportunities to memorize scriptures and passages from important literary texts.

Weekly Essays. Almost every week, you will be asked to write a full-length essay. You have options to choose from when it comes to subject matter, but you will need to make sure you write an entire essay that follows essay format and includes the requirements given for the course.

### **Grading: Point Breakdown**

Grades are broken down into three categories:

Participation/Reflections	60%
Quizzes/Tests	20%
Essays	20%

Participation/Reflections: This grade covers the majority of the day-to-day work that will be done for this class. Time spent watching lessons, posts to the discussion boards, reflection writing assignments, and participation in weekly tutorials all contribute to this portion of the student's grade.

Quizzes/Tests: Literature quizzes and major exams (mid-term and final) are combined into this portion of the student's grade.

**Essays:** Each of the essays for this class should be polished, finished pieces of writing. For this reason, essays will be worth a lot of points to reflect the work that should go into these projects. Essays for this class include weekly essays as well as a mid-term and final essay.

### **Grading: Scale**

A = 100% - 95%	C = 76% - 74%
A- = 94% - 90%	C- = 73% - 70%
B+ = 89% - 87%	D+ = 69% - 67%
B = 86% - 84%	D = 66% - 64 %
B- = 83% - 80%	D - = 63% - 60%
C+ = 79% - 77%	F = 59% - 0%

\* = With Special Accommodation

### **Self-Government Grade**

O = Outstanding

- Demonstrates exceptional effort and work ethic; and
- Makes significant or frequent contributions to the class; and
- Completes and submits all in-class and homework assignments on time, unless otherwise excused by the instructor; and
- Does not require more than one warning from faculty or administration to improve specifically identified misbehavior.

G = Good

- Demonstrates good effort and work ethic; and
- Makes occasional contributions to the class; and
- Completes and submits most in-class and homework assignments on time; and
- Generally does not require more than two (but occasionally more) warnings from faculty or administration to improve specifically identified misbehavior.

MS = Minimum Standard

- Demonstrates a minimal level of effort and work ethic; and
- Makes very few contributions to the class; and
- Submits most in-class and homework assignments, but not in a complete or timely way; and
- Requires multiple warnings from faculty or administration to improve specifically identified misbehavior.

BM = Below Minimum Standard

- Demonstrates an unacceptable level of effort and work ethic; or
- Does not contribute to the class; or
- Consistently neglects to submit in-class or homework assignments.

**Strategies for Success**

- View all PowerPoint presentations and keep a notebook of important concepts, insights, and reflections.
- Complete each written assignment and assessment after finishing the novel or other provided texts. Don't begin the next piece of literature until you have completed the assignment for the previous one.
- Participate in weekly tutorials and be prepared with specific questions and ideas you would like to discuss.
- Become familiar with the 6 Traits rubric and review it each time before submitting a written assignment.
- Make goals with definite dates for when you would like to complete each assignment. Adjust these goals if you are unable to meet them.
- Communicate questions, concerns, and insights frequently and in a timely manner with the instructor.

**Instructor Contact Information**

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## Weekly Calendar: Tenth-Grade English Part I



Week 1

### Lesson 1:

- Watch "Welcome to Tenth-Grade English - Part 1" PowerPoint Presentation.
- Read over the Syllabus for the course.
- Fill out your "Student Information Sheet" and submit it following the instructions given.
- Watch the lesson entitled "Rhetorical Reading" and complete the Notebook assignment.

### Lesson 2:

- Set up your notebook according to the instructions given.
- Watch the lesson entitled "How to Mark/Annotate"
- Read the article entitled "Learning to Love Learning" by Elder Bednar and complete the Notebook assignment.
- Complete the Personal Essay assignment entitled "Personal Essay: Reading and Writing" and submit your essay through the Dropbox.

Week 2

### Lesson 1:

- Watch "Using the 4R Process" PowerPoint Presentation.
- Read "Serving the Lord, Resisting the Devil" by Elder Faust and complete the Notebook assignment.
- Watch the lesson entitled "Rhetorical Writing" and complete the Notebook assignment.

### Lesson 2:

- Watch "Novel Studies" PowerPoint Presentation.
- Complete the Introductory Activities for *The Screwtape Letters*.
- Complete the assignment Screwtape Letters 1&2 and post to the Discussion Board.
- Complete the Word Study assignment and submit it through the Dropbox.

Week 3

### Lesson 1:

- Read Screwtape Letters #3 and complete the assignment. Make sure you post to the discussion board and respond to your peers.
- Review the article "Why Read Shakespeare?" and complete the Notebook assignment.
- Complete the Introduction Activities for *The Tempest* and submit them through the Dropbox.
- Review the Resources for *The Tempest* to familiarize yourself with the information.

### Lesson 2:

- Read *The Tempest* Act I and complete the Notebook Assignment.
- Watch the lesson for *The Tempest* assignment and complete the Quiz.
- Complete the Scheme assignment and submit it through the Dropbox.
- Complete the Author Profile and submit it through the Dropbox.

## Week 4

### **Lesson 1:**

- Read "Shakespeare and the Bible" and complete the Notebook assignment.
- Complete the assignment Screwtape Letters 3 and post to the Discussion Board.
- Start work on your Historical Analysis.

### **Lesson 2:**

- Read *The Tempest* Act II and complete the Notebook Assignment.
- Watch the lesson for *The Tempest* assignment and complete the Quiz.
- Complete the Scheme assignment and submit it through the Dropbox.
- Complete the Historical Analysis assignment and submit it through the Dropbox.

## Week 5

### **Lesson 1:**

- View "Miranda" by J.W. Waterhouse and complete the Notebook assignment.
- Complete the assignment Screwtape Letters 4 and post to the Discussion Board.
- Start work on your Gospel Analysis.

### **Lesson 2:**

- Complete the Scheme assignment and submit it through the Dropbox.
- Read *The Tempest* Act III and complete the Notebook Assignment.
- Watch the lesson for *The Tempest* assignment and complete the Quiz.
- Complete the Gospel Analysis assignment and submit it through the Dropbox.

## Week 6

### **Lesson 1:**

- Complete the assignment Screwtape Letters 5 and post to the Discussion Board.
- Read "Of Civil Government: Of the State of Nature" and complete the Notebook assignment.
- Start work on your Connection Essay.

### **Lesson 2:**

- Complete the Scheme assignment and submit it through the Dropbox.
- Read *The Tempest* Act IV and complete the Notebook Assignment.
- Watch the lesson for *The Tempest* assignment and complete the Quiz.
- Complete the Connection Essay assignment and submit it through the Dropbox.

## Week 7

### **Lesson 1:**

- Complete the assignment Screwtape Letters 7 and post to the Discussion Board.

- Read "Of Civil Government: Of Paternal, Political, and Despotical Power, considered together" and complete the Notebook assignment.
- Start work on your Novel Summary.

### **Lesson 2:**

- Complete the Scheme assignment and submit it through the Dropbox.
- Read *The Tempest* Act V and complete the Notebook Assignment.
- Watch the lesson for *The Tempest* assignment and complete the Quiz.
- Complete the Novel Summary assignment and submit it through the Dropbox.

### Week 8

#### **Lesson 1:**

- Complete the assignment Screwtape Letters 8 and post to the Discussion Board.
- Read "Conciliation with the Colonies (Part I)" by Edmund Burke and complete the Notebook assignment.
- Start work on your Word Study.

#### **Lesson 2:**

- Complete the Scheme assignment and submit it through the Dropbox.
- Read "Conciliation with the Colonies (Part II)" and complete the Notebook Assignment.
- Complete the Word Study assignment and submit it through the Dropbox.

### Week 9

- Midterm Exam
- Midterm Synthesis Essay

### Week 10

#### **Lesson 1:**

- Complete the assignment Screwtape Letters 10 and post to the Discussion Board.
- Complete the Introduction to *Sense and Sensibility* Assignments and submit through Dropbox.
- Review the Resources for *Sense and Sensibility*
- Read "Three or Four Families in a Country Village" and complete the Notebook assignment.
- Read "Marriage and the Alternatives" and complete the Notebook assignment.
- Start work on your Author Profile.

#### **Lesson 2:**

- Complete the Scheme assignment and submit it through the Dropbox.
- Read *Sense and Sensibility* 1.1 and complete the Notebook Assignment.
- Watch the lesson for *Sense and Sensibility* assignment and complete the Quiz.
- Complete the Author Profile assignment and submit it through the Dropbox.

### **Week 11**

#### **Lesson 1:**

- Complete the assignment Screwtape Letters 11 and post to the Discussion Board.
- Read *Sense and Sensibility* 1.2 and complete the Notebook assignment.
- Watch the lesson for *Sense and Sensibility* assignment and complete the Quiz.
- Start work on your Historical Analysis.

**Lesson 2:**

- Complete the Scheme assignment and submit it through the Dropbox.
- Read *Sense and Sensibility* 1.3 and complete the Notebook Assignment.
- Watch the lesson for *Sense and Sensibility* assignment and complete the Quiz.
- Complete the Historical Analysis assignment and submit it through the Dropbox.

Week 12

**Lesson 1:**

- Complete the assignment Screwtape Letters 12 and post to the Discussion Board.
- Read *Sense and Sensibility* 2.1 and complete the Notebook assignment.
- Watch the lesson for *Sense and Sensibility* assignment and complete the Quiz.
- Start work on your Gospel Analysis.

**Lesson 2:**

- Complete the Scheme assignment and submit it through the Dropbox.
- Read *Sense and Sensibility* 2.2 and complete the Notebook Assignment.
- Watch the lesson for *Sense and Sensibility* assignment and complete the Quiz.
- Complete the Gospel Analysis assignment and submit it through the Dropbox.

Week 13

**Lesson 1:**

- Complete the assignment Screwtape Letters 13 and post to the Discussion Board.
- Read *Sense and Sensibility* 2.3 and complete the Notebook assignment.
- Watch the lesson for *Sense and Sensibility* assignment and complete the Quiz.
- Start work on your Connection Essay.

**Lesson 2:**

- Complete the Scheme assignment and submit it through the Dropbox.
- Read *Sense and Sensibility* 3.1 and complete the Notebook Assignment.
- Watch the lesson for *Sense and Sensibility* assignment and complete the Quiz.
- Complete the Connection Essay assignment and submit it through the Dropbox.

Week 14

**Lesson 1:**

- Complete the assignment Screwtape Letters 14 and post to the Discussion Board.
- Read *Sense and Sensibility* 3.2 and complete the Notebook assignment.
- Watch the lesson for *Sense and Sensibility* assignment and complete the Quiz.
- Start work on your Literary Summary.

**Lesson 2:**

- Complete the Scheme assignment and submit it through the Dropbox.
- Read *Sense and Sensibility* 3.3 and complete the Notebook Assignment.
- Watch the lesson for *Sense and Sensibility* assignment and complete the Quiz.
- Complete the Literary Summary assignment and submit it through the Dropbox.

Week 15

**Lesson 1:**

- Complete the assignment Screwtape Letters 15 and post to the Discussion Board.
- Read "Tintern Abbey" and "Intimations of Immortality" by William Wordsworth and complete the Notebook assignment.
- Start work on your Word Study.

**Lesson 2:**

- Complete the Scheme assignment and submit it through the Dropbox.
- Read "When I have fears that I may cease to be" and "The Human Seasons" by John Keats and complete the Notebook Assignment.
- Complete the Word Study assignment and submit it through the Dropbox.

Week 16

**Lesson 1:**

- Complete the assignment Screwtape Letters 15 and post to the Discussion Board.
- Read "She walks in beauty" and "Prometheus" by Lord Byron and complete the Notebook assignment.
- Start work on your Poetry Analysis Essay.

**Lesson 2:**

- Complete the Scheme assignment and submit it through the Dropbox.
- Read "The Cloud" and "Political Greatness" by Percy Shelley and complete the Notebook Assignment.
- Complete the Poetry Analysis Essay assignment and submit it through the Dropbox.

Week 17

- Final Exam
- Final Synthesis Essay



## Grammar Lesson Concordance

As we progress through the course, you may find a need to brush up on some of your grammar rules. If that is the case, here are the most common grammatical errors and which lessons cover those topics.

Grammatical Error	Lesson Addressing the Error
Sentence Fragments	Two-Word Sentence Smack-Down
Run-On Sentences	Dependent vs. Independent
Dangling Modifiers	Only You Can Prevent Dangling Modifiers
Wrong or Missing Prepositions	I've Got a Preposition for You
Double Negatives	Register Swap
The Absolute	The Absolute Zoom Lens
No Comma in a Compound Sentence	Flipping for the Compound Sentence
Comma Splice	From Splice to Nice
No Comma After an Introductory Element	AAAWWWUBBIS
No Comma in a Nonrestrictive Element	Basket Case
No Comma Setting Off Additions at the End of a Sentence	Life Detectives
Lack of Commas in a Series	Think Aloud—Commas, are you serial?
Vague Pronoun Reference	Marking Text
Pronoun-Antecedent Agreement Error	Where Have All the Pronouns Gone?
Pronoun Case Error	The Case of the Pesky Pronoun
Possessive Apostrophe Error	Animated About Apostrophes



## **Notebook Assignment: Rhetorical Reading Tips**

Definitions:

Conceptual Knowledge:

Procedural Knowledge:

Rhetoric:

Reason and Record: What two things do you have to understand when you read?

Record: What eight questions do rhetorical readers ask?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Reason and Record: Why is it important to be an active reader and not a passive reader?

Relate and Record: How would you rate yourself as a rhetorical reader? Where are your strengths as a reader? Where could you improve?



# How to Read for Class



## ACTIVE READING SKILLS

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### Example #1



- Jo Jo picks up a book, curls up on the couch, and starts to read. He knows his assignment is to read 20 pages, so he reads every word on every page until his assignment is finished. Then he puts his book in his backpack. His homework is complete.

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## Example #2



- Koko prepares to read chapter 15 in her history textbook by skimming through the paragraph headings, bracketing paragraphs that she knows will be emphasized on her test, and writing three questions to guide her reading. Then she reads the chapter and underlines important quotes, boxes key names and dates, and highlights words that she doesn't understand. She summarizes important paragraphs in her own words in the margins, makes a brief outline of the sequence of significant events, and writes questions about the contents of paragraphs. After she completes her chapter, she reviews what she wrote in her textbook and what she wrote in her notebook and then writes a three-sentence summary of the chapter, which she will be able to come back to when she studies for her test.

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## Which example demonstrated active reading strategies?



- How?
- How would you compare and contrast example #1 with example #2?
- Which example seems more effective for studying for a test?
  - Why?
- Which example seems more effective for remembering what you read?
  - Why?
- Which example do you usually follow when you read?
  - Why?
- Which example would help you the most this year?
  - Why?

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## SQ3R



- SQ3R is an active reading strategy that will help you know *how* to mark and annotate as you read.
  - S = Survey
  - Q = Question
  - R = Read
  - R = Recite
  - R = Review

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## Survey



- Quickly skim your entire assignment.
  - Write down your purpose for reading. What is the learning outcome that your teacher expects?
  - Remember the contexts of what you'll read in order to understand the author's point of view.
  - Look for any headings, pictures, captions, charts, bolded or italicized words, or introductions and conclusions that will give you an overview or outline of what you'll read. Understand the big picture.
  - State the main ideas of the material.
  - Make predictions.

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## Question



- Write down questions that will help you to provide answers on assessments that will hold you accountable for what you'll read.
  - Continue to ask yourself questions as you read, such as
    - ✦ How would I paraphrase this section if I were teaching it to someone?
    - ✦ What are the main points? What is the author's argument?
    - ✦ How does the author support his/her assertions? Is it effective?
    - ✦ What vocabulary words or concepts should I look up to better understand what I'm reading?
    - ✦ What assumptions does the author make? How do those assumptions support or contradict what I've previously read about the topic(s)?
    - ✦ Do you disagree or agree with the author? Why?

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## Read



- Actively read your assignment with pen in hand!
  - Read an assignment in small sections. Try to understand each section on its own *and* as it fits within the larger structure of the chapter and book. Take short breaks between sections to thoughtfully consider what you've read.
  - Write margin notes to paraphrase sections, state main ideas, record key facts or observations, draw helpful illustrations, create outlines or charts, write questions, make cross-references, etc.
  - Mark the text by underlining, boxing, bracketing, shading, circling, coloring (according to a color-code system), etc. Use a system that works for you.
  - Copy extremely important quotations, outline important ideas/arguments/details/observations/reflections/reactions, write key questions and comments, etc., in a notebook.
  - Ask yourself questions (remember the previous slide) before you read each paragraph, and then answer them as you read the paragraph.
  - Interpret and analyze as you read (so you won't have to go back and do it later).
  - Look up words or concepts that will help you understand what you're reading.
  - Track your predictions.

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## Recite



- Hold yourself accountable as you read by quizzing yourself as you read.
  - After each section, ask yourself your questions. Try to answer them without looking back at the text. If you can't answer them, find the answers in the text before moving on.
  - Stop from time to time to see if you can paraphrase what you've read: the main ideas, an outline of events, the most important details, etc.
  - Try to visualize what you've just read. Replay it in your mind until it makes sense.
  - In a notebook, write notes or create outlines about what you've read.
  - Try to guess what other questions your teacher might ask you about what you've read. Answer them.

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## Review



- After you've completed your reading assignment, write a summary that includes all of the most important information that you would want to use to prepare for a test (main ideas and terms, key individuals and events, important pieces of supporting evidence, examples, etc.).
  - Reread your outline, add to it, memorize it, and recite it from memory.
  - Review your questions and their answers.
  - Review your margins notes and marking.
  - Read through your notes in your notebook.
  - Assess what you've read. Take time to ponder and evaluate. Do you agree with what you've read? Why or why not? Why did your teacher assign the reading to you? What do you think you were supposed to take away from the reading? What did you take away from the reading?
  - In your notebook, write down any lingering questions. Write down your opinions about the reading in the form of comments.
  - After you do everything else, consider all you've done and write a summary that condenses it into a helpful nugget of information that you will want to refer to again and again—to study for an assessment, to prepare for an assignment, or to explain what you've learned to friends.

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## If you want to learn more...



- Go to [istudy.psu.edu](http://istudy.psu.edu)
  - I adapted my presentation from the strategies explained on the Penn State University website's "Active Reading" module.



## **Notebook Assignment: Learning to Love Learning**

**Research:** Read “Learning to Love Learning” by David A. Bednar

\*As you read, implement the strategies from “How to Mark/Annotate.”\*

**Reason and Record:** Summarize your reading in three succinct sentences.

**Reason and Record:** How is learning to love learning “central to the gospel of Jesus Christ?”

**Reason and Record:** How is learning to love learning “vital to our ongoing spiritual and personal development?”

**Reason and Record:** Why is learning to love learning “an absolute necessity” for our lives during this time in the history of the world?

**Relate and Record:** Choose a scripture from any of the Standard Works and relate it to this reading selection. (150-250 words)

**Relate and Record:** Choose one of the Seven Principles of Christian Education and relate it to this reading section. (150-250 words)

**Three Insights to Share:** Please record your three most profound insights from the assignment. Be prepared to share.

**1.**

**2.**

**3.**

**Three Questions to Ask:** Please record the three questions about your reading that you would most like to have answered.

**1.**

**2.**

**3.**

**Three Vocabulary Words and Their Definitions:** Please find three words that are significant to understanding the source(s). Look up and record their definitions here.

**1.**

**2.**

**3.**

**Additional Notes:** Please record additional reasoning and relating that you would like to preserve in your notebook here.



## **Reading and Writing Autobiography**

Understanding who you are now as a reader and a writer will allow you to identify how to become the reader and writer that you will need to be in college and beyond. There are no perfect readers or writers—we all have things we can improve. This is your chance to identify where your strengths and weaknesses are, and begin to improve those weaknesses.

Your first essay will be a Personal Essay. Your work on this essay will allow me to see the following things: how well you follow instructions, what your understanding is of essay writing, and a taste of who you are as an individual.

Please address the following questions in your essay:

1. What is your current status as a reader? What positive and negative reading experiences have you had?
2. What is your current status as a writer? What positive and negative writing experiences have you had?
3. What is your family's view on reading and writing? Who would you consider the best reader in your family and why? Who would you consider the best writer in your family and why?
4. What goals will you set to improve your reading over the course of the year?
5. What goals will you set to improve your writing over the course of the year?

Personal Essays have a relatively open format, but you should use any strategies you have learned in the past about how to write a good essay so I can see where your understanding is. This essay should be between 2-3 pages, double-spaced.

# The 4R-ing Method at a Glance

## How to Inspire Internal Changes that Qualify for External Blessings



*"I teach them correct principles, and they govern themselves."*

Joseph Smith

### Research

- **Definition**
  - "To diligently inquire and examine in seeking facts and principles" (Webster's 1828 Dictionary)
- **Application**
  - Research vocabulary as part of a word study
  - Read a novel
  - Perform an experiment
  - Read a primary source
  - Observe an activity
  - Study a map
  - Study the grammar of a sentence
  - Listen to a piece of music
  - Examine a piece of art
  - Inspect a mathematical formula

# The 4R-ing Method at a Glance

## How to Inspire Internal Changes that Qualify for External Blessings

### Reason

- **Definition**
  - “To identify the cause or ground of conclusion; that which supports or justifies” (Webster’s 1828 Dictionary)
- **Application**
  - From your research, describe, define, divide and classify, compare and contrast, determine cause and effect, identify particulars, summarize, and evaluate *in order to* learn lessons, principles, and truths.

### Relate

- **Definition**
  - “To tell or recite; to apply fact and truth to life and knowledge” (Webster’s 1828 Dictionary)
- **Application**
  - From your research and reasoning, apply lessons, principles, and truths to your life through demonstrating and explaining them in your own words in an activity, connecting them to a situation in your life, setting goals to implement them in your life, and, especially, choosing to live by them after class is over.

# The 4R-ing Method at a Glance

## How to Inspire Internal Changes that Qualify for External Blessings

### Record

- **Definition**
  - “To write a regular, authentic, official copy for preservation of what was studied”  
(Webster’s 1828 Dictionary)
- **Application**
  - Throughout the 4R-ing process, create a written record of the lessons, principles, and truths that *you* learn from *your* research, reasoning, and relating through annotations and summaries in your notebook, essays, theses, projects, journals, letters, poems, speeches, plays, etc.

# The 4R-ing Method at a Glance

How to Inspire Internal Changes that Qualify for External Blessings

## Two Models of 4R-ing in Action

### A Simpler Model

- **Research**
  - Read a poem. **Record annotations about it in your notebook.**
- **Reason**
  - Reason lessons, principles, and truths from the poem. **Record them in your notebook.**
- **Relate**
  - Apply the lessons, principles, and truths to your life. **Record your applications in your notebook.**
- **Record**
  - Write an analytical essay about the poem to synthesis your reasoning and relating.

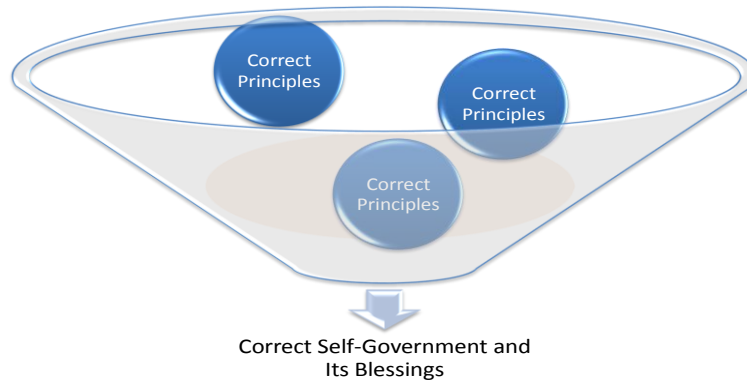
### A More Complex Model

- **Research**
  - Read a chapter in a novel. **Record annotations about it and write a brief summary of it in your notebook.**
- **Reason**
  - Reason lessons, principles, and truths from the chapter. **Record them in your notebook. Then answer short-answer questions to demonstrate your reasoning.**
- **Relate**
  - Apply the lessons, principles, and truths to your life. **Record your applications in your notebook. Then write a short story, with yourself as the main character, to show how you could apply what you've learned.**
- **Record**
  - In a group, write a miniature musical to teach others the principles and applications that you discovered.

# The 4R-ing Method at a Glance

How to Inspire Internal Changes that Qualify for External Blessings

## Internal to External through 4R-ing



“But if ye will nourish the word, yea, nourish the tree as it beginneth to grow, by your faith with great diligence, and with patience, looking forward to the fruit thereof, it shall take root; and behold it shall be a tree springing up unto everlasting life.” (Alma 32:41)



## **Notebook Assignment: Serving the Lord and Resisting the Devil**

**Research:** Read “Serving the Lord and Resisting the Devil” by James E. Faust  
As you read, implement the strategies from “How to Mark/Annotate.”

**Reason and Record:** Summarize your reading in three succinct sentences.

**Reason and Record:** Why is it important to understand how Satan works? What warnings does Elder Faust give us when learning about this topic?

**Reason and Record:** Why are “small sins” so dangerous?

**Reason and Record:** What are some ways that our actions could be considered “pleasing the devil?”

**Relate and Record:** Choose a scripture from any of the Standard Works and relate it to this reading selection. (150-250 words)

**Relate and Record:** Choose one of the Seven Principles of Christian Education and relate it to this reading section. (150-250 words)

**Three Insights to Share:** Please record your three most profound insights from the assignment. Be prepared to share.

**1.**

**2.**

**3.**

**Three Questions to Ask:** Please record the three questions about your reading that you would most like to have answered.

**1.**

**2.**

**3.**



## Author Profile

The purpose of the author profile is to take a look at the author of a piece and begin to understand who the author is, and how their life and beliefs can be identified in their work. The author's profile is done at the beginning of the reading in order to allow you to begin looking for the author in the text itself.

You will need to do your own research for this assignment. I will provide a variety of Author resources, or there are a myriad of others available at local libraries or online. Regardless, the idea is to get to know the author and to understand that the piece of literature was written by *somebody*—a person who had a life and experiences and saw the world in a unique way.

Don't forget to incorporate the Rhetorical Scheme from this week in your Author Profile. Highlight your example in your paper.

### Format:

*Author's Name*

*Birth Date*                      *Place*

*Death Date*                      *Place*

*Genre(s)*

*Best Known Works*

*Themes or Subjects*

What does the author mostly write about?

*Brief Biography* (200-300 words)

*Analysis* (100-150 words)

How does this author use his or her personal experiences in his or her work? What makes this author unique or important?

## Sample: Author Profile

### **Author Profile: George Eliot**

*Author's Name: Mary Anne Evans (aka George Eliot)*

*Birth Date: November 22, 1819*

*Place: South Farm, Arbury, England*

*Death Date: December 22, 1880*

*Place: London, England*

*Genre(s): Fiction, Essays*

*Best Known Works: Middlemarch, Silas Marner, Adam Bede, The Mill on the Floss*

*Themes or Subjects*

Evans focused a great deal on provincial England and the interactions and relationships that occur in small towns. She also incorporated a great deal of psychological insights into her characters, allowing the readers to understand them on a deeper level.

*Brief Biography*

Mary Evans was one of the most important writers of the Victorian Era in England. Born to a family of both full- and half-siblings, family life and dynamics played an important role in her life. Because of her intelligence (and lack of physical beauty) her father invested in her education since marriage would have been difficult. After the age of 16, she took a less formal approach to education and became more self-educated through extensive time in the library where she lived.

During her life, Evans wrote a great deal, and worked as both a literary editor as well as an author. She adopted the penname "George Eliot" not because there were no women authors at the time (as there were many) but instead to distance herself from the notion that women writers only wrote silly romance stories. She was quite successful as an author, and enjoyed critical acclaim during her lifetime.

Evans struggled a great deal with religious belief during her time. She spent a great deal of time with people who were unhappy with organized religion and found that the Anglican church did not answer her questions. Because of this, when she died she was not buried in Westminster Abbey, but instead was interred in Highgate Cemetery in London. This cemetery was set aside specifically for church dissenters or agnostics.

*Analysis*

What makes Evan's work important is the study of small-town life in England, particularly how outcasts are treated. Having been raised in a small-town, and holding religious views that were not popular, Evans understood the difficulties that come to those that are disillusioned with the established religion of the time. In *Silas Marner*, Evans explores the idea

of how simple acts of kindness, and how the love of a child, can be instrumental in bringing society and outcasts back together. In this sense, she portrays the idea that love should be the most important aspect of those who profess to be religious.



## Historical Analysis

Just as the Author Profile asks you to consider the person who wrote a particular piece of literature, the Historical Analysis asks you to consider the world that the person lived in. There are so many influences that impact the way we view the world: political structures, financial institutions, social expectations, etc. Your job is to look at the historical context of the author's world and identify those influences in their writing.

I will provide historical and cultural context resources, but feel free to branch out and find information on your own. You are welcome to use either historical or cultural contexts as the basis for your paper, but be sure that you have enough information to write a solid analysis.

Don't forget to incorporate the Rhetorical Scheme from this week in your Historical Analysis. Highlight your example in your paper.

### **Format:**

*Event or Era*

*Place*

*Time*

*Event Summary* (150-200 words)

*Key Players*

Choose 3-4 key people involved in the event, and briefly (one sentence) describe their role.

*Analysis* (300-500 words, 3 paragraphs)

Why is this event significant?

What was the "turning point" in this event?

How is this event relevant today?



## Gospel Analysis

Separate from the Historical Analysis which covers events that would be found in history books, I also want you to do a Gospel Analysis. The events that led up to the Restoration started hundreds of years before. The events that happened in Europe, and in England in particular, played a great part in leading up to what happened in the Sacred Grove. This assignment asks you to put the issues and events of the novel into the context of the world's preparation for the Restoration.

Don't forget to incorporate the Rhetorical Scheme from this week in your Gospel Analysis. Highlight your example in your paper.

You can start here to begin your research:

<http://lds.org/manual/church-history-in-the-fulness-of-times-student-manual/chapter-one-prelude-to-the-restoration?lang=eng>

### **Format:**

*Time Period*

*Place*

*Key Players*

Choose 3-4 key people and briefly (one sentence) describe their role.

*Summary of Event(s)* (200-300 words)

What important events occurred during this time that led to the circumstances of the Restoration? Summarize them briefly.

*Analysis* (200-300 words)

How do these events connect to the historical events of this time period?

What influence did these events have on the author, society, or piece of literature?

## **Sample: Gospel Analysis**

*Time Period: Victorian Era (1840-1860)*

*Place: United States*

*Key Players*

Brigham Young: President of the Church and Pioneer

Parley P. Pratt and John Taylor: Missionaries serving in England

*Summary of Event(s) (150-250 words)*

Beginning in 1846, members of the Church began their westward trek toward what would ultimately be the Salt Lake Valley. Persecutions in Nauvoo, culminating in the death of the Prophet Joseph Smith at Carthage Jail, had made it clear that the Saints would not be safe if they chose to stay where they were. Saints suffered in a variety of ways, from political persecution to physical damage caused by angry mobs. Ultimately Brigham Young was counseled by the Lord to take the Saints and leave their beautiful city of Nauvoo.

Traveling to the new Zion meant a great deal of struggle. Saints ultimately left what was the United States and tackled the untamed wilderness. The winter of 1846-47 was harsh, and those staying at Winter Quarters suffered greatly. Many pioneers lost belongings, health, and family members to the difficult trek. In many ways, it was a miracle that the Saints arrived and were able to colonize in the desert we now know as Utah.

At this same time, missionaries were serving missions in England. Within months of their arrival in 1837, hundreds of people converted and were baptized. These members then saved money to make the journey to join the Saints in America. Many of them, upon arrival in the United States, then made the difficult journey to Utah.

*Analysis (200-300 words)*

An interesting connection between *Silas Marner* and the situation of the Saints living in Nauvoo, and ultimately Utah, arises when you look at one of the major themes of the book. Silas, in his innocence, becomes an outcast and ultimately decides to leave his home because of the attitudes and betrayal of the people who used to be his friends. In this sense, we can see a parallel between Silas and the Saints who left their homes because of persecutions and rejection from those who, in some cases, had been their friends. They, like Silas, left to find a place where they could live in peace and not have to suffer because of the choices of others.

In addition, the religious sentiment expressed by Evans throughout her life speaks to the success that the missionaries had in England. There were many there who found the established religions as falling short. Too many questions went unanswered, and many were seeking to find truth elsewhere. While Evans herself never seemed to find those answers, thousands of others, struggling with the same emptiness, found fulfillment through the Gospel of Jesus Christ

brought to England by the missionaries. Evans' own search is representative of thousands of others.

Sources:

*Our Heritage: A Brief History of the Church of Jesus Christ of Latter-day Saints.* USA: Intellectual Reserve, Inc. 1996. Print.



## Connection Study

One of the most important aspects of reading literature is making connections. There are dozens of connections that can be made with what you read, though sometimes you need to take the time to discover them.

For the sake of simplicity, we will categorize the types of connections you can make with a text as: text-to-text, text-to-self, and text-to world. A text-to-text connection is when you connect what you are currently reading with another text—this can be another book, a poem, a movie, a short story, etc. A text-to-self connection asks you to think about your own experiences and ideas and find how they relate to what you are reading. A text-to-world connection broadens the view and asks how what you are reading relates to things going on currently in the world around you.

Don't forget to incorporate the Rhetorical Scheme from this week in your Connection Study. Highlight your example in your paper.

### **Format:**

*Novel:*

*Author:*

*Text-to-Text Connection* (100-150 words)

Explain the connection.

Reason what this connection teaches you about the text.

*Text-to-Self Connection* (100-150 words)

Explain the connection.

Reason what this connection teaches you about the text.

*Text-to-World Connection* (100-150 words)

Explain the connection.

Reason what this connection teaches you about the text.

Sample: Connection Study

*Novel: Silas Marner*

*Author: George Eliot*

*Text-to-Text Connection*

In reading *Silas Marner*, I was reminded of the story of King Midas. After showing kindness to a satyr who had fallen drunk in Midas' garden, he was granted the choice of whatever gift he desired. His choice was to have everything he touched turn to gold. In this, he reminds me of Silas at the beginning of the novel where the most important thing to him is the collection of gold coins he has gathered over the years. He obsesses over it, and it becomes more important than anything else.

In the story of Midas, ultimately he realizes that this ability is actually more of a curse. This is shown most powerfully when he touches his own daughter and turns her into a golden statue. In this way, the story turns out much more tragically than Silas' story. Where Midas loses everything he loves, including his daughter, Silas gains everything when he loses his money, including a daughter. The juxtaposition of the two shows me that in the end it is not money that will make us happy, but rather our relationships and families.

*Text-to-Self Connection*

In considering *Silas Marner* in light of my own life, I found that Dolly Winthrop's actions hit very close to home. Watching how Silas starts out as cold and unappreciative of Dolly's gestures of kindness, and then grows to see her as a friend, reminded me of the times when people have offered to help me and I have turned them down. This is always because of pride—because I believe I can do these things on my own.

What I have come to learn, however, is that these little acts of kindness are as much for the giver as for the receiver. There are times when people need the chance to do something for someone else, and if we deny them that opportunity because of our pride, we are making their lives more difficult. Fortunately, Dolly was persistent and Silas ultimately appreciates her actions. Hopefully I can learn to do the same.

*Text-to-World Connection*

The connection that I see most prevalent in our society today is the fixation on material wealth. Just as Silas would spend every night counting his money, touching his money, obsessing over his money, the world is full of people who have put money as the most important thing in their lives. While they may not have piles of coins hidden in their floor, they have televisions, cars, boats, and other material items that they believe will make them happy.

Unfortunately, in doing so, they often push away the things that matter most. Husbands work overtime to provide their families with things—items that they don't need—and end up sacrificing time with their families. Wives sometimes choose to work instead of being home in

order to maintain an unnecessary standard of living. The more people focus on money, the less they focus on family and relationships that will last into the eternities.



## Novel Summary

After reading the novel, it is time to look back over the text and determine the most important elements of the novel.

Don't forget to incorporate the Rhetorical Scheme from this week in your Novel Summary. Highlight your example in your paper.

### **Format:**

*Novel Title*

*Author*

*Setting*

Be sure to include time and place.

*Brief Plot Summary* (100-200 words)

*Main Characters*

Briefly describe the 3-4 main characters using only adjectives. Each adjective can only be used once, so grab a thesaurus if you need one.

*Theme and Analysis*

What is the main point the author is trying to get across? This should be a complete sentence. Themes are not one word like "love" or "family." A theme would communicate what the author is saying *about* love or *about* family. "Love conquers all" or "the family that plays together, stays together." Then, write a paragraph(150-200 words) explaining how you know this is the theme. (This is akin to a body paragraph—have a topic sentence, examples from the text, and a conclusion.)

*Quote*

Choose a quote that you feel is the most important of the novel. It might be short (a few lines) or long (a page), but you want to make sure that you pick something that embodies the novel.

Explain why that quote is important in, or demonstrative of, the novel. (100-150 words)

## **Sample: Novel Summary**

*Novel Title: Silas Marner*

*Author: George Eliot*

*Setting*

Small English town of Raveloe, during the 19<sup>th</sup> century

*Brief Plot Summary (100-200 words)*

Silas Marner, after being wrongfully accused of a crime he didn't commit, left his home and found a new place to live in Raveloe. He becomes a solitary man, refusing to associate with others unless it has to do with his work as a weaver. At night he spends his time counting his money—the only thing he really cares about. One night, Silas' money is stolen by the town rogue, Dunstan Cass, who then disappears. Silas turns to the town for help, and finds sympathy particularly from Dollie Winthrop.

Meanwhile, Dunstan's brother, Godfrey Cass, is keeping a terrible secret. He had married a drug addict some years before, and fathered a child. Though he tried to keep her a secret from everyone, including Nancy Lammeter (the woman of Godfrey's dreams), his wife decides to publically humiliate Godfrey because of the terrible way he has treated her. However, in the midst of the snowstorm she is walking through on her way to do the deed, she becomes disoriented and sits down to rest. Years of drug abuse and poor health take their toll, and she dies in the street. Her child, however, wanders into the closest home and finds Silas there. He decides to take her in, seeing as how her mother is dead and no one claims her.

Years later, Eppie (the child) has grown into a lovely young woman who loves and cares for Silas in his old age. Godfrey, who married Nancy after the death of his previous wife, finally confesses to her what he had done. Though he wishes to claim Eppie as his daughter, Eppie has no desire to leave Silas after he had cared for her and raised her. Godfrey has to be content with the consequences of his choices, and Silas lives out the rest of his days content and cared for.

*Main Characters*

Silas Marner: solitary, focused, innocent

Godfrey Cass: ashamed, cowardly, insecure

Nancy Lammeter/Cass: beautiful, proper, wise

Eppie: golden, happy, compassionate

*Theme and Analysis*

One theme that is manifested in *Silas Marner* is "Do the right thing, no matter what the consequences." Having been deeply wronged at the beginning of the book (by people who clearly knew better), Silas could have lived the rest of his life in solitude. However, when

presented with the chance to do the right thing, in this case to take in Eppie, Silas gives up what he had in order to care for the orphaned girl. Dunstan never does the right thing, and his death is barely noted. Godfrey realizes at the end of the novel that he should have done the right thing in the first place, and recognizes that because of this choice, someone else ended up with Godfrey's happiness. Eliot's tale is one that admonishes people to consider the basic questions of right and wrong, and to choose to do what is right, even when that is the more difficult choice.

#### *Quote*

"I can't say what I should have done about that, Godfrey. I should never have married anybody else. But I wasn't worth doing wrong for—nothing is in this world. Nothing is so good as it seems beforehand—not even our marrying wasn't, you see."—Nancy, page 136

This quote, found in Chapter 18, summarizes much of what Eliot hopes to convey through *Silas Marner*. Nancy is talking to her husband, Godfrey, who has finally confessed to her that he had been previously married and fathered a child. Nancy, who had wanted children but was never blessed with them, chides Godfrey for not being honest with her. Godfrey insists that she would never have married him had she known. Her response, shown in the quote, demonstrates the main point: doing the right thing is much more important than anything else. In fact, for Nancy, nothing in the world is "worth doing wrong for." This includes those things that seem so good and desirable at the time. Eliot's message about doing the right thing comes through clearly in this quote from Nancy.



## Word Study

### What is a word study?

A word study is more than simply looking up the definition of a word in the dictionary. It is an opportunity that allows us to search the words of God to discover truth. God is the source of all truth and therefore it makes sense for us to search the scriptures and the words of the prophets to understand important concepts. As you study a word in depth and create your own definition, you will gain insights and understanding that is unique to this type of assignment.

### Part I: Word Selection

Choose a word (most likely a theme from one of the assigned novels) to study in more depth. The following list will give you an idea of what types of words make an effective word study: *sacrifice, disciple, fear, faith, charity, humility, wisdom, consecration, hope, etc.*

### Part II: Definition from Noah Webster's 1828 *American Dictionary of the English Language*

- #1) Select the definition which is most appropriate for our course of study and record it.
- #2) Look up any words that are unfamiliar to you. You need to provide definitions for at least two key words.
- #2) Parts of speech and etymology aren't required, but suggested. Understanding the root of a word can provide additional insights into the word's true meaning.

### Part III: Quotes from Prophets and Apostles

- #1) Research what the prophets and apostles have said about this subject. You need to select at least two quotes from members of the Quorum of the Twelve Apostles or the First Presidency. These quotations can come from books, lds.org, Church magazines, and hymns (written by an apostle or prophet).
- #2) If you would like to use more than two quotes, you may also include words of wise leaders (men and women).
- #3) Provide the source citation in the correct format

(Book) Joseph Fielding Smith. *Words of the Prophets*. "Doctrines of Salvation- Sermons and Writings of Joseph F. Smith." Volume II, pg. 311.

(Ensign Article) Henry B. Eyring, "That He May Write upon Our Hearts," *Liahona*, Aug 2009, 2-7.

#4) Reason a principle from the quote. It has to be something new, not something that it already said in the quote. The principle is truth (unchanging). Examples of principles include *obedience, faith, knowledge, virtue, God's principle of individuality*, etc. Write 2 or 3 sentences describing how you reasoned this principle.

#### **Part IV: Scriptures**

#1) Research the scriptures that provide insights into your chosen topic. You need to provide 2-4 appropriate scriptures. Use the Bible Dictionary, Index, and lds.org to make your search more effective.

#2) In most cases the scripture will contain the exact word you are studying. However, in rare circumstances in which scriptures with the chosen word are limited, you may include scriptures with words containing synonyms.

#3) It is extremely helpful to provide background information about the scripture:

Who is the speaker?

Who is the audience?

What is the occasion?

#4) Reason a principle of truth as outlined in the previous section.

#### **Part V. Personal Definition**

If a stranger asked you the definition of this word, you could provide a personalized definition using the insights you have gained in doing the word study. Refer back to the principles you have reasoned and provide a well-constructed definition (at least five sentences). Don't quote scriptures or other sources in this section. The wording needs to be completely your own.

#### **Part VI. Relating**

Give a specific action plan of what you are going to do now that you have gained this new knowledge. When I say specific, I mean something measurable. "I will be nicer to other people" is not specific. "I will help my brother with his homework this week" is specific. How will you relate this word and its meaning to your life? You need to write a well-developed paragraph of 7-8 sentences.

## Example Word Study:

### Unity

#### I. Noah Webster's 1828 *American Dictionary of the English Language*

A. The state of being one; oneness. Unity may consist of a simple substance or existing being, as the soul; but usually it consists in a close **junction** of particles or parts, **constituting** a body detached from other bodies. Unity is a thing undivided itself, but separate from ever other thing.

B. junction: The place or point of union.

C. constituting: Setting; establishing; composing; electing; appointing.

#### II. Words of the Prophets and Apostles:

D. Todd Christofferson, "Come to Zion," *Ensign*, Nov 2008, 37–40

"As we consider the unity required for Zion to flourish, we should ask ourselves if we have overcome jarrings, contentions, envyings, and strifes (see D&C 101:6). Forgiveness of one another is essential to this unity."

Marion G. Romney, "Unity," *Ensign*, May 1983, 17

"We of this Church can come to a unity and a oneness which will give us strength beyond anything we have yet enjoyed if we will obtain a sounder understanding of the principles of the gospel and come to a unity in our interpretations of present world conditions and trends. This is the way to come to a unity."

Principle Reasoned: The only way to achieve unity is to overcome any feelings of contention, and to strive to understand the principles of the gospel. If we do this, Zion will prosper. One example of the application of this principle applies to the City of Enoch. The people conquered all their wicked feelings toward one another, and they became so righteous, that God lifted them up to Heaven!

#### III. Scriptures

Psalms 133:1

"Behold, how good and how pleasant it is for brethren to dwell together in unity!"

Mosiah 18:21

“And he commanded them that there should be no contention one with another, but that they should look forward with one eye, having one faith and one baptism, having their hearts knit together in unity and in love one towards another. “

Principle Reasoned: The true followers of Christ are always unified. In the first example, King David is speaking. He brought a divided Israel together during his reign, and they lived in peace and unity for many years. In the second scripture, Alma and his followers have just fled from the wicked King Noah. Because Alma brought the knowledge of the gospel back to the Nephites, they were all brought together, and lived in harmony and love.

#### **IV. Personal Definition**

Unity is really a combination of many concepts. If you strive to be unified, you stop all conflict, long for peace, and invite the Spirit of God to dwell with you. God’s true followers are always unified. We have seen this in our own Latter-day Church. Millions of people have come together. All of our principles and ordinances are the same. We all listen to the same prophet. And most importantly, we all worship the same God.

#### **V. Relating**

Looking at the world today, people are divided everywhere. Whether it is race, political party, even what sports team you cheer for, Satan finds ways to drive us apart and keep “things” or “ideas” more important than loving God and loving our neighbor. Studying the idea of unity has made me realize that it is impossible to become the kind of person I need to be if I allow petty arguments, pride, or excuses come between me and those around me. My goal for taking this knowledge and making it a part of who I am starts with my family. I will spend time with each of my boys individually every day, even if it’s just for five minutes, to talk and make sure they know how much I care about them. In addition, I will work to fellowship the sisters in the ward that sit by themselves in Relief Society. My goal is to find someone sitting by themselves every week and sit next to them to begin building relationships.

## Synthesis Essay



For your final essay for this novel, you will be doing a synthesis essay. As implied by the name, a synthesis essay asks you to synthesize a variety of sources into one. This will require you to bring together all of the elements of the novel you have been working on into one complete essay. All the shorter essays that you have written will be your main sources for information as you bring together the most important aspects of the novel into an over-all analysis of the work. These types of essays are common in university-level writing, as well as on AP tests and some college entrance exams. Being able to think in this way is also an important occupational skill.

To begin a synthesis essay, you need to look over the writing you have done so far. Can you identify any threads or ideas that are common through some of your essays? Can you see the theme of the book connected to the historical events, or find the religious climate reflected in the author's personal life? These ideas should be relatively general in order to encompass as many aspects of the novel as possible. The focus for your synthesis should be to demonstrate how the novel is reflective of the issues, concerns, and/or questions of the world in which it was created, and how those ideas are applicable today.

I'm listing here the different essays you have written so that they are all in one place:

- Author Profile
- Historical Analysis
- Gospel Analysis
- Connection Analysis
- Novel Summary
- Word Study

Through each of these, you have referenced outside material and cited important elements in your writing. Use those sources as much as possible for your synthesis essay—that was the point of doing them! They were the research/prewriting for this final essay.

Use the outline and suggestions on the next page to begin writing.

In addition, make sure you include **AT LEAST** two of the Rhetorical Schemes we've studied so far in your paper.

## How to write a Synthesis Essay

1. Look over your 6 essays looking for commonalities or connections that you can make. You will want to use 3-4 of the categories in your paper, so if you have 2 or 3 that don't seem to connect, that is alright. Some (but by no means *all*) examples of overarching ideas could be:
  - a. The Defects of Human Nature
  - b. The Importance of Family
  - c. The Qualities of a Good Leader
  - d. The Necessity of Getting an Education

From these ideas you should be able to come up with a solid thesis statement. Once you have a thesis statement, write out your 3-4 topic sentences. These sentences would be from the different categories. For example, you could have topic sentences that draw from your historical, author, gospel, and connections resources. That would be four topic sentences that would result in four body paragraphs. Or you could use the word study, novel summary, and author resources. The potential combinations are numerous.

2. Write an outline of your ideas, using the outline to determine the order that will best present the information to prove your point. You should include the sources you intend to include to support your thesis. Be sure you are referencing the direct sources and not your own papers.
3. Using your outline, construct a draft of your paper. (See the model essay if you need some guidance.) Be sure to include a Works Cited page.
4. Once you have written your draft, take a break from the paper. Ideally you would let it stand for at least a day. This means your draft must be done before Friday!
5. Come back after your break and read your paper out loud. Make any changes that you need to based on your reading.
6. Go through the editing/revision process. This includes doing your own editing and revising as well as asking someone else to look over your paper.
7. Check the rubric to make sure that you have included all the important aspects of the paper.
8. Submit your final draft.

## Citing Your Sources



One aspect of paper writing that many students struggle with is the idea of citing sources. Perhaps you are already confident in this area, but if you are not, never fear! You will do plenty of practicing in this class. Hopefully this will take enough of the mystery and confusion out of the process.

I don't want to make so big of a deal that you become paranoid, but citing your sources is an essential part of demonstrating academic integrity. By citing your sources you avoid plagiarism. Plagiarism is, in effect, stealing someone else's ideas. The way we show respect for the ideas and work of others is by giving them credit. That is what citations are about—giving credit where credit is due. There will be no tolerance for plagiarism in this class. Any assignment that contains plagiarized information will be given an automatic "0". Please take the time to cite your sources—it is important on many levels.

There are a number of different formatting methods that are used which dictate the look of your paper as much as the citations. Many of them are content-specific. In other words, people who write for science texts may cite differently than people who write for historical texts. Honestly, it's hard to keep up sometimes. Even within a given citation format, they make small changes every year to "improve" or "clarify" the process. Because of this, I am not going to ask you to memorize how to cite sources. Please use guides and examples to help you. I am, however, going to ask that you understand the basic elements of what goes into a citation so that you know what to look for when you do your research.

Regardless of what format you use, the key is to be consistent. Don't switch formats within your paper. Make sure you use all the rules given by the format you choose. I am going to include guides to two of the main formats: MLA and APA. Again, there are others, but these two are common in collegiate writing. You will use one format with the writing you do for one novel, and then switch to the other format for the next novel. This way, you will have used each format numerous times in order to become familiar with how the rules work. These guides are extensive, and cover many things that will not occur during this course. However, knowing where to find information is one of the keys to correct citations. Be sure to look at the rules for basic formatting, in-text citations, and resource/works cited pages. Those will be the minimum requirements for your papers.

MLA Format Guide from Purdue OWL:

<http://owl.english.purdue.edu/owl/resource/747/01/>

APA Format Guide from Purdue OWL:

<http://owl.english.purdue.edu/owl/resource/560/01/>