

Honors English II

Summer Reading Assignment

revised: 6/2/2016

φ ASSIGNED TEXTS:

- Honors English II students will read both of the texts listed below. While purchasing the texts is not mandatory, it is encouraged. You must bring the texts with you to class.
 - / J.D. Salinger's *Catcher in the Rye*
 - / John Steinbeck's *Of Mice and Men*

φ THESIS-DRIVEN ESSAY: Select one of the following three options and write a persuasive essay; indicate which of the options you select at the top of your essay

- Option A: Select one of the following quotations and *assess its validity* in light of **both** pieces of literature.
 - / "Trials, temptations, disappointments—all these help instead of hinder, if one uses them rightly. They not only test the fiber of a character, but strengthen it. Every conquered temptation represents a new fund of moral energy. Every trial endured and weathered in the right spirit makes a soul nobler and stronger than it was before." --James Buckham
 - / "All men that are ruined, are ruined on the side of their natural propensities." --Edmund Burke
 - / "Literature is the question minus the answer." --Roland Barthes
- Option B: The notion of responsibility can include responsibility for others as well as for one's own actions. Craft an argument about the degree to which a main character from **each** novel is responsible for the outcome.
- Option C: "Discrimination plays a key role in the failure of characters in these works to integrate into society." Assess the validity of the statement in light of **both** novels.
- Additional essay criteria:
 - / minimum 3 pages; shall not exceed 4 pages
 - / 12 point, Times New Roman, double-spaced
 - / Free from mechanical or grammatical errors
 - / Words and ideas that are not your own are cited parenthetically; e.g., (Steinbeck 52) indicates that the words or ideas are from Steinbeck, p. 52
 - / List of Works Cited is included in MLA format
 - / Plagiarism results in a zero on the assignment
- Rubric: refer to attached rubric for specific grading criteria
 - / Assignments will appear on first marking period grades

φ QUESTIONS:

- Address questions to your teacher: Mr. Horn: hornk@warrenhills.org or Mrs. Spanner: spannerk@warrenhills.org

φ SUBMISSION: Bring a hard copy of the essay and rubric with you on the first day of school, September 6, 2016. If you prefer to submit the work early, you may email an attachment with a file name in this form: yourlastname_Engl.docx

English rubric

Name:

Date Submitted:

	5 points each	4 points each	3 points each	2 points each	1 point each
THESIS and TOPIC SENTENCES	<ul style="list-style-type: none"> <input type="checkbox"/> Thesis: strong, clear; demonstrates sophisticated understanding of complexity of the literature; responds to all parts of prompt/selected topic using logical, useful categories to help structure the argument <input type="checkbox"/> Topic sentences: sophisticated, arguable, address a portion of thesis's claim <input type="checkbox"/> Relentlessly focused on the prompt/selected topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Thesis: effective, clear; demonstrates effective understanding of complexity of the literature; responds to all parts of prompt/selected topic using effective categories to help structure the argument <input type="checkbox"/> Topic sentences: effective, arguable, address a portion of thesis's claim <input type="checkbox"/> Effectively focused on the prompt/selected topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Thesis: clear; demonstrates acceptable understanding of complexity of the literature; responds to all parts of prompt/selected topic using acceptable categories to help structure the argument <input type="checkbox"/> Topic sentences: acceptable, arguable, address a portion of thesis's claim <input type="checkbox"/> Acceptably focused on the prompt/selected topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Thesis: may be unclear, demonstrate limited understanding of complexity of the literature, or respond only to portions of prompt/selected topic <input type="checkbox"/> Topic sentences: may not be arguable; may not relate to the thesis; may be inconsistently used <input type="checkbox"/> May not be directly focused on the prompt/selected topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Thesis: may be very unclear, demonstrate little or no understanding of complexity of the literature, respond only to portions of prompt/selected topic, or absent <input type="checkbox"/> Topic sentences: may not be arguable; may not relate to the thesis; may be absent <input type="checkbox"/> May be off-topic
DEVELOPMENT OF ISSUE/ARGUMENT [x2]	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates sophisticated understanding of complexity of the literature <input type="checkbox"/> Exceptionally well-organized <input type="checkbox"/> Analytical, fluid prose advances the argument and thoroughly develops the issue <input type="checkbox"/> Evidence is exceptionally well-used to advance the argument 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates effective understanding of complexity of the literature <input type="checkbox"/> Well-organized <input type="checkbox"/> Analytical prose advances the argument and effectively develops the issue <input type="checkbox"/> Evidence is well-used to advance the argument 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates acceptable understanding of complexity of the literature <input type="checkbox"/> Acceptably organized <input type="checkbox"/> Prose acceptably advances the argument and develops the issue <input type="checkbox"/> Evidence is adequately used to advance the argument 	<ul style="list-style-type: none"> <input type="checkbox"/> Understanding of complexity of the literature may be limited <input type="checkbox"/> Organization may be inadequate <input type="checkbox"/> Prose may not advance the argument or develop the issue <input type="checkbox"/> Evidence may not be adequately used to advance the argument 	<ul style="list-style-type: none"> <input type="checkbox"/> Little or no understanding of complexity of the literature <input type="checkbox"/> Organization may be weak <input type="checkbox"/> Argument and issue may be poorly developed <input type="checkbox"/> Little or no attempt to use evidence to advance the argument
SOURCES	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence is substantial and highly relevant <input type="checkbox"/> Masterful use of paraphrasing and precise quotation to enhance argument <input type="checkbox"/> Evidence is organized in a sophisticated, useful way that helps prove claim <input type="checkbox"/> Evidence is fluidly integrated and contextualized <input type="checkbox"/> No plot summary 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence is substantial and relevant <input type="checkbox"/> Effective use of paraphrasing and precise quotation to enhance argument <input type="checkbox"/> Evidence is effectively organized in a way that helps prove claim <input type="checkbox"/> Evidence is effectively integrated and contextualized <input type="checkbox"/> Minimal plot summary 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence is mainly substantial and relevant <input type="checkbox"/> Acceptable use of paraphrasing and precise quotation to enhance argument <input type="checkbox"/> Evidence is acceptably organized in a way that helps prove claim <input type="checkbox"/> Evidence is acceptably integrated and contextualized <input type="checkbox"/> Some plot summary 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence may not be substantial or relevant <input type="checkbox"/> May have ineffective paraphrasing and/or excessive quotation <input type="checkbox"/> Evidence may be ineffectively organized <input type="checkbox"/> Evidence may be ineffectively integrated and contextualized <input type="checkbox"/> May have significant plot summary 	<ul style="list-style-type: none"> <input type="checkbox"/> Poor use of sources <input type="checkbox"/> Poor paraphrasing and/or excessive quotation <input type="checkbox"/> Evidence is poorly organized <input type="checkbox"/> Evidence is poorly integrated and contextualized <input type="checkbox"/> May have significant plot summary
PROFESSIONAL QUALITY	<ul style="list-style-type: none"> <input type="checkbox"/> No errors in grammar, mechanics, style, MLA format, parenthetical citations, works cited <input type="checkbox"/> Intriguing title <input type="checkbox"/> 12 point, Times New Roman, double spaced, 1 inch margins 	<ul style="list-style-type: none"> <input type="checkbox"/> May have some (1-2) minor errors in any area noted to the left 	<ul style="list-style-type: none"> <input type="checkbox"/> May contain several (3-4) errors, but not major, in any area noted to the left 	<ul style="list-style-type: none"> <input type="checkbox"/> May contain major errors (in quantity or significance) in any area noted to the left 	<ul style="list-style-type: none"> <input type="checkbox"/> May contain major errors (in quantity and significance) in any area noted to the left

SCORE:	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5
CONVERSION:	96	94	93	91	90	89	87	85	83	81	80	78	76	74	72	71	69	68	67	65	50