

WARREN HILLS REGIONAL SCHOOL DISTRICT

Warren Hills Regional High School

2016 Required English Language Arts Summer Assignment—Honors, Grade 11

Honors English III: British Literature

What is British Literature?

British literature moves from legend, to history, to a futuristic dream of society. Its characters are rebels and dreamers, and sometimes both interchangeably. These are the stories of pride, greed, ambition and malice, but they are also the stories of circumstance, lost love and faith. These stories are not modern literature, but their themes are so poignant and accessible to the modern reader that it's hard to imagine that they were written so long ago. Our time line moves from hundreds of years ago to about 50 years ago. But, all the literature still relates to today's ideals.

Summer Writing Assignment

(50 POINT TEST GRADE)

As we will discuss throughout the year, our past shapes our future *and* a society's culture is always reflected in its literature. To best help us understand Britain's culture, it is important that we examine its past.

You will conduct research about one of the first groups of settlers in Britain: the Anglo-Saxons. You will write an essay that evaluates if the Anglo-Saxons were a complex society, using research to support your position.

Assignment Requirements

- Your essay must be 2-3 pages.
- You will write in third person, maintaining a formal and objective tone.
- Your essay must include a minimum of 3 (reliable and relevant) sources of information.
 - If you log in into the Warren Hills High School website and navigate to Library → Library Services (Databases), you will find access information for many databases and scholarly journals. These would be a good place to start your research.
- Your essay must be formatted according to MLA Format, which includes but is not limited to: heading, header, 12-sized Times New Roman font, Works Cited page, parenthetical citation of sources, 1-inch margins, doubled-spaced. (Please consult Purdue University's Online Writing Lab [OWL] for up to date MLA formatting information.)
- Your essay is **due the first day of class in September of 2016.**

Writing Rubric

Please consult this rubric as you are writing, as it will be used to determine your assignment score.

	5 EXCEPTIONAL	4.5 SKILLED	4 PROFICIENT	3.5 DEVELOPING	0-3 INADEQUATE
CLAIM The text introduces a clear, arguable claim that can be supported by reasons and evidence.	The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue.	The text introduces a precise claim that is clearly arguable and takes an identifiable position on an issue.	The text introduces a claim that is arguable and takes a position.	The text contains an unclear or emerging claim that suggests a vague position.	The text contains an unidentifiable claim or vague position.
ORGANIZATION The text has a structure and organization that is crafted to support the claim. The text provides a conclusion that supports the argument.	The text has a structure and organization that is carefully crafted to support the claim. The conclusion effectively strengthens the claim and evidence.	The text has an effective structure and organization that is aligned with the claim. The conclusion effectively reinforces the claim and evidence.	The text has a structure and organization that is aligned with the claim. The conclusion ties to the claim and evidence.	The text attempts a structure and organization to support the position. The conclusion merely restates the position.	The text has limited structure and organization. The text may fail to conclude the argument or position.
DEVELOPMENT The text provides sufficient data and evidence to back up the claim	The text provides convincing and relevant data and evidence to back up the claim.	The text provides sufficient and relevant data and evidence to back up the claim.	The text provides data and evidence to back up the claim.	The text provides data and evidence that attempt to back up the claim.	The text contains limited data and evidence related to the claim.
AUDIENCE The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.	The text consistently addresses the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.	The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.	The text considers the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the needs of the audience.	The text illustrates an inconsistent awareness of the audience's knowledge level and needs.	The text lacks an awareness of the audience's knowledge level and needs.
COHESION The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, creates cohesion and clarifies the relationship between the claim and reasons, between reasons and evidence, and between claims and counterclaims.	The text strategically uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text explains the relationships between the claim and reasons as well as the evidence. The text strategically links the counterclaims to the claim.	The text skillfully uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text identifies the relationship between the claim and reasons as well as the evidence. The text effectively links the counterclaims to the claim.	The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text connects the claim and reasons. The text links the counterclaims to the claim.	The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the claim and reasons.	The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the claims and reasons.
PROFESSIONAL QUALITY	No errors in grammar, mechanics, style, or parenthetical citations.	May have some (1-2) minor errors in any area noted to the left.	May contain several (3-4) errors, but not major, in any area noted to the left.	May contain major errors (in quantity or significance) in any area noted to the left.	May contain major errors (in quantity and significance) in any area noted to the left.

Plagiarism in any form will NOT be tolerated—this includes peer collaboration, peer review, and failure to accurately cite your sources. Do your own work and use your own brain!

Summer Reading Assignment

(50 POINT QUIZ GRADE)

You will read John Gardner's *Grendel* (available to sign out from Warren Hills) over the summer and keep a Double Entry Journal (DEJ) as you read. Our first unit of study will use this novel as an anchor text, and **the reading and DEJ will be due the first day of class in September of 2016**. Refer to the assignment details and rubric below to complete your DEJ.

Double Entry Journaling

Double Entry Journals are a form of note-taking that place an emphasis on a piece of text and your reaction or response to it. This is a two-column system, so my recommendation is that you purchase a simple spiral notebook and prepare it by folding each page in half to make a crease down the center.

<p>On the left side...</p> <ul style="list-style-type: none"> • Passages copied from <i>Grendel</i> 	<p>On the right side...</p> <ul style="list-style-type: none"> • Responses, analysis, and questions about the passage on the left
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Suggested sentence stems for your left side analysis...

- Why did...
- This part about _____ makes me wonder...
- How are these similar...
- How are these different...
- What would happen if...
- This section about _____ means...
- The way the author says _____ makes me think...
- The word _____ in this paragraph means _____
- What does the author mean by _____
- The words _____ in this paragraph help me understand the meaning of the word _____
- The author included this graphic element in order to...
- The character is like...
- This is similar to...
- The differences are...

- This character makes me think of...
- This setting reminds me of...
- This is good because...
- This is hard because...
- This is confusing because...
- Now I understand...
- This character did _____ because...
- This character is connected to...
- The conflict in this scene...
- The author develops this character by...
- After reading this paragraph, I can now predict that...
- After reading this paragraph, I can now understand why...
- The author uses repetition in order to...
- The author's use of description...
- The author organizes this text by...

Assignment Requirements

1. Students will write entries to ask questions, relate to characters, understand plot, etc.
2. Students will write entries about the author's style, word choice, literary devices, etc.
3. Students will write entries within each chapter. (See scoring guidelines.)

Double Entry Journal Scoring Guidelines

Please consult these guidelines as you are working, as it will be used to determine your assignment score.

EXCEPTIONAL (48-50 POINTS)

- Student submits an assignment characterized as “above and beyond” those earning a SKILLED

SKILLED (44-47 POINTS)

- Text has been thoroughly analyzed with **meaningful** questions, observations, and reflections of the content as well as the writing; **variety** of topics marked for discussion; **variety** of stylistic devices marked.
- Entries demonstrate **analysis** and **interpretation** – thinking beyond the surface level of the text.
- Comments accomplish a great **variety** of purposes.
- Consistent entries throughout text (not bunched).
- Each chapter has several entries.

PROFICIENT (40-43 POINTS)

- Text has been analyzed reasonably well with questions, observations, and/or reflections of the content as well as the writing style.
- Entries demonstrate some analysis and interpretation – thinking somewhat beyond the surface level of the text.
- Entries accomplish a **variety** of purposes.
- Some lapses in entries exist or entries may be bunched.
- Each chapter has at least two entries.

DEVELOPING (35-39.5 POINTS)

- Text has been briefly analyzed with questions, comments, observations, and/or reflections of the content **or** writing style.
- Commentary remains mostly at the surface level. The commentary suggests thought in specific sections of the text rather than throughout.
- Entries may be sporadic.
- Each chapter has at least one entry.

INADEQUATE (0-34.5 POINTS)

- Text has been briefly analyzed.
- Commentary is perfunctory.
- Not all chapters have entries.