

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 use three of the six source materials to 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 the source material to support your position.

Students can pick up the required source packet in Room 308 until Wednesday, June 13, 2018. If you do not pick up the packet by then, they will be available in the main office over the summer for you to pick up. We are not able to post this online, so it is necessary you make arrangements to get it from Room 308 or the main office.

Assignment Requirements

- Your essay must be 2-3 pages.
- You will write in third person, maintaining a formal and objective tone.
- Your essay must be formatted according to the 8th edition of 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 August of 2018.**

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 August of 2018**. 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.

On the left side...	On the right side...
<ul style="list-style-type: none">• Passages copied from <i>Grendel</i> with the page number listed	<ul style="list-style-type: none">• Responses, analysis, and questions about the passage on the left

Suggested sentence stems for your right side analysis...

- | | |
|--|---|
| <ul style="list-style-type: none">• 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... | <ul style="list-style-type: none">• 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.)

(See my sample, completed for chapter one of John Steinbeck's *Of Mice and Men*.)

Sample Double Entry Journal

Of Mice and Men	
Starting with the first sentence: "A few miles south of Soledad, the Salinas River drops in close to the hillside bank and runs deep and green..." (1) all the way through "The small man steps nervously beside him," (3)	IMAGERY: Steinbeck packs this narration w/ so much imagery. This could be what the whole book is like, OR he might be using this early on to establish setting, engage the reader, etc. (Side note—this place seems beautiful, lush, and nearly perfect!)
"They had walked in single file down the path, and even in the open one stayed behind the other." (2)	CHARACTERIZATION: Without any other details, one already seems to appear as the leader, in charge.
"Both wore black, shapeless hats and both carried tight...but hung loosely." (2)	CHARACTERIZATION: There is a lot of direct characterization here. Steinbeck is giving a very straightforward description of each man, and more specifically seems to be contrasting one against the other.
"Don't drink so much!" "You gonna be sick like you was last night." "You never oughta drink water when it ain' running." (1)	George definitely seems to be the one in control here; he treats Lennie like a kid—and based on Lennie's responses/actions, it seems to be warranted. What is their relationship? Brothers? Friends?
DIALECT: tha's, jes, gonna, ain't, kinda, awready, etc. (3-4)	This is likely an indication of region—but is it also an indication of social class and education? I think it's reasonable to assume it is.
"You never had none, you crazy bastard. I got both of 'em here. Think I'd let you carry your own work card?" (5)	This further demonstrates HOW much George controls for them both. Lennie clearly doesn't have a sound memory, as he "loses" something that he never actually had.
"O.K. Now when we got in to see the boss, what you gonna do?" (6)	This seems be a routine of theirs—so much so that George has to remind Lennie what the "plan" is.
"They run us outa Weed," "An' you aint gonna do no bad things like you done in Weed, neither," "We run," etc.	FORESHADOWING? This seems like a pretty ominous conversation. As they hope to make a fresh start they're hoping the same bad things don't happen again. Maybe this is foreshadowing they will?
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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.

Writing Rubric

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

	10 EXCEPTIONAL	9 SKILLED	8 PROFICIENT	7 DEVELOPING	0-6 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 in response to the prompt.	The text introduces a precise claim that is clearly arguable and takes an identifiable position in response to the prompt.	The text introduces a claim that is arguable and takes a position in response to the prompt.	The text contains an unclear or emerging claim that suggests a vague position that may respond to the prompt.	The text contains an unidentifiable claim or vague position that may respond to the prompt.
ORGANIZATION The text has a structure and organization that is crafted to support the claim.	The text has a structure and organization that is carefully crafted to support the claim.	The text has an effective structure and organization that is aligned with the claim.	The text has a structure and organization that is aligned with the claim.	The text attempts a structure and organization to support the position.	The text has limited structure and organization.
CONCLUSION The text provides a conclusion that supports the argument.	The conclusion effectively strengthens the claim and evidence.	The conclusion effectively reinforces the claim and evidence.	The conclusion ties to the claim and evidence.	The conclusion merely restates the position.	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.
USE OF EVIDENCE The evidence provided is integrated into the text.	All evidence is seamlessly integrated into the text.	Most evidence is smoothly integrated into the text.	Some evidence is integrated into the text.	Little evidence is integrated into the text.	Evidence is not integrated into the text.
AUDIENCE The text anticipates the audience's knowledge and provides appropriate context for plot details.	The text consistently addresses the audience's knowledge level, providing appropriate context for plot details.	The text anticipates the audience's knowledge level, providing context for plot details.	The text considers the audience's knowledge level, providing some context and plot summary.	The text illustrates an inconsistent awareness of the audience's knowledge level, often providing plot summary.	The text lacks an awareness of the audience's knowledge level and needs, primarily providing plot summary.
COHESION The text uses words, phrases, and clauses as well as varied syntax to clarify the relationship between the claim and reasons, between reasons and evidence, and between claims and counterclaims.	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 identifies the relationship between the claim and reasons as well as the evidence. The text effectively links the counterclaims to the claim.	The text connects the claim and reasons. The text links the counterclaims to the claim.	The text attempts to connect the claim and reasons.	The text does not connect the claims and reasons.
TRANSITIONS The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text.	The text strategically uses words, phrases, and clauses as well as varied syntax to link the major sections of the text.	The text skillfully uses words, phrases, and clauses as well as varied syntax to link the major sections of the text.	The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text.	The text contains limited words, phrases, and clauses to link the major sections of the text.	The text contains few, if any, words, phrases, and clauses to link the major sections of the text.
GRAMMAR, MECHANICS, USAGE & STYLE	No errors in grammar, mechanics, usage, and style.	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.
MLA FORMATTING	No error in MLA formatting, parenthetical citations, or works cited.	May have some (1-2) errors in any area noted to the left.	May contain several (3-4) errors in any area noted to the left.	May contain many (5-6) errors in any area noted to the left.	May contain numerous (7+) errors, 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 using the 8th edition of MLA Format. Please refer to Board Policy #5071 for more information on plagiarism.