

GENERAL ENGLISH **GRADE 12 – EN401**

Directions:

- Please read one book from the list below.
- You may purchase your book from Here's the Story Book Store, located in Union Center.
- You may also borrow your book from the Union Public Library.
- A **Summer Reading TEST** will be administered on **Wednesday, September 9, 2015**.
- To prepare for the summer reading test, take notes while you read on the topics listed on the study guide.
- The books may contain realistic language and/or situations.

GO ASK ALICE **by Anonymous**

This book is the acclaimed, bestselling first-person account of a teenage girl's harrowing descent into the nightmarish world of drugs. You can't ask Alice anything anymore, but you can read her diary, painfully honest—the actual story of a desperate girl on drugs and on the run.

NIGHT **by Elie Wiesel**

This is a terrifying first person account of the horrors of the Nazi death camps and a young Jewish boy who witnesses the atrocities of the Holocaust---written by Elie Wiesel, winner of the Nobel Peace Prize for championing human rights around the world.

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SUMMER READING STUDY GUIDE

LITERARY TERMS TO CONSIDER

CHARACTER:

Static: the personality does not change as a result of the conflicts

Dynamic: the personality changes as a result of the conflicts

Who are the static characters? Who are the dynamic characters? What occurs in the plot to make them static/dynamic? (Main characters are usually dynamic because they are involved in a conflict, confront it and change).

CLIMAX:

What is the point of greatest intensity in the plot?

CONFLICT:

A struggle between two opposing forces:

5 types: man vs. man
 man vs. himself
 man vs. nature
 man vs. society
 man vs. supernatural

Which is the **main** conflict in the novel?

PLOT:

The storyline---What is the major sequence of events in the story?

RESOLUTION:

The outcome of the conflict – How does the conflict end? What happens to the characters?

SETTING:

Where and when does the story take place?

THEME:

A message from the author to the reader about some aspect of life in general.(Do not explain in cliché terms like “Don’t judge a book by its cover.”)Through the use of the specific characters and events in the novel/play, what does the author convey to you about life? Explain.

HONORS ENGLISH GRADE 12 – EN400

Directions:

- Please read the two books listed below.
- You may purchase your books from Here's the Story Book Store, *located* in Union Center.
- You may also borrow your books from the Union Public Library.
- Complete the assignment that follows.
- In conjunction with the high school principal, students who do not submit summer reading projects **on Tuesday, September 8, 2015, will be removed** from the honors program immediately.

Book Title	Author
1984 A Midsummer Night's Dream	Orwell Shakespeare

Assignment #1

1984 by George Orwell

Complete a documented essay that requires research for 1984 on the following topic:

Although George Orwell wrote the novel 1984 in 1948 about what he assumed the future would be like, the events and themes presented in the story still have relevance in the 21st century. Using events from the 21st century for support, what makes this novel still relevant today?

Directions for Writing:

- 1984 is described as dystopian fiction (fiction about an ideal society gone bad). Research dystopias and explain why this term fits the novel.
- Identify at least two themes/motifs in the novel and give detailed explanations of how the novel makes these evident. You must make specific references to the novel using quotes and other textual evidence with proper citations.
- Using the themes/motifs you have identified, research historical events from the 21st century (the year 2000 and later) that George Orwell would identify as similar to the situations and themes presented in his novel. You must make specific references to articles you have chosen using quotes and paraphrasing with proper citations.
- Lastly, if George Orwell were living in 21st century, how would he feel about it? Use your knowledge of the novel help you construct your answer.

Criteria:

- Paper should be **at least** 3 full pages
- Paper must be in proper MLA format (Times New Roman 12 pt. font, heading, double-spaced, page numbers, citations, works cited page).
- Any articles used must be from acceptable UHS academic databases. **No regular internet sources will be accepted.** Please see the pathfinder provided for good sources to us. You may also use magazine articles from their websites. Some articles will have works cited information for you that you can copy and paste, otherwise go to www.easybib.com to complete a works cited page.
- You must have at least 3 quotes and citations from the novel and 2 quotes/paraphrasing with citations from outside sources for your modern examples.
- Emailed papers will not be accepted
- Plagiarism will not be accepted. This will also result in removal from the course.

Assignment #2

***A Midsummer Night's Dream* by William Shakespeare**

You will be completing an **in class essay** on the play on **Tuesday, September 9, 2014**. You will not know the topic until that day. Keep in mind literary terms when reading such as:

- Plot
- Theme
- Characterization
- Conflict
- Resolution
- Symbolism

GRADE 12 – AP ENGLISH LANGUAGE AND COMPOSITION

Directions:

- You may purchase your books from Here's the Story Book Store, located in Union Center.
- You may also borrow your books from the Union Public Library.
- Complete the four assignments that follow.
- In conjunction with the high school principal, students who do not submit summer reading projects by **Tuesday, September 8, 2015, will be removed** from the AP program immediately.

Read One of the Following:

BOOK TITLE	AUTHOR
Escape From Camp 14	Harden
Freakonomics	Levitt & Dubner
The Last Lecture	Pausch
Girl, Interrupted	Kaysen
The Curious Incident of the Dog in the Night-time	Haddon

You are to expand your cultural literacy through this summer assignment by reading ONE of the above works and completing an essay on it. You are to tackle a topic related to the book in one typed 450 word essay to be turned in the first day of school.

Directions: Part 1 – Essay #1

Choose the topic below (only ONE) that corresponds with the novel/non-fiction work you have selected and read. As you write, DO NOT summarize the plot. Instead, focus on appeals, devices, and strategies. Use quotes/refer to specific pages in the book for support!

Topic 1: (Escape from Camp 14) Explain how the author uses passages containing narration, description, examples, or cause/effect (choose three passages) to describe the distinctive nature of Shim Dong-Hyuk's experiences. Use specific passages from the novel and explain how it helps you, the reader, differentiate Shin Dong-Hyuk's captivity from other captivity experiences you may have read previously (like Night or Diary of Anne Frank).

Topic 2: (Freakonomics: A Rogue Economist Explores the Hidden Side of Everything) Choose three chapters and explain how the authors use narration, description, examples, or cause/effect to support the argument or claim of each chapter. How do those claims support the book's overall purpose (What change in thinking do the authors hope to encourage in you, the reader?) (note: the authors state the book does not have a "unifying theme")?

Topic 3: (The Last Lecture) Discuss three of the following strategies and/or devices that Pausch uses that prevent his memoir from becoming a “poor me...I’m dying of cancer” type melodrama to a rather instructional commentary about his thought on the truly important things in life. (Strategies: narration, description, contrast/comparison, cause/effect; Devices: hyperbole/exaggeration, allusion, metaphor, personification, metonymy/synecdoche, analogy, simile, apostrophe, understatement/litotes, epithet). Choose three strategies and/or devices AND explain how you think it keeps the tome more instructional than a sad story about death.

Topic 4: (Girl, Interrupted) Discuss the book’s structure (the excerpts from her case file alongside her personal observations) and the author’s use of language, specifically how the author uses tone (her attitude towards what she is talking about; sympathy, frustration, etc.) to explain her own mental state. How does the structure help you, the reader, better understand what is happening? Does the author seem to be trustworthy? How does her choice of words help you make this judgement?

Topic 5: (The Curious Incident of the Dog in the Night-time) Consider how the main character notices what other characters do not pay attention to. Use examples to show how the author uses language and rhetorical appeals (especially logos) to express the main character’s view of the world. How does the main character’s autism affect his view of the world? How does his attention to logic, along with a near exclusion of pathos, make his observations unique?

Attached is a version of a RHETORICAL KEYSTONE. You need to become familiar with the terms and their uses.

Directions: Part 2 – Essay 2

While part of the course deals with rhetoric and reading, the other part deals with your ability to construct your own opinion as an argument. It is your job to write a second essay (approximately 450 words) based on the following question.

In his article, “Say it Quick, Say it Well—the Attention Span of the Modern Internet Customer,” Rob Weatherhead says:

This always-on world and the huge amounts of content available on the internet has significant implications for the modern day consumers attention span. It has even greater implications for the generation of people who have never known anything but high speed broadband and internet access, the future adult consumer. A recent Pew Internet study in the US suggests that while students coming through the schools system in this always on world benefit from instant access to a wealth of information from numerous sources, their attention span and desire for in depth analysis is consequently diminished. The current generation of internet consumers live in a world of “instant gratification and quick fixes” which leads to a “loss of patience and a lack of deep thinking”.

An article from the Elon University School of Communications states that one of the predictions for the Class of 2020 nicknamed the A-0 (Always-on) generation is that:

Young people accustomed to a diet of quick-fix information nuggets will be less likely to undertake deep, critical analysis of issues and challenging information. Shallow choices, an expectation of instant gratification, a lack of patience, are likely to be common results. One possible outcome is stagnation of innovation.

Write an essay that discusses the connection between instant communication and innovation. Additionally, discuss the key factors that may come into play as this generation moves into the working world.

RHETORICAL KEYSTONE

RHETORICAL APPEALS

Ethos, Pathos, Logos

MODES OF DISCOURSE

Exposition, Narration, Description, Argument (Persuasion)

RHETORICAL STRATEGIES

Cause/Effect, Contrast/Compare, Process, Descriptions, Narration, Argument, Definition

RHETORICAL TECHNIQUES

Diction, Syntax, Tone/Attitude, Organization, Point of View

RHETORICAL DEVICES

Alliteration, Hyperbole, Parallelism, Allusion, Metaphor, Personification, Metonymy/Synecdoche, Analogy, Rhetorical Question, Antithesis, Onomatopoeia, Simile, Apostrophe, Oxymoron, Understatement, Epithet

Please see the following pages for assignment rubrics.

Nonfiction Reading Response Rubric (Page 1)

Criteria	Exceeding Standards 4	Meeting Standards 3	Approaching Standards 2	Below Standards 1
Elements: Includes Character Options, Setting Options, Plot Options & Connection Options (Text to Self/ World/ Text)	Elaborate analysis of character, setting, plot, or text connections that demonstrates an understanding of that element and its relevance to the story.	Clear analysis of character, setting, plot, or text connections that demonstrates an understanding of that element and its relevance to the story.	Basic analysis of character, setting, plot, or text connections that demonstrates an understanding of that element and its relevance to the story.	Confused or minimal analysis of character, setting, plot, or text connections that demonstrates an understanding of that element and its relevance to the story.
Evidence from the Text	Includes more than 7 pieces of text evidence that elaborates and supports the story analysis.	Includes 5-6 pieces of text evidence that elaborates and supports the story analysis.	Includes 3-4 pieces of text evidence that elaborates and supports the story analysis.	Includes 0-2 pieces of text evidence that elaborates and supports the story analysis.
Presentation	The work is billboard ready, presentable in design and its structure.	The work is and presentable in design and its structure.	The work is somewhat presentable in design or structure.	The work shows little effort of presentation value in design or structure.
Reflection	The student reflection evidences a thorough understanding of the task and explains the thinking behind the work with detail	The student reflection evidences an understanding of the task and explains the thinking behind the work	The student reflection evidences some understanding of the task and somewhat explains the thinking behind the work	The student reflection evidences little understanding of the task and does not explain the thinking behind the work

Total Points Earned: _____ → *Final Score:* _____ ¹

Nonfiction Reading Response Rubric (Page 2)

Explanation of How the Final Grade is Calculated

Total Points	Equivalent on a Scale of 4	Final Grade
16	4 = Exceeding Expectations	98*
15	3.75 = Exceeding Expectations	95
14	3.5 = Meeting Expectations	92
13	3.25 = Meeting Expectations	88
12	3 = Meeting Expectations	85
11	2.75 = Meeting Expectations	80
10	2.5 = Approaching Expectations	75
9	2.25 = Approaching Expectations	70
8	2 = Approaching Expectations	65
7	1.75 = Approaching Expectations	62
6	1.5 = Approaching Expectations	60
5	1.25 = Below Expectations	57
4	1 = Below Expectations	55

- *Many students ask why achieving a level four on each portion of the rubric does not yield a score of 100. The reason is that “exceeding expectations” does not mean that you have written a perfect, impossible-to-improve piece of work. All writing, including my own, requires constant revision and editing; even after professional work is published most writers will still find things they wish to edit and improve. As such, although a 4/4 is certainly exceeding my expectations for you, I will always indicate how I would revise a future draft of your writing in order to make it even stronger. If I were to just say ‘perfect’ and not provide any constructive feedback that would not help you improve your writing.*
- *In certain cases, if the work is beyond even level 4, I will indicate this with a 4+. If a student receives at a “4+” in three categories and a 4 in the fourth then the student would receive a 99. If a student receives four 4+s, the student will receive a 100 (a very rare occurrence); in this case, any editing suggestions I make would only detract from the writing.*

AP Style Analysis Notes	
Domain	Questions to Ask
Imagery <ul style="list-style-type: none"> • Sensory details • Symbols • Allusions • Words/phrases • Effect/intent • Connection to: <ul style="list-style-type: none"> ○ Mood/tone ○ Theme ○ Plot ○ Character 	<ul style="list-style-type: none"> • What sensory information do I find in the language: color, scents, sounds, tastes, or textures? • What is the author trying to convey or achieve by using this imagery? • Are these images part of a larger pattern or structure within the text (e.g., does it connect to one of the major themes)? • What figures of speech—metaphors, similes, analogies, personification—does the writer use? How do they affect the meaning of the text? What is the author trying to accomplish by using them?
Diction <ul style="list-style-type: none"> • Types <ul style="list-style-type: none"> • Slang • Colloquial • Jargon • Dialect • Concrete • Abstract • Denotation • Connotation 	<ul style="list-style-type: none"> • Which of the following categories best describes the diction in the passage or text? <ul style="list-style-type: none"> ○ Low or informal (e.g., dialect, slang, or jargon) ○ Elevated or formal language ○ Abstract and concrete diction ○ Denotation and connotation • What effect is the author trying to achieve through the use of a specific type of diction? • What does the author’s use of diction suggest about his or her attitude toward the subject, event, or character? • What are the connotations of a given word used in a particular context? (<i>To begin</i>, you might ask if the word(s) have a positive or negative connotation, then consider them in the specific context.) • What words would best describe the diction in a specific passage or the text in general?
Syntax <ul style="list-style-type: none"> • Sentence structure • Sentence patterns <ul style="list-style-type: none"> • Declarative • Imperative • Interrogative • Exclamatory • Simple • Compound • Complex • Comp-Complex • Loose/Cumulative • Periodic • Balanced • Inversion • Interruption • Juxtaposition • Parallelism • Repetition 	<ul style="list-style-type: none"> • <i>Punctuation</i>: How does the author punctuate the sentence and to what extent does the punctuation affect the meaning? • <i>Structure</i>: How are words and phrases arranged within the sentence? What is the author trying to accomplish through this arrangement? • How would you characterize the author’s syntax in this text? • <i>Changes</i>: Are there places where the syntax clearly changes? If so, where, how, and why? • <i>Sentence length</i>: How many words are in the different sentences? Do you notice any pattern (e.g., a cluster of short sentences of a particular type)? • <i>Devices</i>: How would you describe the author’s use of the following: <ul style="list-style-type: none"> ○ Independent and dependent clauses ○ Coordinating, subordinating, or correlative conjunctions ○ Repetition ○ Parallelism ○ Fragments ○ Comparisons • <i>Sentence beginnings</i>: How does the author begin his or her sentences? (Does the author, for example, consistently begin with introductory phrases or clauses?) • <i>Language</i>: What use does the author make of figurative language or colloquial expressions?
Attitude (Tone) <ul style="list-style-type: none"> • Word choice • Details • Imagery 	<ul style="list-style-type: none"> • How does the author’s use of words, imagery, or details such as gesture or allusions reveal the author’s attitude toward a character or event in the story? • What words best describe the author’s attitude toward this subject, character, or event?
Literary Elements <ul style="list-style-type: none"> • Setting • Characterization • Plot • Theme • Point of View • Tone/Attitude 	<ul style="list-style-type: none"> • How does the author’s use of these different elements contribute to the text’s meaning? • Do the different elements interact with or otherwise affect the meaning of the others? • Do you notice any significant shifts in any of the elements at any point? If so, what changes, how, and why? What is the importance and meaning of this change? • What words best describe the different use of these elements? For example, how would you describe the point of view and the effect it has on the meaning of the text?
Organization <ul style="list-style-type: none"> • Compare/Contrast • Importance • Chronology • Cause-Effect • Order of degree • Classification • Spatial 	<ul style="list-style-type: none"> • Which organizational pattern does the author use? • Why does the author choose to use that particular organizational strategy? • Are there places where the author blends or alternates between different organizational patterns? If so, what is the author trying to accomplish by mixing them in these ways? • To what extent and in what ways do you think the author’s organizational strategy is effective? Why?
Types of Writing <ul style="list-style-type: none"> • Narrative • Persuasive • Expository • Descriptive 	<ul style="list-style-type: none"> • <i>Exposition</i>: Is the author defining, comparing, classifying, analyzing (a process), describing, or narrating? • <i>Persuasion</i>: Is the author arguing about what something means, whether something is true, which alternative is the best (or most important), or what course of action someone should take? • <i>General</i>: What is the author trying to accomplish? How is the writer using e.g., narrative to solve that problem?

Rubric for the Assessment of the Argumentative Essay

	3	2	1	0	Score
A. Introduction Background/history Define the problem Thesis Statement	Well developed introductory paragraph contains detailed background , a clear explanation or definition of the problem, and a thesis statement	Introductory paragraph contains some background information and states the problem, but does not explain using details. States the thesis of the paper.	Introduction states the thesis but does not adequately explain the background of the problem. The problem is stated, but lacks detail.	Thesis and/or problem is vague or unclear. Background details are a seemingly random collection of information, unclear, or not related to the topic.	_____
Conclusion	Conclusion summarizes the main topics without repeating previous sentences; writer's opinions and suggestions for change are logical and well thought out.	Conclusion summarizes main topics. Some suggestions for change are evident.	Conclusion summarizes main topics, but is repetitive. No suggestions for change and/or opinions are included.	Conclusion does not adequately summarize the main points. No suggestions for change or opinions are included.	_____
B. MAIN POINTS Body Paragraphs Refutation	Three or more main points are well developed with supporting details. Refutation paragraph(s) acknowledges the opposing view and summarizes their main points.	Three or more main points are present but may lack detail and development in one or two. Refutation paragraph(s) acknowledges the opposing view but doesn't summarize points.	Three or more main points, but all lack development. Refutation paragraph(s) missing and/or vague	Less than three main points, with poor development of ideas. Refutation missing or vague.	_____
C. ORGANIZATION	Logical, compelling progression of ideas in essay;clear structure which enhances and showcases the central idea or theme and moves the reader through the text. Organization flows so smoothly the reader hardly thinks about it. Effective, mature, graceful transitions exist throughout the essay.	Overall, the paper is logically developed. Progression of ideas in essay makes sense and moves the reader easily through the text. Strong transitions exist throughout and add to the essay's coherence	Progression of ideas in essay is awkward, yet moves the reader through the text without too much confusion. The writer sometimes lunges ahead too quickly or spends too much time on details that do not matter. Transitions appear sporadically, but not equally throughout the essay.	Arrangement of essay is unclear and illogical. The writing lacks a clear sense of direction. Ideas, details or events seem strung together in a loose or random fashion; there is no identifiable internal structure and readers have trouble following the writer's line of thought. Few, forced transitions in the essay or no transitions are present.	_____
D. WORKS CITED	Source material is smoothly integrated into the text. All sources are accurately documented in the desired format both in the text and on the Works Cited page.	Source material is used. All sources are accurately documented, but a few are not in the desired format. Some sources lack credibility.	Source material is used, but integration may be awkward. All sources are accurately documented, but many are not in the desired format or lack credibility.	Lacks sources and/or sources are not accurately documented. Format is incorrect for all sources.	_____
E. MECHANICS Sentence Structure Punctuation & Capitalization	Sentence structure is correct. Punctuation and capitalization are correct.	Sentence structure is generally correct. Some awkward sentences do appear. There are one or two errors in punctuation and/or capitalization.	Work contains structural weaknesses and grammatical errors. There are three or four errors in punctuation and/or capitalization.	Work contains multiple incorrect sentence structures. There are four or more errors in punctuation and/or capitalization.	_____
				TOTAL	_____

Comments:

Grade Equivalent: **A = 13 - 15 points**
B = 10 - 12 points
C = 7 - 9 points
D = 4 - 6 points
F = 3 or less

Grade: _____