

## summer reading for students entering **English 12H**

Our year begins with a unit entitled 'Reinvention: American Lives, Second Acts'. In many ways, it expands upon several topics and themes that you examined near the end of your junior year of English, using texts from the 20th century to the present day.

In the second half of the summer, read Nella Larsen's novel *Passing* (1929), and *Their Eyes Were Watching God* (1937), by Zora Neale Hurston. As you read, annotate actively, keeping a journal of your observations about both stories' characters, conflicts, and chosen points of view, as well as the authors' use of other literary techniques with which you are familiar.

Then, compose a thesis-based essay centered around any one of the following themes Larsen and Hurston develop through their narratives, articulating with specificity the main idea these authors communicate to readers about it:

- the past's influence
- identity and race
- deception and secrecy
- competition and jealousy
- societal standards of beauty

Support for your thesis should not be limited to quotations. Symbolism, imagery, allusion, and other literary techniques play an important role in expressing both writers' ideas, so analyze their role in doing so. Your essay will be assessed using the English Department's Essay Scoring Rubric (see below), so please familiarize yourself with its criteria and indicators before you consider your essay complete.

**To receive credit for this required assignment, and maintain placement in the English 12H class, your essay must be submitted to me through our Google Classroom page, for which you will receive an invitation this summer, before our first class meeting.** If you have any questions, you may contact me at [dosora@hvrhs.org](mailto:dosora@hvrhs.org).

I look forward to meeting you in August.



Mr. Osora

CRITERIA	ACCOMPLISHED	PROFICIENT	NYP
INITIATION	<p>The author:</p> <ul style="list-style-type: none"> <li>establishes a clear <b>purpose</b> for writing that aligns with the success criteria of the assignment. This purpose is immediately evident to the reader.</li> <li>demonstrates a deep understanding of the target audience and establishes a <b>voice</b> that is appropriate for this audience. The author's voice is unique, distinct, and original. The writer's voice is consistently present throughout the piece.</li> <li>establishes and maintains a <b>tone</b> that is appropriate to the nature of the assignment, which enhances the overall quality of the writing.</li> <li>states an easily identifiable <b>claim</b> that is clear, concise, arguable, and offers new knowledge to the reader.</li> </ul>	<p>The author:</p> <ul style="list-style-type: none"> <li>presents a vague <b>purpose</b> for writing that may require a closer reading by the reader to fully grasp.</li> <li>demonstrates an understanding of the target audience and establishes a <b>voice</b> that is appropriate for this audience. The author's voice is present throughout the piece, but may be inconsistent at times.</li> <li>maintains the <b>tone</b> established in the introduction, but it may waver in places. The author alternates between informal and formal tone.</li> <li>presents a claim that is recognizable, arguable, and relevant.</li> </ul>	<p>The author:</p> <ul style="list-style-type: none"> <li>does not identify a clear <b>purpose</b>, or the purpose does not match that of the assignment.</li> <li>does not demonstrate an understanding of the target audience. The author does not establish a <b>voice</b> that is consistently carried throughout the piece, or this voice is unoriginal. <b>[Note: Using the words or ideas or others without attribution is plagiarism.]</b></li> <li>uses a <b>tone</b> that is not appropriate for the audience and/or purpose for writing. The tone is offensive, or disrespectful to the subject matter or audience.</li> <li>does not put forth a recognizable <b>claim</b>, or is irrelevant, inaccurate, or a statement of fact.</li> </ul>
SUPPORT	<p>The work:</p> <ul style="list-style-type: none"> <li>contains a substantial amount of well-researched, relevant, and detailed <b>evidence</b> to support the claim.</li> <li>is based on an exceptional variety of credible <b>sources</b> from which conclusions are drawn.</li> <li>features insightful <b>commentary</b></li> </ul>	<p>The work includes:</p> <ul style="list-style-type: none"> <li>contains adequate research and somewhat relevant <b>evidence</b> that support the claim.</li> <li>is based on a variety of credible <b>sources</b>.</li> <li>features occasional <b>commentary</b> on the sources that strengthens the arguments presented.</li> </ul>	<p>The work includes:</p> <ul style="list-style-type: none"> <li>contains little to no research or relevant <b>evidence</b> to support the claim.</li> <li>is based on minimal <b>sources</b>, and/or the sources included are not credible.</li> <li>features little to no <b>commentary</b> on the sources,</li> </ul>

	<p>on the sources which effectively strengthens the arguments presented.</p> <ul style="list-style-type: none"> <li>includes <b>citations</b>, when necessary, in the style appropriate for the assignment and course. No errors in formatting.</li> </ul>	<ul style="list-style-type: none"> <li><b>includes citations</b>, when necessary, that are in the style appropriate for assignment and course. There may be a few problems with formatting.</li> </ul>	<p>which does not strengthen the arguments presented.</p> <ul style="list-style-type: none"> <li>includes no or insufficient <b>citations</b>, or there are major problems with formatting. <b>[This is plagiarism.]</b></li> </ul>
<p><b>EXPRESSION</b></p>	<p>The work:</p> <ul style="list-style-type: none"> <li>is exceptionally <b>well-written</b> and purposely <b>organized</b>, making it engaging and easy for the reader to understand.</li> <li>uses exacting <b>word choice</b> and <b>varying sentence structure</b> that furthers the reader's understanding.</li> <li>is free of the <b>distractions</b> caused by grammatical or spelling errors.</li> </ul>	<p>The work:</p> <ul style="list-style-type: none"> <li>is generally <b>understandable</b> and adequately <b>organized</b>, but not particularly engaging.</li> <li>demonstrates attempts to use <b>specific, appropriate vocabulary</b>.</li> <li>may include some <b>clarity issues</b>, and/or grammatical or spelling errors that cause <b>occasional distractions</b>.</li> </ul>	<p>The work:</p> <ul style="list-style-type: none"> <li><b>lacks clarity</b> and purposeful organization.</li> <li>demonstrates no attempts were made to use <b>specific, academic vocabulary</b>.</li> <li>contains <b>excessive grammatical and spelling mistakes</b> that make it nearly impossible for the reader or audience to understand or engage with the content.</li> </ul>
<p><b>CLOSURE</b></p>	<p>The reader is left certain that the writer's defined purpose has been entirely fulfilled. The piece concludes in a way that:</p> <ul style="list-style-type: none"> <li><b>fully explores</b> the ongoing relevance or broader implications of the thesis, or;</li> <li><b>emphasizes</b> the meaning or lesson to be taken away from the essay, or;</li> <li><b>vividly describes</b> the impact or effect that the experience being written about had on the writer.</li> </ul>	<p>The reader is left convinced that the writer's purpose has been adequately fulfilled. The piece concludes in a way that:</p> <ul style="list-style-type: none"> <li><b>broadly identifies</b> the ongoing relevance or broader implications of the thesis, or;</li> <li><b>suggests</b> the meaning or lesson to be taken away from the essay, or;</li> <li><b>generally describes</b> the impact or effect that the experience being written about had on the writer.</li> </ul>	<p>The reader is <b>left unconvinced</b> or <b>confused</b> about the writer's purpose. The piece's conclusion:</p> <ul style="list-style-type: none"> <li><b>fails to effectively identify</b> the ongoing relevance or broader implications of the thesis, or;</li> <li><b>fails to imply a meaning</b> or lesson to be taken away from the essay, or;</li> <li><b>does not describe the impact or effect</b> that the experience being written about had on the writer.</li> </ul>