



*Home of the New Braunfels Unicorns!*

## **NEW BRAUNFELS INDEPENDENT SCHOOL DISTRICT**

### **Dual Credit English IV/ ENGL 1301Oelke      Optional Summer Reading Assignment**

This is an opportunity for all students to sharpen their reading, annotation, and argumentative writing skills and to earn an extra test grade for the first grading cycle. If a student chooses not to do the summer reading, there will be no penalty. **The due date for the summer reading essay is Friday, September 13, 2019.** If necessary, this will allow students the first few weeks of school to seek clarification about the assignment prior to the final due date. **There will be no late submissions accepted.**

**Choose *one* of the following novels and complete the reading and writing assignment outlined beneath the choices:**

*Things Fall Apart* by Chinua Achebe

OR

*Hard Times* by Charles Dickens

(available at Project Gutenberg: <https://www.gutenberg.org/ebooks/786>)

#### **Procedure:**

1. Thoroughly read and annotate and/or take careful notes as you read.
2. Write a complete two- to three-page essay responding to the prompt for the book you read.
3. Make sure you follow MLA format and use MLA citations in your essay. See the last page of this assignment for more details.
4. This paper cannot be handwritten.
5. Textual evidence from the novel **must** be used effectively throughout the paper to support the points made. For each textual reference you must have correct citation.

#### **Prompt for *Things Fall Apart*:**

- In a well-developed argumentative essay, explain what Achebe is saying about societal change.

#### **Prompt for *Hard Times*:**

- In a well-developed argumentative essay, explain what Dickens is saying about societal responsibility.

**MLA Format:**

- Generally, MLA formatted papers are written in size 12, Times New Roman font with a one-inch margin.
- The paper should be completely double spaced with a correct heading and centered title.
- Each subsequent page should have the author's last name and page number in the top right-hand corner.
- Parenthetical notes are used to indicate source and page number for all evidence used as support in the essay. You should ONLY cite your novel for this assignment. **Do NOT use on-line sources such as Spark Notes as support for your essay.**
- A "Works Cited" page should be the last page of the essay indicating the sources used in the paper. If your only source is the novel, it should still be cited correctly.
- Refer to the following web site for more information about MLA formatting:

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html)

**Grading:**

- Although the annotation and/or notes will not be assessed, it is important to complete this step before trying to write an argumentative essay about the book you have chosen.
- Your grade will depend upon the quality of your two- to three-page essay. Carefully review the following rubric when you are writing and as you are editing your paper.
- Your paper must be typed, printed, and sent electronically to Canvas. There will be a folder in Canvas available the first week of school. You will turn the printed copy in to Mrs. Oelke by September 13th.
- Review the rubric printed on the next page to ensure you have completed the assignment

**Essay Rubric:**

	<b>Excellent</b>	<b>Good</b>	<b>Adequate</b>	<b>Poor</b>	<b>Unacceptable</b>
<b>Content 20%</b>	A specific and clearly stated controlling idea (or thesis); topics fully developed with concrete and vivid detail.	A controlling idea that is developed with consistent and clear detail; topics developed with satisfactory detail.	A controlling idea that is partially developed; topics have limited development with basic detail.	A controlling idea that is too general, vague, or confused; topics supported insufficiently with specific detail.	No discernible idea; insufficiently supported with details; essay if off topic. Fails to meet basic requirements of assignment.
<b>Organization 20%</b>	Essay ordered in necessary steps that are consistent and have appropriate emphasis; paragraphs unified and coherent; transitions reveal the flow and progress of assignment.	Essay ordered in necessary steps; paragraphs unified and coherent; transitions facilitate the reader.	Order of essay basically apparent; paragraphs unified and for the most part coherent; transitions functional.	Order and emphasis of essay inappropriate; paragraphs jumbled or under-developed; transitions unclear, mechanical, or awkward.	Order and emphasis of essay unclear, paragraphs missing or wholly arbitrary; transitions and links to main ideal lacking. Fails to meet basic requirements of assignment.
<b>Language 20%</b>	Sentences are correct and varied; diction is clear and concise; tone/voice is appropriate to topic and defines audience	Sentences are correct and varied; diction is clear; tone fits the subject matter and the persona of the writer and intended audience	Sentences are correct, even if wording is ordinary; diction is generally correct; tone is acceptable for the subject matter	Sentences lack necessary subordination; sentences are choppy, under-developed or awkward in their design; diction is vague; tone is inconsistent or inappropriate	Sentences are incoherent; diction is non-standard; tone/voice of writer is not discernible or very inappropriate. Fails to meet basic requirements of assignment.
<b>Grammar 20%</b>	In accord with standard English usage; no major errors in grammar, punctuation, proofreading is precise.	No serious deviations from standard English usage; very few minor errors in grammar, punctuation; proofreading is above average.	Few deviations from standard English usage; occasional major errors in grammar, punctuation; proofreading is insufficient	Difficulty with sentence fragments, comma splices, or other distracting English usage; major grammar, punctuation, or spelling errors; proofreading is poor	Serious problems with sentence fragments, comma splices, or other distracting features in standard English usage; major errors; not proofread; Fails to meet basic requirements of assignment
<b>Documentation &amp; MLA format 20%</b>	Completely correct documentation of source material. MLA format followed.	Very few errors, mostly correct documentation of source material; MLA format mostly correct	Some obvious errors, otherwise correct documentation of source material; some obvious errors in MLA format	Serious errors in documentation of source material; serious errors in MLA format	Lacking documentation altogether or very serious errors in documentation of source material; MLA format missing