

Tiverton High School
Summer Reading/Writing Program
12 Honors - Rhode Island College Early Enrollment Program

All students who have enrolled in English 12 Honors EEP are required to complete the summer reading/writing program. Students must read at least **one text** from the following list and create a 15 Passage Analysis. You will locate **three brief** quotes for **each** of the following:

- 1. Setting and Mood**
- 2. Type of conflict and Resolution**
- 3. Characters** (protagonist/antagonist)
- 4. Themes** (complete sentence statements)
- 5. literary significance** (purpose and literary devices)

After each passage write a 3-4 sentence explanation of how the quote develops this trait. Cite the page number of each quote. You will have a total of 15 passages and explanations.

1984 by George Orwell
All Quiet on the Western Front by Erich Maria Remarque
Black Boy by Richard Wright
Catch-22 by Joseph Heller
The Handmaid's Tale by Margaret Atwood
The Bell Jar by Sylvia Plath
Slaughterhouse - Five by Kurt Vonnegut
The Woman Warrior by Maxine Hong Kingston

Remember to use present tense, avoid contractions and first person, avoid the verb “to be,” and vary your sentences. ANY PLAGIARISM WILL RESULT IN A 0!

The 15 Passage Analysis must be typed using Google Docs and saved to your tivertonschools.org drive (you should also keep a back up) and turned in by **2 pm on Friday, August 17, 2018** c/o Mrs. Cabral at the THS Main Office.

Twenty points will be deducted from the grade each day the assignment is late. The Passage Analysis and an in class presentation on it during the first week of class will constitute 10% of the student's first term grade.

Rubric for Literary Analysis

A (95) Proves Mastery

- I. Quality of thought:
 - 1. Makes sophisticated connections between ideas
 - 2. Demonstrates deep understanding of principles behind the question/topic
- II. Quality of support and organization:
 - 1. Provides convincing evidence in support of ideas
 - 2. Considers a variety of sources or points of view, clearly documenting information from outside sources
- III. Quality of expression:
 - 1. Shows creativity in organizing and expressing ideas
 - 2. Expresses ideas with authoritative voice (discourse of the discipline) (clear sense of audience and purpose)
- IV. All of the below

B (85) Proves Competence

- I. Quality of thought:
 - 1. Synthesizes material into a clearly identifiable main idea
 - 2. Makes original connections between pieces of data
 - 3. Contains a conclusion that builds on/applies the main idea
 - 4. Distinguishes between levels of generality (fact v. opinion)
 - 5. Addresses all aspects of the question
- II. Quality of support and organization:
 - 1. Supports all assertions with specific, valid, and relevant evidence
 - 2. Focuses all supports on investigating the topic
 - 3. Orders ideas in a logical structure
 - 4. Unites all ideas in a coherent structure, using transitions
- III. Quality of expression:
 - 1. Uses concise language
 - 2. Uses precise and clear diction
 - 3. Uses correct grammar and mechanics

C (75) Suggests Competence

D- F (50-65) Suggests Incompetence or Incompetent

- I. Quality of thought:
 - 1. Addresses only part of the question
 - 2. Fails to synthesize information or does so only in vague, cursory terms
 - 3. Confuses opinion for fact
 - 4. Merely summarizes ideas in conclusion
- II. Quality of support and organization:
 - 1. Jumps from idea to idea without logical coherence
 - 2. Supports assertions with irrelevant, vague, invalid or unconvincing evidence
- III. Quality of expression:
 - 1. Makes mechanical, grammatical, or usage errors
 - 2. Uses vague, inappropriate, or wordy language