

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). As you read, annotate actively, keeping a journal of your observations about the story's characters, conflicts, and chosen point of view, as well as the author's 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 develops through her narrative, articulating with specificity the main idea the author communicates to readers about it:

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

Support for your thesis should not be limited to quotations. Symbolism, imagery, allusion, and other literary techniques play an important role in expressing the author's main idea, 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 contents 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 on 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.

I look forward to meeting you in August.



Mr. Osora

	Mastery	Proficient	NYP
Introductory Paragraph	The introductory paragraph establishes a clear purpose, involves the reader by way of a hook, identifies the topic of the essay (as well as the title and author of the works studied), and includes an easily identified, arguable thesis statement strongly related to the assigned topic.	The introductory paragraph identifies a generally clear purpose. The introduction would benefit from more cohesion, as one sentence or idea may not clearly follow the next. The thesis is recognizable. However, it is more of a statement of fact or an unformed idea than a strong argument that can guide the essay.	The introductory paragraph does not have a clear purpose, or the purpose does not match that of the assignment. The sentences in the introduction do not work together to identify a recognizable topic. The introductory paragraph does not include a thesis statement, or the thesis is not a reflection of the assigned topic.
Development and Support	The thesis is illustrated by multiple forms of textual support that includes more than plot summary and quotations from the text. Support has been well-integrated into the essay. All supports are introduced and their relevance clearly explained. Quotations, ideas that did not initiate with the writer, and information from outside sources are cited properly, using MLA format. The analysis and support of the argument is sound, and without error.	The thesis is illustrated by more limited support. Evidence may be unevenly distributed and/or there may be isolated difficulties with integration. Quotes tend to be used to reiterate plot events or facts about the text instead of being used to prove an argument. While there are minimal problems with MLA citations, all quotations, ideas that did not initiate with the writer, and information from outside sources are cited. There may be errors in analysis or support, but they do not detract from the overall argument.	The essay contains little to no specific textual support, and relies entirely on generalizations or the writer's own opinions. If there are quotes, they are not relevant to the thesis/claim being illustrated. There are significant problems with MLA citations. There are numerous and/or significant errors in analysis that prevent the argument from being accepted as true. Essays missing any MLA citations for outside support, including direct quotes and /or paraphrases of others' ideas, will be considered plagiarized.
Cohesion	The topic of each body paragraph is clear and relevant. Each body paragraph begins with a topic sentence that identifies the purpose of the paragraph while relating it back to the essay's thesis. The relationship between sentences in the paragraph is logical and clear, as is the relationship between paragraphs. Transitions are successfully used both within paragraphs and between them.	The topic of each body paragraph is, at times, unclear because the author did not consistently make use of proper topic sentences. The first sentence may relate to the rest of the paragraph, but it does not reflect the thesis. Some sentences or series of sentences do not belong in the body paragraphs in which they appear. As a result, the author addresses different topics, and there is not a clear argument in the paragraph that reflects the thesis. Transitions are ineffectively or seldom used.	The topic of each body paragraph is unclear, as the author does not make use of topic sentences. As a result, the purpose of body paragraphs and/or their relationship to the thesis statement is unclear. The topic of the paragraph changes throughout its body, making it impossible to construct and prove a clear, reasonable argument. Transitions are not used or do not facilitate relationships between paragraphs.
Conclusion	The concluding paragraph revisits the central ideal of the essay in a fresh way that reminds the reader of the primary argument while conveying that information in a new light. The writer synthesizes the thesis and supporting information in such a way that the reader can look beyond the text and see the broader implications of the topic.	The concluding paragraph revisits both the thesis and the supporting information, but does not imply the broader implications of either.	The concluding paragraph is missing, about an irrelevant topic, or is incomplete.
Quality of Expression	The author's ideas are expressed clearly throughout the work. Syntax and diction are not just used correctly, they are compelling and sophisticated, and contribute to the reader's understanding and interest in the text.	The author's ideas can be understood throughout most of the essay. Instances of confusing or awkward syntax and/or diction exist throughout the text, but they do not obstruct overall meaning.	The author's ideas are difficult to understand because of incorrect use of syntax and poor choices of diction. The author fails to engage the reader because they must decode the text before being able to understand the argument.