



Overview

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. The former involves two women who, for different reasons and to different degrees, have chosen to 'pass' as White, a practice that began as a means of avoiding slavery and segregation. The second novel begins as a coming-of-age story before evolving into an account of one woman's pursuit of true love and a voice of her own. When considered together, these stories serve as an introduction to ideas that will be revisited throughout the first marking period.

Assignment

1. As you read, keep a journal of those observations of those narrative elements that strike you as particularly important. This could include lines of dialogue or narrative that you find meaningful, the author's use of figurative language such as symbolism, metaphor, and allusion, or observations about the way the stories have been structured. This journal will be a useful tool in preparing for our first Socratic Seminar.
2. 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, or societal beauty standards.

ADDITIONAL CONSIDERATIONS

Support for your thesis should not be limited to quotations. Other literary techniques and writing choices play an important role in expressing both authors' themes, so analyze their role in doing so. Do not summarize the plot of the stories. Instead, assume that readers of your essay are closely familiar with them. The maximum length for this essay is five typed pages, double-spaced. Be sure to include a title that reflects the focus of your thesis.

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.

Finally, your completed assignment must adhere to the HVRHS Honor Code, which reads:

"I affirm, on my honor, that I have not given nor received any unauthorized help on this assignment and that this is my own work. This includes, but is not limited to, plagiarism and the use of AI."

All words and ideas that are not your own, be they direct quotations or paraphrases, must be properly cited using the MLA format. Include a works cited page. Should you have any questions regarding what to cite and how to cite it, consult [Purdue University's Online Writing Lab](https://www.purdue.edu/owl/online-writing-lab/). The use of ChatGPT and/or any other form of AI is strictly prohibited and constitutes plagiarism.

If you have any questions, you can contact me at dosora@region1schools.org I look forward to meeting you in late August.



Mr. Osora
Chairperson, HVRHS English Department

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

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