**English III Honors**

**Summer Reading Assignment (2014)**

The summer reading assignment for English III Honors consists of reading two books: a book of your choice and *The Joy Luck Club* (by Amy Tan). There are two main objectives for this assignment:

* We are asking you to read a book of your choice as a way to encourage you to read for pleasure. The only way to become a better reader is by reading. It is our hope that most of you will read many books over the summer!
* *The Joy Luck Club* is a perfect book to introduce the American Dream, which will be a significant focus of the English III Honors course. As you read this book, think about what the American Dream is during the time this book takes place and compare it to the American Dream people have today.

1. Book of your own choice

* Read any book that you would like to read that is appropriate for school and for your reading level. This book can be fiction or nonfiction.
* Answer the following questions for this book:
* Proper MLA entry for the book:

Author’s last name, Author’s first name. *Title of Book*. City of publication: Publisher,

Year of publication. Print.

* On a 1-10 scale (with 10 being the highest), what score would you give this book?
* Why did you give the book that score? Write one paragraph in response to this, including specific details from the text.
* Do you think other students your age would enjoy this book? Why or why not? Write one well-developed paragraph in response to this.
* A typed paper copy of this assignment will be collected on the first day of class (Thursday, August 28).
* This part of the assignment will count as your first quiz grade. It will be scored on the following criteria:
* Proper MLA entry for the book (10 points)
* 1-10 rating (5 points)
* A well-developed paragraph explaining the rating (45)
* A well-developed explanation of if other students would enjoy the book (40 points)
* Twenty (20) points will be taken off for every day the assignment is late.

*(continued on back)*

2. *The Joy Luck Club* (by Amy Tan)

Copies of this novel are available in the Voorhees media center, or you can purchase your own copy.

Amy Tan’s novel incorporates several narrative experiences; this novel is framed by June Woo’s search for her long-lost sisters in China after the death of her mother, followed by the first-person narrative of each mother and daughter of the Woo, Jung, Hsu, and St. Clair families as they recount their own story of growth and search for identity, *especially* in light of the daughters’ struggles with being Chinese American.

As you carefully read the novel, *consider* creating a chart to keep track of each woman’s story (the women marked with \* in the below chart), one chart per woman. The structure of the chart is completely up to you, but should include the following: name of character, major plot events and setting, generational conflict and/or cultural conflict. Here are the families:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Family** | **Woo** | **Jong** | **Hsu** | **St. Clair** |
| *Grandmother* |  | Lindo’s mother | An-mei’s mother |  |
| *Mother* | Suyuan | \*Lindo | \*An-mei | \*Ying-ying |
| *Daughter* | \* Jing-mei [June] | \*Waverly | \*Rose | \*Lena |

Paper Assignment: In a *three-page paper*, choose one of the families from the novel and analyze the theme of the importance of family heritage in the search for personal identity through the lessons passed from *grandmother to mother to daughter*. Your paper should follow the chronology of the story of your chosen family [in generational order], but primarily focus on the conclusion the daughter comes to in regards to her identity as a daughter, woman, and American citizen. Where appropriate, make sure to analyze the role of the attraction to and pursuit of the American Dream.

**Requirements:**

1. Proper heading (your name, teacher’s name, assignment title, and due date);
2. Writing assignment (the prompt) is addressed fully;
3. Appropriately chosen quotes [*at least* one per body paragraph] and properly formatted MLA in-text citations and works cited [this need not be a separate sheet of paper; merely add to the bottom of the last page of your paper];
4. 12 point, Times New Roman, 1.5 spacing; and
5. Do NOT write a five-paragraph essay. This is a paper, not an essay. The analysis of each generation should be more than one paragraph.

Your paper will be collected on the first day of school (Thursday, August 28); the essay (which is an essay grade) will be scored according to the rubric on the following page.

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If you have any questions this summer as you complete the assignment, feel free to contact Mr. Broan at [rbroan@nhvweb.net](mailto:rbroan@nhvweb.net) or Mrs. D’Agusto at [wdagusto@nhvweb.net](mailto:wdagusto@nhvweb.net). This assignment will also be available on the English department web page on the Voorhees web site. We hope that you enjoy reading the two books!

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mods: \_\_\_\_\_\_\_\_\_\_\_

*The Joy Luck Club* Essay Scoring Rubric

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SKILL**  **AREA** | **6 – 95-100%**  **Responses at this level:** | **5 – 85%**  **Responses at this level:** | **4 – 75%**  **Responses at this level:** | **3 – 65%**  **Responses at this level:** | **2 – 55%**  **Responses at this level:** | **1 – 45%**  **Responses at this level:** |
| **Meaning:** the extent to which the writing exhibits sound understanding, interpretation, and/or analysis of the writing task and text(s) | • convey an accurate and in-depth understanding of the topic, audience, and purpose for the writing task  • offer insightful interpretations of the text with analysis that goes well beyond a literal level | • convey an accurate and complete understanding of the topic, audience, and purpose for the writing task  • offer clear and explicit interpretations of the text with analysis that goes beyond a literal level | • convey an accurate (although somewhat basic) understanding of the topic, audience, and purpose for the writing task  • offer partially explained and/or somewhat literal interpretations of the text, with some analysis | • convey a partly accurate understanding of the topic, audience, and purpose of the writing task  • offer few or superficial interpretations of the text with a tendency to retell instead of analyze | • convey a confused or largely inaccurate understanding of the topic, audience, and purpose for the writing task  • offer unclear interpretations of the text and no attempt to analyze | • provide no evidence of understanding the writing task or topic  • make no interpretations of the text |
| **Development:** the extent to which ideas are elaborated using specific and relevant details and/or evidence to support the thesis, properly utilizing MLA in-text citations | • develop ideas clearly and fully, effectively integrating and elaborating on specific textual evidence  • reveal a thorough and insightful understanding of the author’s use of literary elements and techniques | • develop ideas clearly and consistently, incorporating and explaining specific textual evidence  • reveal an understanding of the author’s use of literary elements and techniques | • develop some ideas more fully than others, using relevant textual evidence  • reveal an implicit understanding of the author’s use of literary elements and techniques | • develop ideas briefly or partially, using some textual evidence but without much elaboration  • reveal a vague or limited understanding of the author’s use of literary elements and techniques | • attempt to offer some development of ideas, but textual evidence is vague, irrelevant, repetitive, or unjustified  • reveal a confused understanding of the author’s use of literary elements and techniques | • completely lack development and do not include textual evidence  • reveal no awareness or understanding of the author’s use of literary elements and techniques |
| **Organization:** the extent to which the writing establishes a clear thesis and maintains direction, focus, and coherence | • skillfully establish and maintain consistent focus on a clear and compelling thesis  • exhibit logical and coherent structure with claims, evidence, and interpretations that convincingly support the thesis  • make skillful use of transition words and phrases | • effectively establish and maintain consistent focus on a clear thesis  • exhibit a logical sequence of claims, evidence, and interpretations to support the thesis and effectively used transitions  • make effective use of transition words and phrases | • establish and maintain focus on a clear thesis  • exhibit a logical sequence of claims, evidence, and interpretations, but ideas within paragraphs may be inconsistently organized  • make some attempt to use basic transition words and phrases | • establish but fail to consistently maintain focus on a basic thesis  • exhibit a basic structure but lack the coherence of consistent claims, evidence, and interpretations  • make an inconsistent attempt to use some basic transition words or phrases | • establish a confused or irrelevant thesis and fail to maintain focus  • exhibit an attempt to organize ideas into a beginning, middle, and end, but lack coherence  • make little attempt to use transition words and phrases | • fail to include a thesis or maintain focus  • complete lack of organization and coherence  • make no attempt to use transition words or phrases |
| **Language:** the extent to which the writing reveals an awareness of audience and purpose through word choice and sentence variety | • are stylistically sophisticated, using language that is precise and engaging, with notable sense of voice and awareness of audience and purpose  • effectively incorporate a range of varied sentence patterns to reveal syntactic fluency | • use language that is fluent and original, with evident awareness of audience and purpose  • incorporate varied sentence patterns that reveal an awareness of different syntactic structures | • use appropriate language, with some awareness of audience and purpose  • make some attempt to include different sentence patterns, but with awkward or uneven success | • rely on basic vocabulary, with little awareness of audience or purpose  • reveal a limited awareness of how to vary sentence patterns and rely on a limited range of syntactic structures | • use language that is imprecise or unsuitable for the audience or purpose  • reveal a confused understanding of how to write in complete sentences and little or no ability to vary sentence patterns | • use language that is incoherent or inappropriate  • include a preponderance of sentence fragments and run-ons that significantly hinder comprehension |
| **Conventions:** the extent to which the writing exhibits conventional spelling, punctuation, paragraphing, capitalization, and grammar  5/30/12 | • demonstrate control of the conventions with essentially no errors, even with sophisticated language | • demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language (e.g., punctuation of complex sentences) | • demonstrate partial control, exhibiting occasional errors that do not hinder comprehension (e.g., incorrect use of homonyms) | • demonstrate emerging control, exhibiting frequent errors that somewhat hinder comprehension (e.g., agreement of pronouns and antecedents; spelling of basic words) | • demonstrate lack of control, exhibiting frequent errors that make comprehension difficult (e.g., subject verb agreement; use of slang) | • illegible or unrecognizable as literate English |