Dear English IV Honors Parents and Students,

At Anderson Christian School, we strive for academic excellence. One way we do this is by giving our students summer reading assignments so that they will not regress over the summer. Several studies have found that students can lose one to two months of reading and math skills by the end of the summer. This will help us keep our students' minds fresh and ready to begin the new school year.

Each grade will have assigned books that they must read and complete assignments for, as well as prepare for an in-class essay on the books on the second day of school. This year, 11th grade English IV Honors students are required to read *Frankenstein* by Mary Shelley (I highly recommend students purchase the Simon and Schuster Enriched Classics edition. It has helpful historical and explanatory notes. The ISBN is **0743487583**) **and** *Heart of Darkness* by Joseph Conrad (a value edition ISBN is **0486264645.** I will also post a copy of the novella on Google Classroom). On the following pages, you will find an explanation of the actual summer reading assignment that accompanies this book.

If you have any questions, please feel free to email Michael Pettine at michaelpettine@andersonchristian.net

SUMMER READING ASSIGNMENT
Major Assignment Grade

DIRECTIONS: Read *Frankenstein* and complete the activity below. **This project is independent and should be based solely upon your knowledge of the reading without the help of any outside source (including the internet).**

(a) Upload assignment to your English Google Classroom **(**by 11:59 PM on **Sunday, August 14th**. *Late assignments will receive a late grade penalty.*

(b) Remember that a paragraph is 6-10 sentences in length.
(c) You must be prepared to take an essay test on *Heart of Darkness* on the second day of school (Please bring the book with you on the second day of school to use on the essay).

Modified Progymnasmata Project – The progymnasmata (pronounced pro - jim - nis - mah -tuh) was one of the major curriculum formats of classical education. It was meant to give aspiring rhetors (public speakers) the tools to build an argumentative thesis. Each of the exercises forced the student to take different perspectives on an issue or a person. The exercises are reflexive (build upon and return) to each other in that they cumulatively give the speaker the arguments to build an thesis. An instructor written example of a progymnasmata will be uploaded to Google Classroom for reference.

Students will complete a shortened version of the Progymnasmata. Using your required reading book, you will complete seven exercises. Please label the exercises as you work through the different parts of the Progymnasmata. Please included a MLA header that follows the following format (student name, teacher name, course title, and date in MLA style)

Cordelia Flyte
Mr. Pettine
English IV Honors
16 April 2021

Please include a running header that includes the student's last name and page numbers.

I.) Fable – Identify a theme (message) for the work. A theme is a broad general statement that reflects the message of a fictional work. A fable is "a fictitious narrative giving… truth" that usually involves animals. The "moral" is attached to the end. Write a short fable based on the theme of the summer reading text, (one page, attach the theme at the end of it). The narrative

should include six pieces of correctly formatted dialogue, a stable point of view, and an ending. It is worth 4 points.

Grading:
5 points = states a theme, theme is related to chosen text, proper length, less than two grammatical / spelling errors
4 = states a theme, questionable relationship of theme to text, proper length, less than three grammatical / spelling errors
3 = theme may be off-base or show little relationship to text, may state theme as one word, shorter than assigned, less than five grammatical errors
2 = no theme attached, less than a paragraph, riddled with grammatical and spelling errors (5+)

2.) Chreia – "a bit of advice bearing appropriately on some person" – this advice is meant to be "serviceable," a guide to success in some area of life. This was divided between several categories. We will focus on "analogy" and "example." The two sayings should be labeled as either analogy or example and be written as complete sentences.

Worth two points
2 = Chreia is related to text and is introduced by saying it is an analogy or example
1 = Chreia is somewhat related to text, may not be introduced

3.) Refutation – a form of forensic (courtroom) speech in which the writer refutes a claim against the character of a person. In the context of this exercise, this is a refutation of a claim of moral failure against a character in your novel.

5 = Consistently in "refutation mode," shows knowledge of opposition to character in chosen novel (conflicts), with textual detail (quotations, references) makes

reference to text to refute claims, attempts to refute at least 3 claims, less than 3 grammatical / spelling errors

3 = Mostly in “refutation mode,” shows knowledge of opposition to character in chosen novel (conflicts), with <u>some</u> detail, makes reference to text to refute at least 2 claims, less than 4 grammatical / spelling errors

2 = Sometimes in “refutation mode,” shows some knowledge of character in chosen novel (conflicts), little detail or overly generalized references to text, less than 5 errors

1 = dramatically shorter than assigned, no references to text, sense author has little knowledge of character(s) (conflicts), riddled with grammar / spelling errors (6+)

4.) Confirmation – the opposite of a Refutation, this speech “confirms the character of a proponent.” Whereas the Refutation is focused on removing a slur on someone’s character, Confirmation is focused on making a positive case for someone’s character.

Grading:

4 points = consistently in positive mode – builds a case for the character of protagonist or chosen character, explains with abundant (references, citations) detail to text the heroism or blamelessness of character, clear introduction and conclusion, at least a page

3 points = mostly in positive mode – builds a case for the character of protagonist or chosen character, explains with some (references, citations) detail to text the heroism or blamelessness of character, either the introduction or conclusion less than clear, at least a page

2 points = sometimes in positive mode – attempts a case for the character of protagonist, overly generalized references to text or few references, either or both the conclusion or introduction less than successful, may be more than 2/3 but less than full page, up to five grammar / spelling errors

1 point = no clear mode of argumentation, does not seem familiar with character traits or conflicts, no references to text, at least half a page, 6+ grammar / spelling errors

5.) Epideictic Speech from Commonplace – A negative speech that attempts to prove a claim against the character of a person. It flows out of an offense against a category that is considered "right" – the traditional categories are "the lawful, the just, the rational, the probable." It usually follows the following pattern: a section that praises a virtue that is commonly held to be worthy. The second section broadens this to all people and then claims that a character has violated this category. The third paragraph is a comparison paragraph should draw a contrast between the violator and someone who has upheld the category. The fourth paragraph shows how throughout the life (or in this case, novel) the character has failed to display the virtue. A Commonplace speech demands punishment in the final section. This section should be at least four paragraphs and a page in length

Exercise worth 5 points.

5 = Follows pattern of epideictic speech at outlined in introduction, clearly references two characters with abundant references to text (citations), clearly traces a custom / virtue / tradition through the lives of two characters and shows how they confirm or deny it, less than 3 grammar / spelling errors, at least 1 page

4 = Mostly follows pattern of epideictic speech as outlined in introduction, clearly references two characters with some concrete references to text (citations), attempts and mostly succeeds to trace a custom / virtue / tradition through the lives of two characters and shows how they confirm or deny it, less than 4 grammar / spelling errors, at least 1 page

3 = Attempts to follow pattern of epideictic speech as outlined in introduction, makes a couple of references to text but largely generalized, attempts to trace a virtue / custom / tradition through text but is off-focus at times, leans more heavily

towards one character than the other, less than 5 grammar / spelling errors, at least 1 page

2 = Some attempt at following pattern of epideictic speech as outlined in introduction, overly generalized references to text without concrete reference or citation, may be off-base or lack focus when tracing custom / virtue / tradition, the opposing character may feel like a “throw-in” or seem to indicate lack of knowledge regarding text, less than 5 grammar / spelling errors, at least ¾ pages but less than 1 page

1 = No evidence of following pattern of epideictic speech as outlined in introduction, no references to text or pure opinion, completely off-base, no focus, or general lack of knowledge regarding text, only one character addressed, simple “rehash” of prior confirmation or refutation speech, less than required length (6+)

6.) Description – a description of the physical characteristics of a person or place or the personality of a person. This is a character analysis of a major character or setting in the work. It should analyze the character or importance of the setting, not summarize the plot of the novel. This should be at least five paragraphs and a page and a quarter in length.

Grading: 5 = Describes physical and character traits of character with extensive quotation from text, introductory sentences, conclusion that ties together and reinforces description, under 3 spelling or usage errors

4 = Describes physical and character traits (perhaps less than full character trait exploration) with adequate quotation from text, adequate introduction and conclusion (may be somewhat short), under 5 spelling or usage errors

2 = Describes physical or character traits with serious under-reporting of character traits <u>or</u> no physical description with little quotation from text, lacks either and introduction or conclusion (or they are off-topic), under 7 spelling or usage errors

1 = No character traits described, no quotation from text, no introduction or conclusion, many (7+) spelling or usage errors

7.) Thesis – A short argumentative paper that argues for a theme for your assigned text. This should be a formal paper of one and a half to two pages that argues for a overall theme for your assigned text. Remember that the theme is a overall message for the book and should be a sentence, not a word. Example: *Romeo and Juliet* shows that unbridled emotion is ultimately a disaster for the person who cannot control his or her self.

Grading:
7 – Logically argues for theme of work with integrated quotations, is appropriate length, has introductory and concluding paragraph with strong thesis, minimal spelling / grammar errors. Thesis with no introduction or conclusion will not earn above a three. Thesis that does not have a thesis sentence that is argued will not receive above a three.

Total Grading Scale:
36 total points
A: 33-36
B: 29-32
C: 26-28
D: 22-25
F: Under 22