

ELA Summer Assignment

Grade 12

Warwick, Rhode Island Public Schools - Senior High - 2016
Completed activities are due no later than *Tuesday, September 6, 2016.*

SUMMER READING REQUIREMENTS FOR GRADE 12

REQUIREMENT:

- The ELA Summer Assignment for incoming grade 12 students has two components, each worth one half of the total assignment.
 - **Part One – Personal Essay**
 - **Part Two – Pre-search for Senior Project Research Paper**

ASSIGNMENT INFORMATION:

- Your Personal Essay must be typed according to MLA format. Summer Pre-search work must also be typed. All work must be neat and well-organized when submitted.
- This assignment will count as a text-based writing assignment for the first quarter, not to exceed 10% of the first quarter average.
- A copy of this summer reading packet is available at the Warwick Public Schools' website (<http://www.warwickschools.org>).

Note to grade 12 honors students (including AP and EEP):

Refer to the **AP-EEP-Honors Summer Reading** packet for “Part One” of your Summer Assignment. “Part Two,” the Pre-search for the Senior Project Research Paper, is required in addition to, not in place of, the requirements for Honors classes. This is available at the Warwick Public Schools' website (<http://www.warwickschools.org>).

Part One

Personal Essay

For the first part of your **mandatory** summer assignment, you will complete a personal essay in response to one of the prompts listed below. Your essay must be between 350 and 650 words. Follow MLA format when typing this essay.

2016-17 Common Application Essay Prompts

Choose ONE of the following:

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from failure can be fundamental to later success. Recount an incident or time when you experienced failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?
4. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma—anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
5. Discuss an accomplishment or event, formal or informal, that marked your transition from childhood to adulthood within your culture, community, or family.

This assignment serves several purposes.

- It will provide senior English teachers with a first look at your writing in preparation for writing your senior research paper.
- It will provide an opportunity for students applying to a college or technical school, or for a scholarship, to complete a required piece of those applications.
- It may support you as you explore ideas for your selected senior project pathway (“Making a Difference” or “Search for Identity”).
- It may be used as a portfolio assignment for students who need pieces to complete their portfolio.

Part Two

Pre-search for Senior Project Research Paper

For the second part of your **mandatory** summer assignment, you will complete a “pre-search” for your Senior Project research paper.

Your summer pre-search is the first step in locating sources for the documented Senior Project research paper. It is **NOT** a choice; it is a Senior Project research paper **REQUIREMENT**.

The pre-search must be neat and organized when submitted. A senior project research paper rubric is included at the end of this document so that students will understand the requirements of the senior paper.

Pre-search Part A

Type your responses to the following preliminary questions.

1. What is the topic of your senior project? **(4 pts.)**
2. What will be the focus of your senior research paper? Please construct a controlling idea/focus/thesis statement that will be the main idea of your paper. **(10 pts.)**
3. Identify three (3) or more questions that you will try to answer through your research. **(6 pts.)**

Pre-search Part B

Select an article or a chapter from a book that provides evidence or support for one or more of the questions that you have identified as the focus of your research. For this article/chapter, complete the following steps:

- Print the article or chapter **(submit this as part of your assignment - 10 pts.)**
- Read the article or chapter
- Create a works cited entry in *MLA format* for the article or chapter **(10 pts.)**

Type your responses to the following Source Annotation questions:

1. Summarize in three to four sentences the important information from this source. Explain how this source answers or supports one of the questions you will be researching in your paper. **(20 pts.)**
2. How reliable is the author of this piece? How do you know this? If the document is anonymous, what do you know about the organization that publishes the website? **(20 pts.)**
3. Explain whether the content of the source is fact or opinion and how you know this. If you think the source is offering facts, list several clearly indicated facts. If the source is opinion, list some of the author’s arguments to support that opinion.) **(20 pts.)**

Acceptable Sources for the Article or Book Chapter

- A. Internet Sources
 1. Those ending in .edu, .gov, .org, .net, or .com
 2. No personal web sites/blogs
 3. No user-edited web sites (wikipedia.com, ask.com, about.com)
- B. Print Sources
 1. Periodicals (newspapers, magazines, journals), pamphlets, and on-line journals
 2. Books
- C. Other Acceptable Sources
 1. Documentaries, news interviews/stories
 2. Personal interviews
 3. Other educational media

You may use the EBSCO database via the library to locate on-line journals and other reliable sources. EBSCO provides a link to proper MLA citation formatting.

College libraries are open during the summer if you wish to visit. They may provide a larger variety of sources for your topic.

Works Cited (Use MLA format)

Print Source (Book) Format and Sample

Author(s). *Title of Publication*. Place of Publication: Publishing Company Name, Date of Publication.

Kirby, David. *This is a Book*. Athens: University of Georgia Press, 2002.

Print.

Internet Source Format and Sample

Author(s). Name of article or page reviewed on the Internet. Web site name. Date of publication. Medium of publication (Web.) Date of access (the date you reviewed the page). <URL - web address>.

Eaves, Morris, Robert Essick, and Joseph Viscomi. "Blake at his Finest." *The William Blake Archive*. 29 Sept. 2007. Web. 20 Nov. 2007.

<<http://www.blackearchive.org/blake/>>.

Refer to the Purdue On-Line Writing Lab <http://owl.english.purdue.edu> for additional works cited assistance.

Grade 12 ELA Summer Assignment - Part One - Personal Essay Rubric

	ADVANCED	PROFICIENT	APPROACHING PROFICIENCY	BELOW PROFICIENCY
PURPOSE	Essay maintains a clear, specific, and prompt appropriate focus that develops a clear, consistent main idea throughout the entire essay.	Essay maintains a clear, mostly specific, prompt-appropriate focus that develops a clear main idea throughout the essay.	Essay's focus is somewhat unclear or off-topic, and/or main idea may meander a bit or contain minor digressions.	Essay's focus is unclear and/or off-topic and may meander or contain major digressions. Purpose is not evident.
DEVELOPMENT	<p>Narration: Has a clear focus of scene, summary or both, when appropriate, and it is clear why the writer has developed the narrative in this manner.</p> <p>Description: Writer has provided enough detail for the reader to easily follow the essay in a "show, don't tell" manner, with no extra details.</p>	<p>Narration: Has a fairly clear focus on scene or summary, though the choice may not be entirely appropriate for the topic.</p> <p>Description: The essay is fairly unified and coherent, though the writer may not have quite enough detail for the reader to easily follow the essay in a "show, don't tell" manner, or occasional extra details may be included.</p>	<p>Narration: Does not have a clear focus on scene or summary and thus, the piece does not develop adequately as a narrative.</p> <p>Description: The essay is somewhat unified and coherent, though the writer does not have quite enough detail for the reader to easily follow the essay in a "show, don't tell" manner, and extra details appear fairly frequently.</p>	<p>Narration: Has little to no narrative structure and may seem simply to ramble.</p> <p>Description: The essay lacks unity and cohesion because the writer does not have enough detail for the reader to easily follow the essay in a "show, don't tell" manner, or there is way too much extra detail.</p>
PERSONA	Writer appeals to the essay's target audience through appropriate tone and details to present writer as a compelling candidate for admission.	Writer appeals to the essay's target audience through appropriate tone and details to present writer as an appropriate candidate for admission.	Writer appeals to the essay's target audience, although essay's tone and/or details could cast the writer as a less-than-desirable candidate for admission.	Writer's tone and/or details present the writer as an undesirable candidate for admission.
LANGUAGE	Writer uses intentional and vivid language choices that make writer's voice rich, personal, and honest and very distinctive. It is devoid of clichés, vagueness, and laziness with language. It directly aids in achieving the essay's purpose.	Writer uses intentional and effective language choices that make writer's voice personal and honest. It is mostly devoid of clichés, vagueness, and laziness with language. It aids in achieving the essay's purpose.	Writer uses somewhat cliché or unclear language choices that make writer's voice generic or stereotypical. It may not further essay's purpose because of it being bland.	Writer uses basic, cliché, or very unclear language choices that give no voice at all—could be written by anyone—anywhere.
ORGANIZA	The structure establishes a relationship between/among ideas/events and transitions help to clarify the order of events.	The structure establishes a relationship between/among ideas/events, though transitions may be minimal.	The structure establishes some relationship between/among some of the ideas/events, though transitions may be lacking.	The structure does not establish a connection between/among ideas/events and transitions are nonexistent.
CONVENTIONS	Exhibits excellent control of grammatical conventions appropriate to the writing task (sentence formation, standard usage including agreement, tense and case, and mechanics).	Exhibits good control of grammatical conventions appropriate to the writing task (sentence formation, standard usage including agreement, tense and case, and mechanics).	Exhibits some control of grammatical conventions appropriate to the writing task (sentence formation, standard usage including agreement, tense and case, and mechanics).	Exhibits little control of grammatical conventions appropriate to the writing task (sentence formation, standard usage including agreement, tense and case, and mechanics).