

Summer Reading Assignment 2010
English II Pre-AP Mrs. Karen Otto

Prompt:

Discuss the archetypal pattern of death-resurrection in both Edith Hamilton's *Mythology* and Ray Bradbury's *Fahrenheit 451*.

Check out this website for notes on the death-resurrection archetypal pattern:

<http://www.laspillane.org/archetypes.html>

Requirements:

- Minimum length: 2-3 full pages
- MLA format for in-text citations, headings, and works cited.

Organization of your essay:

Five paragraphs:

1. Introduction
 - TAG (title, author, and genre of work) and a brief overview or background information about the book(s) (1-3 sentences)
 - Thesis statement which clearly states your argument (1-2 sentences)
2. Discussion of the archetypal pattern of death-resurrection in Edith Hamilton's *Mythology* (include textual support)
3. Discussion of the archetypal pattern of death-resurrection in Ray Bradbury's *Fahrenheit 451* (include textual support)
4. Compare and contrast death-resurrection in both works
5. Conclusion
 - Conclusions should be an echo, not a repetition, of your introduction. Effective conclusions provide an interesting way of wrapping up ideas introduced in the beginning and developed throughout.

If you have any questions, please contact me during the summer at ottok@cisdmail.com. I will also post helpful notes on my website- www.theottozone.com. Click on the "resources" tab.

**English II Pre-AP
Comparison/Contrast Essay Rubric**

SCORE SIX - A **six** paper is superior. It does ALL OR MOST of the following:

- Focuses and develops ideas in a sustained and compelling manner, showing creativity and insight.
- Clarifies important features or attributes of the items that can provide insight into the nature of those items being compared.
- Draws insightful and thoughtful conclusions from the similarities and differences, usually highlighting either one or the other.
- Effectively organizes ideas in a clear, logical, detailed, and coherent manner using appropriate structures to enhance the central idea or theme.
- Demonstrates involvement with the text and speaks purposefully to the audience in an appropriate, individualistic, and engaging manner.
- Uses multiple sentence structures and word choices effectively and with a sense of control for stylistic effect.
- Commits few, if any, errors in Standard English rules for grammar/usage and mechanics.

SCORE FIVE -A **five** paper is distinctly above average. It does ALL OR MOST of the following:

- Focuses and develops ideas in an effective and detailed manner.
- Selects important features or attributes of the items that can provide insight into the nature of those items being compared.
- Draws conclusions from the similarities and differences.
- Organizes ideas clearly and coherently using structures appropriate to purposes.
- Communicates a sense of commitment to the topic and to the audience's involvement.
- Uses varied sentence structure and word choice effectively.
- Commits few errors in Standard English grammar/usage and mechanics.

SCORE FOUR - A **four** paper is adequate. It exhibits ALL OR MOST of the following characteristics:

- Adequately focuses and develops ideas with detail.
- Selects characteristics that can provide for a meaningful comparison.
- Draws some thoughtful conclusions from the comparison
- Organizes ideas in a satisfactory manner with adequate coherence and logic.
- Uses a voice that is appropriate to audience and purpose.
- Uses a variety of sentence structures and word choice, but occasionally displays some wordiness or ineffective diction; sentences may be predictable.
- Commits some errors in Standard English grammar/usage and mechanics that do not impede meaning; indicates basic understanding of conventions.

SCORE THREE -A **three** paper is inadequate. It is clearly flawed in SOME OR ALL of the following ways:

- Focuses, but may not display mature or well-developed content.
- Selects characteristics that provide for a partial or incomplete comparison of the items.
- Isn't clear about the significance of the comparison.
- Displays minimal organization; contains irrelevancies, digresses, rambles, or lacks logic.
- Lacks sincerity of purpose in the writer's attempt to involve the audience appropriately.
- Uses sentence structure and word choice that are somewhat limited, simplistic, mundane, or otherwise inappropriate.
- Contains flaws in Standard English rules of grammar/usage and mechanics that do not impede meaning; indicates some consistent misunderstanding of the conventions.

SCORE TWO - A **two** paper is very weak. It reveals serious and persistent problems in communications. It compounds the weaknesses of the 3 paper in SOME OR ALL of the following ways:

- Lacks focus and development; may list items with little or no supporting detail.
- Selects characteristics that are not important and don't lead to insightful conclusions.
- Does not get far beyond noting similarities and differences.
- Contains serious flaws in structure, organization and coherence.
- Attempts, but fails in the writer's attempt to involve the audience appropriately.
- Uses sentence structure and word choices that are highly limited, simplistic, or otherwise inappropriate.
- Displays consistent violations in Standard English rules of grammar/usage and mechanics that impede understanding.

SCORE ONE - A **one** paper is extremely weak. It at least mentions the topic, but generally fails to communicate with the reader. It does SOME OR ALL of the following:

- Simply repeats the topic or fails to provide adequate development.
- Fails to select characteristics for comparison; comparison not apparent.
- Shows almost no structure, organization or coherence.
- Does not address the audience appropriately.
- Uses limited and/or immature sentence structure and word choice.
- Overwhelms the reader with serious violations of Standard English rules grammar/usage and mechanics.