**Double Independent Book Project**

**Honors English II**

**DUE:** Wednesday, December 17th at the END of the hour.

**WORTH:** 50 points each = 100 points total (final exam grade)

**REQUIREMENTS:**

* Choose **one** age appropriate book of 200+ pages AND **one** classic book (see list)
* You may **not**:
	+ Have the same book as another student in your class (first come, first serve)
	+ Choose a book that has a movie version. Not budging. Don’t ask.
	+ Choose a classic book that you read last year for my class. Don’t be silly...I still have the list.
* You may choose **one** of the following options for a project (descriptions to follow) -- you will do TWO total (one for classic book & one for other book)
	+ Standard book report
	+ Soundtrack
* MLA format (1” margins, correct headers, 12 pt TNR, double-spaced, title, in-text citations
* You *must* use support from the text (see the rubrics!)
* You will have *some* class time to work on this project
* Other issues to think about:
	+ YES: I, my, mine, and other personal pronouns
	+ NO: you, your, yours, things, stuff, and other ambiguous words
* **Remember:** no late papers are accepted in Honors English II. Plan and remember the assignment accordingly.

**Classic Books to Choose From:**

* *Things Fall Apart* by Chinua Achebe
* *Go Tell it on the Mountain* by James Baldwin
* *Jane Eyre*  by Charlotte Bronte (Billie)
* *Wuthering Heights* by Emily Bronte
* *The Stranger* by Albert Camus
* *The Awakening* by Kate Chopin
* *Heart of Darkness* by Joseph Conrad
* *Death Comes for the Archbishop* by Willa Cather
* *One of Ours*  by Willa Cather
* *The Last of the Mohicans* by James Fenimore Cooper
* *The Red Badge of Courage* by Stephen Crane
* *Don Quixote* by Miguel de Cervantes
* *Robinson Crusoe* by Daniel Defoe
* *A Tale of Two Cities* by Charles Dickens
* *An American Tragedy*  by Theodore Dreiser
* *The Three Musketeers* by Alexandre Dumas
* *The Mill on the Floss* by George Eliot
* *Invisible Man* by Ralph Ellison
* *The Sound and the Fury* by William Faulkner
* *Madame Bovary*  by Gustave Flaubert
* *The Good Soldier* by Ford Maddox Ford
* *Catch 22*  by Joseph Heller
* *Catcher in the Rye*  by J.D. Salinger
* *The Hunchback of Notre Dame* by Victor Hugo
* *Brave New World*  by Aldous Huxley
* *The Metamorphosis*  by Franz Kafka
* *One Hundred Years of Solitude* by Gabriel Garcia Marquez
* *All Quiet on the Western Front*  by Erich Maria Remarque
* *Moby Dick* by Herman Melville
* *The Bell Jar* by Sylvia Plath
* *The Crying of Lot 49* by Thomas Pynchon
* *The Grapes of Wrath* by John Steinbeck
* *Uncle Tom’s Cabin* by Harriet Beecher Stowe
* *Gulliver’s Travels* by Jonathon Swift
* *Vanity Fair* by William Thackeray
* *Walden* by Henry David Thoreau
* *War and Peace*  by Leo Tolstoy
* *Slaughterhouse-Five* by Kurt Vonnegut, Jr.
* *Candide* by Voltaire
* *The House of Mirth* by Edith Wharton
* *The Picture of Dorian Gray* by Oscar Wilde
* *Native Son* by Richard Wright

If you have a suggestion for a different classic book, ask me!

**SCHEDULE:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **11/17** | **11/18** | **11/19** | **11/20** | **11/21** |
| Get assignmentGo to library & get books | CW - Creative writing assignment & topics | Reading Day | HS LabCW - Characters & plot structure | 20% Day |
| **11/24** | **11/25** | **11/26** | **11/27** | **11/28** |
| 20% Day | 20% Day | **NO SCHOOL** | **NO SCHOOL** | **NO SCHOOL** |
| **12/1** | **12/2** | **12/3** | **12/4** | **12/5** |
| Reading Day | CW - writer’s workshop | Reading Day | HS LabCW - Setting & dialogue | 20% day |
| **12/8** | **12/9** | **12/10** | **12/11** | **12/12** |
| HS LabCW - work on story | Reading Day | CW - FINAL PEER GRADING of STORY | 20% Day | **NO SCHOOL** |
| **12/15** | **12/16** | **12/17** | **12/18** | **12/19** |
| HS LabWork on IBP | HS LabWork on IBP | HS Lab**IBP DUE** at the end of the hour | Christmas Party :)  | **OUT AT 12:30 pm** |

**Standard Book Report**

**REQUIREMENTS:**

* 2 pages or less (double-spaced)
* MLA format
* Summary of the important points in the novel (should not exceed 1 page)
	+ Book title & author
	+ Who were the important characters?
	+ What important events happened?
	+ What important details were there?
* Analysis of the novel (should be more than 1 page)
	+ Was the main character static (unchanging) or dynamic (changing) throughout the novel? How? In what ways?
	+ What events were pivotal to the character(s)? Why? What made those events so important?
	+ How would this novel be different if it were nonfiction (a true story) rather than fiction (a made-up story)? OR How would this novel be different if it were fiction rather than nonfiction?
	+ Do you relate to this character and/or the events in the novel? How? Why?
	+ Would you recommend this book to a friend? Why or why not?

**RUBRIC:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Summary** | **Analysis** | **Diction** | **Support** | **Mechanics** |
| **10** | Effective summary that includes main characters, important events and details. Does not exceed 1 page. | Effective analysis that includes whys, connections, and importance. Exceeds 1 page. | Lively, fitting, academic word use and language. | Utilizes specific examples from the text to support ideas presented. Utilizes quotes and/or paraphrases with citations. | 0-2 grammar issues. No spelling or punctuation errors (no fragments or run-ons). |
| **7** | Mostly effective summary that includes main characters, important events and details. Does not exceed 1 page. | Mostly effective analysis that includes whys, connections, and importance. Exceeds 1 page. | Appropriate and fitting word use and language. | Mostly utilizes specific examples from the text to support ideas presented. Utilizes quotes and/or paraphrases with citations. | 3-5 (including maybe 1 fragment or run-ons). No spelling errors. |
| **5** | Somewhat effective summary that includes main characters, important events and details. Does not exceed 1 page. | Somewhat effective analysis that includes whys, connections, and importance. Exceeds 1 page. | Understandable words, but maybe some words that aren’t necessarily best for the context. | Somewhat uses specific examples from the text to support ideas presented. Some quotes and/or paraphrases with citations. | 6-7 (including maybe 2-3 fragments or run-ons). No spelling errors. |
| **3** | Somewhat lacking summary and does not exceed 1 page. | Somewhat lacking analysis and exceeds 1 page. | Words that are used incorrectly and/or words that aren’t quite fitting. | Uses general examples rather than specific. No quotes or paraphrases. | 8-10 issues of grammar or punctuation. Difficult to read smoothly. |
| **1** | Summary is severely lacking AND/OR exceeds 1 page. | Analysis is severely lacking AND/OR does not exceed 1 page. | Inappropriate word use and/or non-academic language and/or use of “you,” “things,” or other ambiguous words | No support from text to support ideas.  | Major grammar issues and/or spelling errors. Hardly able to read smoothly. |

**Soundtrack for Your Novel**

**REQUIREMENTS:**

* List of each song with “song title” and artist.
* 10+ songs
* Song list & rationale for each song (should be 3+ sentences for each song):
	+ Why is this song significant to the novel? In other words, why did you pick this song for the novel?
	+ What events would this song accompany in the novel?
* MLA format for rationales & song list (you may number them)

**RUBRIC:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Songs** | **Rationale /Analysis** | **Diction** | **Support** | **Mechanics** |
| **10** | 10 or more songsCD/URL links to songs | 3+ sentences for each song. Effective analysis of why for each song. | Lively, fitting, academic word use and language. | Utilizes specific examples from the text to support ideas presented. Utilizes quotes and/or paraphrases with citations. | 0-2 grammar issues. No spelling or punctuation errors (no fragments or run-ons). |
| **7** | 7-9 songsCD/URL links to songs | 3+ sentences for each song. Mostly effective analysis of why for each song. | Appropriate and fitting word use and language. | Mostly utilizes specific examples from the text to support ideas presented. Utilizes quotes and/or paraphrases with citations. | 3-5 (including maybe 1 fragment or run-ons). No spelling errors. |
| **5** | 5-6 songsAnd/orNo CD/URL links to songs | 2-3 sentences for each song. Mostly effective analysis of why for each song. | Understandable words, but maybe some words that aren’t necessarily best for the context. | Somewhat uses specific examples from the text to support ideas presented. Some quotes and/or paraphrases with citations. | 6-7 (including maybe 2-3 fragments or run-ons). No spelling errors. |
| **3** | 3-4 songs | 2 or so sentences for each song. Some analysis of why for each song. | Words that are used incorrectly and/or words that aren’t quite fitting. | Uses general examples rather than specific. No quotes or paraphrases. | 8-10 issues of grammar or punctuation. Difficult to read smoothly. |
| **1** | 2 or fewer songs | 2 or fewer sentences. AND/OR ineffective analysis of why. | Inappropriate word use and/or non-academic language and/or use of “you,” “things,” or other ambiguous words | No support from text to support ideas.  | Major grammar issues and/or spelling errors. Hardly able to read smoothly. |