

**Hackensack High School**  
**Pre-AP English 11**  
**Summer Assignment for School Year 2009-2010**

**Part I**

Students should complete reading Stephen King's *Pet Sematary*. Students have been assigned a copy of the book.

**Part II – Personal Response to Text**

While you may, for this essay, use first-person pronouns, you should otherwise **write formally**. (No contractions, no slang or colloquial phrasing.) Students will respond, in an essay of **three (3)-four (4) pages in length**, to the following prompt:

- Stephen King's *Pet Sematary* engages, at a fundamental level, with mankind's fear of and respect for death. The Micmac Burial ground's ability to bring back the dead comes with a cost: the individual comes back changed. *Would you make the decision to bury a loved one in the Micmac Burial ground, knowing that the person who returned would not be the same person you buried?* (For the purposes of this response, you do not need to assume they will come back evil, as people do in the novel.)

**Part III – Analytical Response to Text**

For this essay, you may not use first- or second-person pronouns. This must be written formally and analytically. Students will choose **one (1) of the following three (3) prompts** and respond to them in essays of **three (3) to four (4) pages in length**. Please indicate to which essay prompt you are responding.

1. Compare Ellie's response to the possible death of her cat Church with her response to the actual death of Mrs. Crandall. Why does she respond so differently to each?
2. The town of Ludlow, Maine plays an important role in *Pet Sematary*. Examine how the town functions almost as a character itself in the novel. How does King use this setting to deepen and enrich the meaning of the text?
3. Fate versus free will is an important question raised by the novel's plot. Was Louis Creed destined to bury his son in the Micmac Burial ground? Were events manipulated to force him to do so? Or does he make this decision of his own free will?

Each essay should be formatted and cited using MLA (Modern Language Association) format. They must be printed in **12-point Times New Roman font, double-spaced, with 1" margins on all sides**. ***Papers will not be accepted in any other format.*** Papers should use **copious but judicious quotation from the novel** to support your ideas. **Proofread your papers.** Spelling, grammar, punctuation, and mechanics all count! All assignments will be due **Friday, September 11<sup>th</sup>, 2009**. Assignments will be submitted via turnitin.com on that day.

Any questions about the assignment should be addressed to  
Mr. Anthony Zisa, [a.zisa@hackensackschools.org](mailto:a.zisa@hackensackschools.org)

If you are unsure about MLA citation, you may go to the following website:  
<http://owl.english.purdue.edu/owl/printable/557/>

**Hackensack High School**  
**Pre-AP 3/AP English Literature and Composition**  
**Analytical Essay Scoring Rubric**

	<b>Excellent (100%)</b>	<b>Good (90%)</b>	<b>Satisfactory (80%)</b>	<b>Fair (70%)</b>	<b>Poor (60%)</b>	<b>Not present (0%)</b>
<b>Thesis/Intro (10 points)</b>	Thesis presents a well-organized, unique perspective on the topic. Sets up arguments fluently.	Thesis presents a fairly well-organized, defensible argument. May lack originality.	Thesis presents an organized, defensible argument. May lack originality or clarity.	Thesis presents an assessment of the text, but lacks clarity, organization, and/or originality.	Thesis is poorly written, organized, and/or lacks a defensible argument about the text.	No thesis present.
<b>Organization (10 points)</b>	Essay is well-organized, with copious evidence of pre-planning and effective transitions.	Essay is organized, with evidence of pre-planning and effective transitions.	Essay is generally organized, with a logical flow of ideas. Is lacking in transitions or pre-planning.	Essay presents some organization, but ideas do not flow logically; uses cliché transitions.	Essay is poorly organized; ideas are confusing to follow, with lack of transitions.	No organization present.
<b>Analysis (20 points)</b>	Provides persuasive, fluent analysis of the text. Analysis presents original perspective on text.	Provides generally persuasive, original analysis. May lack exploration of all concepts/ideas.	Generally effective analysis, but draws obvious conclusions and does not explore all ideas.	Analysis lacks depth, generalizing points to an unacceptable degree.	Analysis consists primarily of plot summary.	No analysis present.
<b>Support (15 points)</b>	Copious textual support present for ideas.	Generally effective use of textual support.	Offers textual support, but does not support all points from text.	Frequently generalizes points, restating quote's meaning instead of analyzing.	Little textual support present. Generalization is rule.	No support present.
<b>Relevance (10 points)</b>	Textual support is well-chosen and relevant to analysis.	Generally well-chosen and relevant support.	Support demonstrates relevance, but lacks concision.	Glaring lack of relevance and concision.	Support confusingly relates to analysis, irrelevant.	Support lacks relevance.
<b>Style (15 points)</b>	Fluent, collegiate style present. Words are well-chosen, syntax is varied and complex.	Collegiate style present. Some word choices are less effective than others.	Mostly collegiate style present. Words are generally well-chosen, but may be misused.	Word choices lack effectiveness in communication of thesis. Serious misuse of diction.	Diction presents serious problems in communicating ideas. Words are chosen poorly.	No style present.
<b>Mechanics (10 points)</b>	Few (if any) grammatical and mechanical errors present. Clearly proofread.	Some grammatical and mechanical errors present. Proofread, but not closely.	Systemic grammatical and mechanical errors are present. Needs proofreading.	Significant errors are present, such as subject-verb agreement.	Mechanical and grammatical errors abound.	No adherence to mechanical and grammatical rules.

**Length and Formatting** is worth **ten (10) points**. Essays should adhere to MLA guidelines; essays that are incorrectly formatted (in terms of font, spacing, and margins) will *not* be accepted. Essays lose five points for each 10% under assigned length.

**Hackensack High School**  
**Pre-AP 3/AP English Literature and Composition**  
**Personal Response Essay Scoring Rubric**

	<b>Excellent (100%)</b>	<b>Good (90%)</b>	<b>Satisfactory (80%)</b>	<b>Fair (70%)</b>	<b>Poor (60%)</b>	<b>Not Present (0%)</b>
<b>Introductory Paragraph (10pts)</b>	Essay offers an elegant introduction to topic, with clear idea of connection to personal experience.	Essay introduces topic and connections to experience well, but may offer some vagueness or confusion.	Essay introduces topic and connections, but does not offer enough specificity with enough clarity.	Vague, general intro. Offers connections, but needs to be much more specific and clear about ideas.	Introduction lacks relevance and/or is extremely confusing in presenting its connections.	No introductory paragraph present.
<b>Organization (15pts)</b>	Well organized, with sophisticated and well-thought out transitions between ideas.	Fairly well-organized, with good transitions and connections between ideas.	Organized. Ideas generally transition well; clear connections, but with some confusion.	Organized. Offers some transition and connections, but are confused, obvious and/or cliché.	Lacks cohesion. Does not transition, or does so extremely poorly.	No organization present.
<b>Connections to Personal Experience (15pts)</b>	Well considered connections to personal experience. Clear relevance in examples.	Examples generally well-chosen and relevant. May not explore connections sufficiently.	Examples are considered and generally relevant. Lacks exploration of connections.	While relevant, examples are either overly obvious, generalized or lack explication.	Examples are irrelevant or presented confusingly. Ideas are too superficial.	No connections to personal experience present.
<b>Support (20pts)</b>	Well supported, with specific and relevant connections to personal experience.	Generally well supported. Examples are relevant, but may need more explicit connections.	Satisfactory support present. Some examples, however, need more connection and explication.	Lacks sufficient support to persuade. Needs more specific connections to lived experience.	Poorly supported, with generalized observations and a lack of specific connections to personal life.	No support present.
<b>Style (20pts)</b>	Fluent, collegiate style present. Words are well-chosen, syntax is varied and complex.	Collegiate style present. Some word choices are less effective than others.	Mostly collegiate style present. Words are generally well-chosen, but may be misused.	Word choices lack effectiveness in communication of thesis. Serious misuse of diction.	Diction presents serious problems in communicating ideas. Words are chosen poorly.	No style present.
<b>Mechanics and Grammar (20pts)</b>	Few (if any) grammatical and mechanical errors present. Clearly proofread.	Some grammatical and mechanical errors present. Proofread, but not closely.	Systemic grammatical and mechanical errors are present. Needs proofreading.	Significant errors are present, such as subject-verb agreement.	Mechanical and grammatical errors abound.	No adherence to mechanical and grammatical rules.

**Length and Formatting** is worth **ten (10) points**. Essays should adhere to assignment guidelines; essays that are incorrectly formatted (in terms of font, spacing, and margins) will *not* be accepted. Essays lose five points for each 10% under assigned length.