

Summer Reading Assignments

English II

COLLEGE BOUND STUDENTS are required to read two books for summer reading. All students must read *Flowers for Algernon* by Daniel Keyes. Assessment for this novel will be in the form a test on the second full day of class. Below is a study guide of information from the novel as well as story questions, divided by chapter, to answer and use as a study guide for the test. These answers will be *reviewed*—not *given*—on the first day of class. This study guide will NOT be taken as a graded assignment. **IN ADDITION** to this novel, students will choose any ONE novel from the list of option novels below to read. Assessment for this novel will be in the form of reading journals using the “Reading Log Template” document provided. (See example below for instructions.) These reading journals must be typed and saved in order to submit to turnitin.com immediately upon returning to school.

HONORS COLLEGE BOUND STUDENTS are required to read three books for summer reading. All students must read *Flowers for Algernon* by Daniel Keyes. Assessment for this novel will be in the form a test on the second full day of class. Below is a study guide of information from the novel as well as story questions, divided by chapter, to answer and use as a study guide for the test. These answers will be *reviewed*—not *given*—on the first day of class. This study guide will NOT be taken as a graded assignment. **SECONDLY**, students will read *A Separate Peace* by John Knowles. Assessment for this novel will be in the form of reading journals using the “Reading Log Template” document provided. (See example below for instructions.) These reading journals must be typed and saved in order to submit to turnitin.com immediately upon returning to school. **LASTLY**, students will choose any ONE novel from the list of option novels below to read. Assessment for this novel will be in the form of book review—typed, saved, and submitted to turnitin.com immediately upon returning to school. (See rubric below for details.)

English II: *Flowers for Algernon* by Daniel Keyes

Study Guide

Background Material on the Author:

Born in 1927 in Brooklyn, New York, Keyes was an associate fiction editor for Stadium Publishing Co. when he married a fashion stylist/photographer (with whom he had two daughters). He taught high school English in Brooklyn for about six years, then moved to Michigan and took on a job as an instructor in the English Department at Wayne State University. Later, he lectured at Ohio University and attained the status of Professor of English there in 1972.

He has won many awards, including the Hugo Award in Science Fiction for the short story "Flowers for Algernon" in 1959, and the Nebula Award in 1966 for the novel which he based upon that story. He also received the special award from the Mystery Writers of America in 1981 for *The Minds of Billy Milligan* and an Edgar Allan Poe Award nomination for *Unveiling Claudia: A True Story of a Serial Murder* (1986).

Most of his books focus on psychological themes, and he describes himself as "fascinated by the complexities of the human mind." Two of his books, *The Fifth Sally* and *The Minds of Billy Milligan*, are recreations of actual cases of multiple personalities. Sally Porter harbored the personalities of an intellectual artist, a free-spirited tomboy, a

promiscuous woman, and a murderous personality; Billy Milligan was arrested for rape in Ohio and became the first person in U.S. history to be acquitted of a major felony by reason of multiple personalities—in Milligan's case, 24 personalities. (Interestingly, it was only after several of Milligan's selves read *Flowers for Algernon* that Milligan consented to work with Keyes.) *Unveiling Claudia* is about a woman who knew both the victims and murderers in three Ohio killings, fantasized herself as the murderer, and confessed to the homicides—only to have the charges dropped, fortunately, once the real killers were accidentally discovered.

Several media adaptations have been made of *Flowers for Algernon*, including a CBS Playhouse television drama, a two-act play, a dramatic musical, and adaptations for the stage in France, Ireland, Australia, Poland, and Japan. Cliff Robertson won the Academy Award for the starring role in the 1968 feature film.

Be prepared to discuss each of the following on the test:

1. Explain the stages of the plot development: exposition, rising action, climax, and falling action. Be able to discuss details important to the plot.
2. Discuss the conflict in the story—whether external or internal—and provide details.
3. Discuss the themes (main ideas or messages) of the story: treatment of mentally handicapped, effects of the past on one's life, family, love, intellect vs. emotion
4. Be able to discuss the following characters:

- **Charlie Gordon** -

The protagonist and author of the progress reports that form the text of *Flowers for Algernon*. Charlie is a thirty-two-year-old mentally retarded man who lives in New York City. He works at Donner's Bakery as a janitor and delivery boy. Charlie's friendliness and eagerness to please, along with his childhood feelings of inadequacy, make him the hardest-working student in Alice Kinnian's literacy class for retarded adults. When Charlie undergoes an experimental surgery to increase his intelligence, his IQ skyrockets to the level of a genius. His obsession with untangling his own emotional life and his longing to reach an emotional maturity and inner peace to match his intellectual authority inform many of the novel's primary concerns.

- **Alice Kinnian** -

Charlie's teacher at the Beekman College Center for Retarded Adults. Alice originally recommends Charlie for the experimental operation because she is impressed by his motivation. Although she is not one of the scientists who perform the experiment on Charlie, she acts as an unofficial member of the team because of her concern for him. She is interested in intellectual pursuits but is ultimately more motivated by emotion. Alice is the one woman with whom Charlie briefly finds loving fulfillment.

- **Professor Harold Nemur** -

The scientist in charge of the experiment that heightens Charlie's intelligence. An arrogant and career-obsessed man, Nemur treats Charlie as a laboratory animal rather than a human being. Nemur has a tendency to imply that he *created* Charlie, as if his mentally challenged patient is not a human. Nemur is tormented somewhat by his wife, who seems even more fixated on his career than he is.

- **Dr. Strauss** -

The neurologist and psychiatrist who performs the experimental operation that raises Charlie's intelligence, and Nemur's partner in the experiment. Dr. Strauss conducts therapy sessions with Charlie after the operation. Unlike Nemur, Dr. Strauss maintains interest in and concern for Charlie's emotional development.

- **Burt Selden** -

A friendly graduate student who is working on his thesis and who assists Strauss and Nemur in conducting the experiment. Burt oversees the testing of both Charlie and Algernon. He introduces Charlie to some of the students and faculty at Beekman College.

- **Algernon** -

The white mouse that is the first successful test subject for the experimental operation Charlie later undergoes. The operation makes Algernon three times as intelligent as a normal mouse and enables him to solve complex puzzles.

- **Fay Lillman** -

Charlie's neighbor in the apartment building that he moves into after running away from the scientific convention. Fay is an attractive, free-spirited, and sexually liberal artist whose favorite pastimes are drinking and dancing. She embarks on a brief affair with Charlie, knowing nothing about his background.

- **Rose Gordon** -

Charlie's mother, a domineering woman terribly ashamed of Charlie's retardation. In the early part of his childhood, Rose refused to accept that Charlie was abnormal, despite her husband's appeals for her to be rational. Rose finally had another child, Norma, on whom she focused all of her energy. Rose routinely punished Charlie for any sign of sexual interest, as she could not accept the notion of her retarded son having any form of sexuality.

- **Matt Gordon** -

Charlie's father, a barbershop-supply salesman who always wanted to open his own barbershop, and eventually does. Although Matt tried to protect the young Charlie from Rose's hostility, he gave in too easily to her bullying.

- **Norma Gordon** -

Charlie's younger sister, who grows up to act as caretaker for their mentally unstable mother. During their childhood, Norma resented Charlie for getting what she perceived as special treatment and was cruel to him. When she reencounters Charlie as an adult, however, she is glad to see him and regrets her youthful spite.

- **Uncle Herman** -

Charlie's uncle, who took care of Charlie after Rose expelled him from her home. Herman was generous to Charlie, protected him from neighborhood bullies, and set him up with his longtime job at Donner's Bakery. At the beginning of the novel, Herman has been dead for years.

- **Mr. Donner** -

The owner of the bakery where Charlie works. A friend of Uncle Herman, Mr. Donner agreed to hire Charlie so he would not have to go to the Warren State Home upon Herman's death. Donner gave Herman his word that he would look out for Charlie's interests. Donner stands by his pledge faithfully and treats Charlie like family.

- **Frank Reilly and Joe Carp** -

Two employees at Donner's Bakery who often pick on Charlie. Frank and Joe play tricks on Charlie and make him the butt of jokes that he does not understand. However, Frank and Joe think of themselves as Charlie's friends and defend him when others pick on him.

- **Gimpy** -

A baker at Donner's Bakery who secretly steals from his boss. Gimpy got his nickname because of his limp. His relationship with Charlie is much like Frank and Joe's relationship with Charlie.

- **Fanny Birden** -

The only bakery employee who is consistently nice to Charlie. Fanny does not like to see the others pick on Charlie because of his disability. When Charlie becomes a genius, Fanny is glad for him but is highly suspicious and wonders if he has made a deal with the devil.

- **Dr. Guarino** -
A quack doctor to whom Charlie was taken as a child. Dr. Guarino promised Rose that he could scientifically increase Charlie’s intelligence, but his methods are a complete sham. Guarino, however, was kind to Charlie.
- **Hilda** -
The nurse on duty while Charlie is first recovering from his operation. Hilda believes that Charlie may be defying God’s will by trying to gain intelligence unnaturally.
- **Minnie** -
An ordinary female mouse Fay purchases so that Algernon can have a companion.
- **Meyer Klaus** -
A brutish new employee at Donner’s Bakery who is working there when Charlie briefly reassumes his job after losing his temporary intelligence.

5. Be able to discuss which characters are static and dynamic—dynamic characters change because of the conflict they face; static characters do not change.
6. Discuss point of view and its importance in the story.
7. Be able to explain examples of figurative language (simile, metaphor, hyperbole, etc.).
8. Be able to discuss the importance of the setting (time and place).
9. Be able to discuss the following symbols found in the story:
Algernon; Adam and Eve and the tree of knowledge; the window
10. Be able to discuss the following vocabulary words as they are used in the novel:

Rorschach	stimulus	usurped
Thematic	hallucinations	perception
Apperception Test	inferior	deteriorate
maze	nausea	priority
genius	anguish	skeptical
panic	platonic	incompetent
psychology	alma mater	menial
subconscious	ego	resignation
plateau	labyrinth	identifying
psychiatrist	motivation	ironic
neurosurgeon	“guinea pig”	lethargy
intelligence quotient	exceptional	tangible
moron	paradoxical	arrogant
hostility	compulsion	antisocial
premature	stereotyped	self-effacement
hypothesis	chaos	syndromes
regression	erratic	capacity
opportunist	vacuous	senility
cynic	juxtaposition	dunce cap
pessimist	repelled	platitude
adolescent	diminished	repressed
inaminate	frustration	psychic experience
pompous	veneer	microcosm
urgency	impotent	perpetuate
intuition	inhibition	solitary
scapegoat	immersing	impaired

11. Be able to answer the following questions: (The questions are not necessarily in the order that the answers may appear in the book; also, many of these questions will not be answered in the book, but will require thinking to piece everything together.)

Progress Reports 1-8, March 3-March 31

1. Why are these early "progris riports" hard to read?
2. What assumptions can you make about Charlie Gordon from his writing?
3. What is a Rorschach test? Why is Charlie being given this test?
4. In Progress Report 4, the researchers ask Charlie to perform various tasks. What are the tasks?
5. Why does Charlie use asterisks in his writing?
6. What is Charlie's job at the bakery?
7. How do Charlie's friends at the bakery treat him?
8. How has Charlie changed by March 31?
9. What kind of scientific techniques are the scientists using in their treatment of Charlie?

Progress Reports 9 and 10, April 1-April 28

1. What is the style of Charlie's entry at the beginning of April?
2. By April, how has Charlie changed intellectually?
3. How does Charlie change when he realizes that Joe and Frank and the others liked to make fun of him?
4. Dr. Strauss tells Charlie that the more intelligent he becomes, the more problems he'll have. Why?
5. How is Charlie's improved memory painful?
6. Why does Charlie encounter hostility at the bakery?
7. How do Charlie's parents disagree over Charlie?

Progress Report 11, May 1-May 25

1. Who is Alice Kinnian and how does her relationship with Charlie change in May?
2. How does Charlie's writing in May reflect his increased ability to see behind the surface of things?
3. Why do you think Gimpy isn't more careful to hide his cheating from Charlie?
4. In May Charlie begins to think Professor Nemur doesn't relate to him as a person. Is Charlie correct? Find examples in the story to support your answer.
5. Why is Charlie fired from the bakery?
6. In May, Charlie is like two people—an intellectually superior adult and a mentally retarded boy. Give examples of each persona.

Progress Reports 12 and 13, June 5-June 13

1. How has Charlie changed since the beginning of the book?
2. What does Charlie remember about his relationship with his sister Norma?
3. What is the underlying reason for Charlie's first argument with Alice on June 6?
4. Why do seatbelts make Charlie uncomfortable?
5. Why does Charlie feel he is being treated as a guinea pig?
6. What are Charlie's reasons for running away from the Chicago conference?
7. How could the researchers have treated Charlie to make him feel better?
8. Is Charlie justified in running away?

Progress Reports 14 and 15, June 15-July 9

1. Why did Charlie describe his mother as being "two different people"?
2. What do you know of Charlie's parents?
3. Describe Charlie's apartment in New York.
4. How is Fay Lillman different from any of Charlie's previous acquaintances?
5. In what ways is Charlie's visit to his father a disappointment?
6. Charlie the adult says that Charlie the child is watching him. Explain what is going on here.
7. How is Algernon changing?
8. Why do the researchers use a team of people to work with Charlie? What does each person contribute?
9. Is Charlie maturing emotionally? Cite examples from the book to support your answer.

Progress Report 16, July 14-September 27

1. Describe Warren State Home and Training School.
2. What is the Algernon-Gordon effect?
3. What is your impression of Charlie's mother and sister after Charlie visits them?
4. Charlie recalls the front window of the house in which he lived as a youngster. Why does he think the window has become a significant symbol for him?

Progress Report 17, Octobers-November 21 -

1. How does the first word of Progress Report 17 set the tone for the rest of the book?
2. The Donner bakery workers seem different when Charlie returns to work. Have they changed? Are they Charlie's friends?
3. What is Charlie's final request to the experimenters?

------(end of *Flowers for Algernon* study guide)-----

ENGLISH II: LIST OF OPTION NOVELS

Reviews included are from *School Library Journal online* unless otherwise stated. Students are encouraged to research further at amazon.com, b&n.com, or any other reputable book dealer for more information to choose a novel of interest.

Speak – Laurie Halse Anderson: This powerful novel deals with a difficult yet important topic-rape. Melinda is just starting high school. It should be one of the greatest times in her life, but instead of enjoying herself, she is an outcast. She has been marked as the girl who called the police to break up the big end-of-the-summer party, and all the kids are angry at her. Even her closest

friends have pulled away. No one knows why she made the call, and even Melinda can't really articulate what happened. As the school year goes on, her grades plummet and she withdraws into herself to the point that she's barely speaking. Her only refuge is her art class, where she learns to find ways to express some of her feelings. As her freshman year comes to an end, Melinda finally comes to terms with what happened to her-she was raped at that party by an upperclassman who is still taunting her at school. When he tries again, she finds her voice, and her classmates realize the truth. The healing process will take time, but Melinda no longer has to deal with it alone. Anderson expresses the emotions and the struggles of teenagers perfectly. Melinda's pain is palpable, and readers will totally empathize with her. This is a compelling book, with sharp, crisp writing that draws readers in, engulfing them in the story.- Dina Sherman, Brooklyn Children's Museum, NY Copyright 1999 Cahners Business Information.

Firestorm (book 1 of The Caretaker Trilogy) – David Klass: Klass enters exciting and provocative new territory with this sci-fi thriller. Seventeen-year-old Jack Danielson's life has always been normal -except that his parents have encouraged him to blend in and not try too hard. But then he learns that he is different, that he has special powers and abilities, and that he is from the future and has been sent back to save the planet. Strangers kill his adoptive parents and come after him, and the teen's only hope to survive is to trust in Gisco, a huge dog who speaks to him telepathically, and Eko, a ninja babe whose loyalties are ambiguous. The writing is fluid and graceful in places. The sobering events and tone are leavened with engaging humor, and the characters are multidimensional. The relentless pace, coupled with issues of ecology, time travel, self-identity, and sexual awakening, makes for a thrilling and memorable read. The cliff-hanger ending will make readers hope that Klass's work on book two of the trilogy is well under way." -Melissa Moore, Union University Library, Jackson, TN" Copyright 2006 Reed Business Information.

The Silver Ship and the Sea – Brenda Cooper: Cooper's first solo novel is an engrossing tale of six young outsiders growing up on a colony planet. They were left behind as young children, descendants of a group of "altered" (genetically modified) people who landed on the planet and ultimately fought with its original colonists. Now 12 years have gone by, the "altered" children are teens, and many members of the colony are profoundly uneasy about them. The story is narrated by the eldest, Chelo. They are all big, strong, and fast, and each one has a special skill. When an earthquake literally shakes everything up, Chelo and her friends find themselves drawn to Jenna, the one remaining "altered" adult, who lives on the fringes of society, and to the spaceship that the "altered" left behind. The teens begin to find out who they really are, and what they might become someday. This is an adventure story, because life on this planet can be treacherous, but it is also a story about the relationships between insiders and outsiders, between adults and the teens who are about to surpass them, and between

people who need each other in order to survive." Sarah Flowers, Santa Clara County Library, CA" Copyright 2007 Reed Business Information.

***Extremely Loud and Incredibly Close* – Jonathan Safran Foer:** Oskar Schell is not your average nine-year-old. A budding inventor, he spends his time imagining wonderful creations. He also collects random photographs for his scrapbook and sends letters to scientists. When his father dies in the World Trade Center collapse, Oskar shifts his boundless energy to a quest for answers. He finds a key hidden in his father's things that doesn't fit any lock in their New York City apartment; its container is labeled -Black. - Using flawless kid logic, Oskar sets out to speak to everyone in New York City with the last name of Black. A retired journalist who keeps a card catalog with entries for everyone he's ever met is just one of the colorful characters the boy meets. As in "Everything Is Illuminated" (Houghton, 2002), Foer takes a dark subject and works in offbeat humor with puns and wordplay. But "Extremely Loud" pushes further with the inclusion of photographs, illustrations, and mild experiments in typography reminiscent of Kurt Vonnegut's "Breakfast of Champions" (Dell, 1973). The humor works as a deceptive, glitzy cover for a fairly serious tale about loss and recovery. For balance, Foer includes the subplot of Oskar's grandfather, who survived the World War II bombing of Dresden. Although this story is not quite as evocative as Oskar's, it does carry forward and connect firmly to the rest of the novel. The two stories finally intersect in a powerful conclusion that will make even the most jaded hearts fall." - Matthew L. Moffett, Northern Virginia Community College, Annandale" Copyright 2005 Reed Business Information.

***13 Little Blue Envelopes* – A. S. King:** This whirlwind adventure begins as Ginny, 17, reads a letter from her free-spirited, unpredictable Aunt Peg, who has recently passed away. She is given several destinations, four rules, and the instruction to open one envelope upon her arrival at each place. Thus begins a rapid tour of Europe as the teen struggles to accomplish the tasks established by her aunt. The motivation: Ginny wants to understand the woman's wanderlust and, possibly, she just wants a connection to her beloved relative. Throughout her adventures in Rome, Paris, Greece, England, and the Netherlands, the teen collects pieces of Peg's past and learns more about her rapid departure. She also learns much about herself. The reason Ginny is sent to meet certain people is not always clear; sometimes she (and readers) wonder about the point of the exercise. Overall, though, the novel drives home the importance of family, love, and the value of connections that you make with people. (this review taken from amazon.com)

***Antsy Does Time* – Neal Shusterman:** In this sequel to "The Schwa Was Here" (Dutton, 2004), Brooklynite Antsy Bonano, 14, finds another peculiar friend, a Swedish import named Gunnar Ümlaut. When a balloon from the Macy's Thanksgiving Day Parade gets away, Antsy and his friends Howie and Ira head into Manhattan to follow the debacle. On the way, they run into

their classmate Gunnar. Watching the catastrophe unfold, he confides to Antsy that he's been "coming to disasters" lately, and that he's dying of Pulmonary Monoxic Systemia. Gunnar says he has only six months to live, so Antsy gives him one of his own, drawing up a legal-looking document, and, before he knows it, the whole school's giving Gunnar months of their lives. Spending more time at Gunnar's house, Antsy falls for his friend's older sister, and also notices that things seem off. Gunnar's obsession with his presumed imminent death is largely ignored. As Antsy uncovers the truth, he learns more about the meaning of the time you have on Earth. This novel is as cleverly plotted and well paced as "The Schwa"; it is brimming with amusing secondary characters and situations that add depth and interest. Fans won't be disappointed, and newcomers won't have any problem jumping right in." Jennifer Barnes, Homewood Library, IL" Copyright 2008 Reed Business Information.

ENGLISH II: READING JOURNAL EXPLANATION (all students)

Using the provided template, students will keep a journal while reading the novel of their choice (college bound) or *A Separate Peace* (honors). Students must log a **minimum of 30 entries** for the duration of the novel. Each entry consists of a quote or scene from the novel, the page number(s) on which it occurs, and the reader's thoughts pertaining to that quote. This type of journaling occurs naturally in the minds of readers; this assignment is an attempt to promote good reading skills by forcing students to record their thoughts, associations, and questions while reading. Students are encouraged to take notes directly in their novels (if they've purchased their own copies) or on a sheet of paper kept inside the novel (if they've borrowed a copy from a friend or library). Because it is not always practical to read while sitting at a computer to log ideas directly, underlining quotes and jotting down thoughts will enable students to record them on the template at intervals. This saved document will then be submitted to turnitin.com immediately upon returning to school to be graded. Reading Logs will be graded for completion, effort, and content depth.

ALL JOURNALS MUST BE THE ORIGINAL WORK OF THE STUDENT; NO PORTION (WITH THE EXCEPTION OF QUOTATIONS FROM THE NOVEL) SHOULD BE TAKEN FROM ANY PUBLISHED OR UNPUBLISHED WORK OR FROM ANY OTHER OUTSIDE SOURCE.

Below is an example journaled from *Howl and Other Poems* by Allen Ginsberg.

Quotation—phrase or sentence that catches my attention, confuses me, provides particular insight, etc.	Page #	My thoughts about the quotation; why I think it's significant or interesting; questions I have about it; why I relate to it, etc.
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<p>“Whole families shopping at night! Aisles full of husbands! Wives in the avocados, babies in the tomatoes!”</p>	<p>29</p>	<p>I like the way he’s kind of screaming about people in the produce. I like grocery stores at night because there are fewer people and there’s usually people stocking stuff who can tell you where something is if you’re looking for it. But sometimes they close aisles to wax the floor; I always want something in that aisle.</p>
<p>“I want people to bow as they see me and say he is gifted with poetry, he has seen the presence of the Creator.”</p>	<p>34</p>	<p>I think it’s interesting that he credits the Creator for his talent when he’s obviously so full of himself; I didn’t think he would acknowledge that it’s a gift from someone higher.</p>

*Note: the template contains only 10 rows; to extend to the minimum 30 and beyond, continue pressing the tab key to create new rows as you type.

ENGLISH II: BOOK REVIEW EXPLANATION (Honors only)

All Honors students must write a book review on the novel of their choice from the list of option novels above. Reviews must be typed in MLA format: Times New Roman 12 point font, entirely double spaced, 1-inch margins, MLA heading (see below), a title centered, and a header (at ½-inch) on the right margin consisting of the student’s last name and page number (headers can be created via the “View” menu in MicrosoftWord 2003 or the “Insert” tab of 2007). For example:

<p>Student’s Name Teacher’s Name English II 16 August 2010</p>	<p>Lastname 1</p>
<p>Title</p> <p>Begin writing review immediately beneath the title. Entire review should be double spaced.</p>	

For more information on writing a book review, consult your *Writers Inc* pages 221-3. Reviews must be a minimum of 4 paragraphs and written using the third person point of view (i.e. no use of first person pronouns like “I, me, my, our, we” or the second person “you”). The first paragraph should introduce the novel; the second paragraph should briefly summarize the major plot line; the third paragraph should describe at least one key event of the novel in detail; the last paragraph should discuss the student’s opinion on the value of the novel. (The second and third paragraphs can be expanded into two or more paragraphs if needed.) Direct examples and/or quotes from the novel should be used

throughout the review to support the student’s statements. This review must be typed and saved in order to be submitted to turnitin.com immediately upon returning to school.

ALL REVIEWS MUST BE THE ORIGINAL WORK OF THE STUDENT; NO PORTION (WITH THE EXCEPTION OF QUOTATIONS FROM THE NOVEL) SHOULD BE TAKEN FROM ANY PUBLISHED OR UNPUBLISHED WORK OR FROM ANY OTHER OUTSIDE SOURCE.

Book reviews will be graded using the basic rubric below.

3	2	1
The novel is properly identified and introduced in the first paragraph.	The novel is somewhat introduced but missing key elements such as the author, setting, etc.	The novel is not properly identified in the first paragraph.
The novel’s basic plot is well outlined in the second paragraph.	The plot is somewhat discussed but missing major points of importance.	The plot is not adequately discussed in the second paragraph.
At least one major event of importance is described in clear detail in paragraph three. Its relevance is properly explained.	A major event of importance is discussed, but details are vague and/or relevance is unclear.	An event of importance is not clearly described in the third paragraph.
The novel’s value is clearly explained and supported in paragraph four.	The novel’s value is addressed, but it is unclear why the writer feels this way.	The novel’s value is not appropriately discussed.
The review includes several examples, details, and/or quotes from the novel as support.	The review includes some examples, details, and/or quotes, but their relevance is unclear.	The review does not include adequate examples, details, and/or quotes from the novel.
All requirements of MLA format are followed.	Most requirements of MLA format are followed.	The review is not typed in MLA format.
Only formal language is used, including third person point of view.	Language is generally formal, but may include instances of conversational slang or informal phrasing and/or first or second person.	Language is not formal and includes first or second person point of view.

<p>Basic conventions of grammar, mechanics, and spelling are followed throughout.</p>	<p>Grammar, mechanics, and spelling errors are minimal.</p>	<p>Too many grammar, mechanics, and spelling errors make the review difficult to read.</p>
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