

Independent Study Unit

Name: _____

Text: _____

Author: _____

The ISU is an opportunity for students to demonstrate their understanding and insight into one novel of their choosing. **The ISU Literary Essay is worth 20% of the final mark**, as part of the 30% summative.

The due date for the ISU is final and no extensions will be granted. It is imperative that students keep up with the reading and bring their ISU novels to class on a daily basis. **In the case of an absence on an assignment due date because of an illness, a doctor's note must be submitted on the day the student returns to class.**

Components	Category % of Final Mark	Due Dates
Notes Check	K/U 1%	_____
Literary Essay	SUM 20%	_____
Seminar	SUM 10%	_____

Alcott, Louisa May
 Alexie, Sherman
 Anonymous
 Bail, Murray
 Blackman, Malorie
 Brontë, Charlotte
 Brookner, Anita
 Condie, Ally
 Choy, Wayson
 Dashner, James
 De Bernieres, Louis
 De Rosnay, Tatiana
 Dickens, Charles

Doctorow, E. L.
 Du Maurier, Daphne
 Esquivel, Laura
 Francis, Brian
 Frank, Anne
 Golden, Arthur
 Green, John
 Gregory, Julie
 Griffin, John Howard
 Harstad, Johan
 Hopkins, Ellen
 Kay, Guy

Kidd, Sue Monk
 Lamb, Wally

London, Alex
 MacKenzie, Nancy
 Maguire, Gregory

McCormick, Patricia

McCourt, Frank
 Mitchell, W. O.
 Montgomery, L. M.
 Moore, Judith
 Myracle, Lauren
 Ness, Patrick
 Opper, Kenneth
 Patrick, Cat
 Quindlen, Anna
 Revis, Beth
 Roth, Veronica
 Rubio, Hyman Gwyn
 Runyan, Brent
 Schaller, Arthur
 Shaw, George Bernard
 Shepard, Megan
 Shusterman, Neil
 Smith, Betty
 Sparks, Beatrice
 Stein, Garth
 Toews, Miriam
 Thompson Walker, K.
 Twain, Mark
 Vonnegut, Kurt
 Walls, Jeanette
 Weisel, Elie
 Westerfeld, Scott

Little Women
The Absolute True Diary of a Part-Time Indian *
Go Ask Alice *
Eucalyptus ***
Noughts and Crosses
Jane Eyre
Hotel du Lac ***
Matched
Jade Peony
The Maze Runner
Captain Corelli's Mandolin
Sarah's Key *
David Copperfield
Oliver Twist
Ragtime
Rebecca
Like Water For Chocolate *
Fruit *
The Diary of a Young Girl
Memoirs of a Geisha *
The Fault in Our Stars
Sickened *
Black Like Me
172 Hours on the Moon
Crank *
A Song for Arbonne ***
The Summer Tree
The Secret Life of Bees
I Know This Much is True
She's Come Undone *
Proxy
The Child Queen ***
Confessions of an Ugly Stepsister
Mirror Mirror
Wicked *
Cut *
Sold *
Angela's Ashes *
Who Has Seen the Wind
Anne of Green Gables
Fat Girl *
Shine *
The Knife of Never Letting Go
The Boundless
Revived
Black and Blue
Across the Universe
Divergent
Icy Sparks
The Burn Journals
100 Cigarettes & a Bottle of Vodka
Pygmalion
The Madman's Daughter
Unwind *
A Tree Grows in Brooklyn
Annie's Baby *
The Art of Racing in the Rain
A Complicated Kindness
The Age of Miracles
Adventures of Huckleberry Finn
Cat's Cradle
The Glass Castle *
Night *
Uglies

Yen Mah, Adeline
 Zailckas, Koren
 Zusak, Marcus

Chinese Cinderella
Smashed *
The Book Thief

Unless otherwise indicated, books are located in the "Fiction" section of the PHS Library.

* contains material that may be offensive to some
 *** not available in the PHS Library

Choose your novel well. If you find that you do not enjoy your novel after the first chapter or two, it is wise to select another novel in its place while it is still early in the reading process.

Search for these titles with ease...using the IPAC. You can type "Grade 10 ISU" to view the entire list of titles and see what is available.

January 2015 (67)

I.S.U. Reading & Research Notes for ISU Essay & Seminar

An analysis of literary elements explores and evaluates specific aspects found in the novel. Note-taking is an integral part of the study of literature. As you are reading your chosen ISU novel:

- Record at least **3 quotations per literary element** and analyse each quotation, using the questions below.
- Organize quotations by literary element, on paper with page numbers indicated, as well as flagged in your ISU novel.
- Record all information you will need in order to cite all quotations.
- You will write a well-structured literary essay that examines **three** of these literary elements.

Consider the following elements. The questions under each literary element are meant to guide your note-taking.

Character

An analysis of the character: his/her attitude, philosophy, motivation, etc.

- What types of characters are in the novel?
- What is the character's relationship with others?
- Is a character a symbol or representation of a theme or an idea? How do they reveal this?
- How does the author develop characterization, or the revelation of character traits?
- Does a character speak for the author? Reveal or represent themes?
- How does the character develop or change as a result of the events in the novel, or is the character static and does not change?
- What brings about (causes) this change?

Setting

Study the setting of the novel (time period, location, physical description, atmosphere) and consider its importance to the following:

- Theme – how is the theme developed through the use of setting?
- Characters – what is the setting's impact on the character(s), their actions, attitudes, etc.
- Conflict – what is the setting's impact on the struggles or conflicts that exist?
- Symbolism – are aspects of the setting symbolic?
- Imagery – does the author use figurative/imaginative language to help create the setting? Is it effective? Do recurring images run throughout the novel? What is its purpose?

Conflict

- What is the central conflict and what type of conflict is it (person vs. person, etc.)?
- What are the minor conflicts and how do they relate to the central plot?
- Where does the conflict occur? Is it effective?
- What is the incident that triggers the conflict?
- How does the conflict influence or affect the telling of the story (increases suspense, advances the plot, creates a crisis or climax, affects the setting, etc.)?
- What does the conflict reveal or change in the characters?
- What does the conflict reveal or communicate about the theme?
- What events contribute to the working out of the conflict?
- What does the resolution of the conflict reveal about the author's main messages (themes)?

Theme

- What is the central purpose or idea of the story?
- Is the author making a moral statement?
- What is he or she saying about life? How is the theme portrayed?
- Why did the author write this story? What message did he or she want to express?

- How is the theme revealed through the other literary elements? Does the setting contribute to the theme? Does the conflict involve a greater message that applies to the human condition?

Narrative Perspective

- What is the point of view or narrative perspective?
- Does it affect and/or influence how the audience (reader) perceives the various elements of the novel?
- How does it affect or influence the telling of the story (attitude, tone, bias, etc.)?
- How does it affect or influence the plot, characterization, conflict?
- How does it affect how the audience (reader) sees and/or understands different characters?
- How does it help communicate the theme(s)?

As you read your ISU novel, take notes on the literary elements mentioned above, and record at least **3 quotations per topic**. You are encouraged to use sticky notes, and it is recommended that you buy your own book, so you can highlight and make notes in the margins. You will demonstrate your ability to understand a text and communicate your ideas in written form. Please thoroughly review the essay rubric included in this package.

Additionally, you will be in the library for two periods in order to research your seminar topic. Evaluation for this component will assess your research skills. **This research is background preparation for your oral presentation.**

Analyse your novel by relating it to your chosen adolescent issue. There are many different approaches you can take. **Some questions to consider in your research are:**

- Does the **setting** play an important role in the novel? In the adolescent issue?
- Are there any **characters** or **conflicts** in the novel that resemble people in your chosen adolescent issue? If so, how?
- What are the protagonist's values and beliefs? Are these values mirrored in the the adolescent issue? How?
- What impacts the adolescent issue (i.e., is something causing it, influencing it, mitigating it, escalating it)?
- What have you learned about the adolescent issue?
- As a society, what message are we to come away with **and** what lessons are to be learned from this adolescent issue?

Before the essay, you will show your reading process notes and your point-form library research notes to your teacher for feedback. There should be clear evidence that you have linked your chosen adolescent issue to some aspect of the novel. Page numbers need to be recorded, whenever possible. Remember that other media, such as images or video, require bibliographic information as well.

Name: _____

****Staple and submit this sheet with your completed research and reading notes.****

Level	R	1	2	3	4
Use of Library Time (over 2 days)	Never on task	Rarely on task	Sometimes on task	Usually on task	Always on task
	<input type="checkbox"/> Day 1 <input type="checkbox"/> Day 2	<input type="checkbox"/> Day 1 <input type="checkbox"/> Day 2	<input type="checkbox"/> Day 1 <input type="checkbox"/> Day 2	<input type="checkbox"/> Day 1 <input type="checkbox"/> Day 2	<input type="checkbox"/> Day 1 <input type="checkbox"/> Day 2
Notes contain specific and organized details about each literary element	<div style="display: flex; justify-content: space-around; text-align: center;"> 0 1 2 3 4 5 6 7 8 9 10 </div>				

Your Task:

You will write a 5 paragraph essay in MLA format. After reading your ISU novel, you will brainstorm ideas, write an outline, then draft an essay that examines how **three** literary elements reveal a prominent **theme**. Use the following statement to guide your analysis:

In (author and *title of novel*), the author uses literary elements to emphasize _____ (theme statement).

In your essay, you will analyze **three** of the following literary elements in your argument paragraphs: character development, setting, conflict, narrative perspective, and/or motif. **Each body paragraph must contain three (3) quotations.**

- 🎧 **Body Paragraph 1** • first literary element (3 quotations)
- 🎧 **Body Paragraph 2** • second literary element (3 quotations)
- 🎧 **Body Paragraph 3** • third literary element (3 quotations)

Use an essay outline organizer to structure your ideas, and then write a rough draft. Edit your rough draft, and switch with a partner and peer edit. Now you are ready to write your good copy. Use the following website to help you write the essay and Works Cited Page in proper MLA format: <http://owl.english.purdue.edu/>

The Stages of Essay Writing

- 🎧 Brainstorming (topics, working thesis)
- 🎧 Research (avoid plagiarism, use in-text citations, and works cited)
- 🎧 Outlines (the proper structure for a well-developed essay outline)
- 🎧 Writing Drafts (use a variety of sentence structures and word choice)
- 🎧 Self Edit then Revise
- 🎧 Peer Edit the Revise
- 🎧 Writing the Final Draft

What do I submit (if your teacher requests a hard copy)?

Be sure to submit **ALL** of the following items on the due date, **in this order**:

- 🎧 Rubric
- 🎧 Final Draft of Essay (4 page maximum), plus Works Cited
- 🎧 Two edited rough drafts
- 🎧 Peer Edit sheet
- 🎧 Outline
- 🎧 Brainstorming

Name: _____

****Staple and submit this sheet with your completed assignment.****

	1 Topic Development Overall effect of paper	2 Support Degree to which the response includes examples that develop the main points	3 Organization Degree to which the response is focused, clear, and in a logical order	4 Communication Vocabulary, word choice, usage	5 Mechanics Spelling and capitalization, punctuation, paragraphing
5	<ul style="list-style-type: none"> Clear and complex focus in introduction Original/insightful thesis Thorough development of ideas Shows a high degree of understanding of themes, concepts, and ideas 	<ul style="list-style-type: none"> Supporting details are rich, analyzed and well-developed Details are relevant, enhance the argument, and are appropriate for the focus 	<ul style="list-style-type: none"> Details are effectively and carefully organized Organizational devices are incorporated effectively Embedded quotations enhance flow MLA format is exemplary Essay shows thorough evidence of revision 	<ul style="list-style-type: none"> Uses a formal tone and appropriate style, with a high degree of effectiveness Syntax communicates ideas with a high degree of clarity Rich, effective use of academic diction 	<ul style="list-style-type: none"> Complex use of grammar and sentence structure, with minimal mechanical errors
4	<ul style="list-style-type: none"> Clear focus and thesis Clear development of ideas Shows an understanding of themes, concepts, and ideas 	<ul style="list-style-type: none"> Supporting details are effectively analyzed and well-developed Details are relevant and appropriate for the focus 	<ul style="list-style-type: none"> Details are organized effectively Organizational devices are incorporated Embedded quotations are used correctly MLA format is generally correct Essay shows evidence of revision 	<ul style="list-style-type: none"> Uses formal tone and appropriate style Syntax communicates information with clarity Effective and correct usage of academic diction 	<ul style="list-style-type: none"> Few errors that do not interfere with communication
3	<ul style="list-style-type: none"> Basic focus and/or thesis Some development of ideas Shows some understanding of themes, concepts, and ideas 	<ul style="list-style-type: none"> Some clear supporting details are included Some details are relevant and appropriate for the focus 	<ul style="list-style-type: none"> Some details are organized Some organizational devices are incorporated Embedded quotations are used MLA format is somewhat correct Essay shows some evidence of revision 	<ul style="list-style-type: none"> Uses some informality in tone and style Syntax communicates some information with clarity Acceptable, generally correct usage of academic diction 	<ul style="list-style-type: none"> Errors that sometimes interfere with communication
2	<ul style="list-style-type: none"> Vague focus and thesis Limited development of ideas Shows limited understanding of themes, concepts, and ideas 	<ul style="list-style-type: none"> Basic, undeveloped arguments Limited details are often inappropriate for the focus 	<ul style="list-style-type: none"> Limited organization of details. Often resembles free-writing Few organizational devices are incorporated Errors with embedded quotations Improper MLA formatting Essay shows minimal evidence of revision 	<ul style="list-style-type: none"> Often uses informal tone and style Syntax communicates information with limited clarity Simplistic vocabulary, with inappropriate/incorrect usage of academic diction 	<ul style="list-style-type: none"> Noticeable errors that interfere with communication
1	<ul style="list-style-type: none"> Thesis is missing and/or focus is very unclear Shows a lack of understanding of themes, concepts, and ideas Too brief to evaluate accurately 	<ul style="list-style-type: none"> Arguments/evidence/quotations are missing Supporting details are irrelevant, missing, or unclear Too few or weak arguments 	<ul style="list-style-type: none"> Very limited organization of details. Resembles free-writing Lack of length and clarity, which results in poor organization No embedded quotations Little or no MLA formatting Essay shows no evidence of revision. No rough copies submitted 	<ul style="list-style-type: none"> Rarely uses formal tone or style Communication of information lacks clarity due to poor syntax Inadequate academic diction, with numerous errors in usage 	<ul style="list-style-type: none"> Errors seriously interfere with communication Too brief to evaluate accurately
Total	T= /5	S= /5	O= /5	C= /5	M= /5

Overall Expectations: *Developing and Organizing Content:* generate, gather, and organize ideas and information to write for an intended purpose and audience; *Using Knowledge of Form and Style:* draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience; *Applying Knowledge of Conventions:* use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.

Comments:

For this assignment, you will give a **10-minute** formal seminar that demonstrates your knowledge of your ISU novel, **one** literary element, and an adolescent issue of your choice.

Instructions:

As you are reading, take note of any topics in your ISU novel that relate to an adolescent issue. What issues have you seen in the news lately that might relate to one of these topics? Decide which topic interests you and begin to research to find a current adolescent issue.

For example, does your novel investigate:

- use of social media
- mental illness
- substance abuse
- anxiety over one's future
- family or other relationship issues
- work-life balance
- resilience and resourcefulness
- anxiety over world issues and confronting those issues?

Read the newspaper, watch the news, and read news blogs to find sources that reflect the adolescent issue addressed in your ISU novel. Your issue and sources should be current – within the past four (4) years.

You will choose **one** of the following literary elements as the focus of your presentation: character development, conflict, theme, setting. Find **three** current and relevant sources of information (i.e., newspaper or magazine articles, interviews, news clips, and/or news blogs). These sources should reflect the significance of the literary element you chose. Create an MLA style Works Cited page.

Prepare an engaging seminar that teaches the class about your ISU novel and topic. You are encouraged to incorporate audiovisuals, costumes/props, etc. The format is up to you: you can include a Powerpoint presentation, a skit, an interview, etc. Be creative! Students are responsible for audiovisual equipment arrangements.

Presentation Guidelines

Your **10-minute** seminar will include the following elements:

- a **brief** summary of your ISU novel
- an overview of a current adolescent issue that relates to **one literary element** in your ISU novel
- a connection between **three current and relevant sources**, your literary element, and your adolescent issue.

1. DO rehearse your presentation in front of someone or by using a tape recorder; take notice of the time limits and stay within them.
2. DO memorize your presentation if you can.
3. DO prepare small cue cards if you can't memorize it.
4. DO give a copy of your presentation to someone close to the front so that he/she can give you a cue when needed.
5. DO raise your voice a little so that people at the back can hear.
6. DO modulate your voice: emphasize important words.
7. DO stand in full view of the audience.
8. DO present yourself as confident and in control of the situation.
9. DO feel free to move as you speak.
10. DO make eye-contact with members of the audience.
11. DO look around as you speak, involving your audience in your presentation.
12. DO use audiovisual material whenever appropriate, but make sure that you have arranged for it in advance.
13. DO make sure that you know and understand the evaluation criteria.
14. DO write on the chalkboard/dry-erase board any names or places or technical terms which your audience is unfamiliar with.
15. DO find out how to pronounce names, places, technical terms, etc.
16. DO keep all of your written work in case it is required in the evaluation.

1. DON'T fidget at the front.
2. DON'T make excuses for not being properly prepared.
3. DON'T read your presentation without looking at the audience.
4. DON'T hide behind a desk.
5. DON'T hold paper in front of you, especially if you are nervous, because paper quivers with your quivering hand.
6. DON'T turn your back on your audience unless writing something on the board.
7. DON'T use slang or informal language in a formal presentation: avoid words such as "guys," "goes," "like," "O.K.," "right," etc.
8. DON'T speak too quickly; your audience is trying to process a lot of new information.
9. DON'T pace back and forth.

Take a deep breath, relax, and begin with confidence!

Name: _____

ISU Text & Author: _____

Issue: _____

****Submit this sheet to your teacher prior to presenting.****

Category	Level R (0-49%)	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)	Mark
Knowledge/ Understanding Content (supporting evidence, research, detail)	<ul style="list-style-type: none"> Shows a lack of understanding of the text/topic Supporting evidence is missing; work is not cited No research provided, and no bibliographic information recorded 	<ul style="list-style-type: none"> Shows limited understanding of the text/topic Supporting evidence is basic/unclear; work is not cited Little research provided, and little bibliographic information recorded 	<ul style="list-style-type: none"> Shows some understanding of the chosen text/topic Some ideas are substantiated with evidence; some work is cited Research notes are somewhat complete, and include some bibliographic information 	<ul style="list-style-type: none"> Shows considerable understanding of the chosen text/topic Ideas are substantiated with clear supporting evidence; most work is cited Research notes adequate, and include most bibliographic information 	<ul style="list-style-type: none"> Shows thorough understanding of the chosen text/topic Ideas are substantiated with clear and informative evidence; all work is cited Research notes are thorough, scholarly, and include all bibliographic information 	/10
Thinking/ Inquiry Concept/Idea Development (connection between text/issue, quality of ideas, format)	<ul style="list-style-type: none"> Provides limited/lack of analysis of the text/topic Connection between text/topic is unclear Style and structure is inappropriate for purpose 	<ul style="list-style-type: none"> Provides basic analysis of the text/ topic Makes few connections between text/topic Style and structure is sometimes inappropriate for purpose 	<ul style="list-style-type: none"> Provides some analysis of the text/ topic Makes basic connections between text/topic Style and structure is mostly appropriate for purpose 	<ul style="list-style-type: none"> Provides considerable analysis of the text/ topic Makes several clear connections between text/topic Style and structure is appropriate for purpose 	<ul style="list-style-type: none"> Provides an in-depth analysis of the text/ topic Makes several insightful connections between text/ topic Style and structure is appropriate for purpose 	/10
Communication Presentation Techniques (expression, volume, gestures, transitions, energy, timing)	<ul style="list-style-type: none"> Presentation is unorganized; no materials are incorporated Language is often inappropriate Seldom uses appropriate vocal strategies and non-verbal cues to convey meaning 	<ul style="list-style-type: none"> Presentation is organized with a limited degree of effectiveness; few materials are used Language is sometimes inappropriate Uses limited vocal strategies and non-verbal cues to convey meaning 	<ul style="list-style-type: none"> Presentation is organized with some effectiveness; few materials are used Uses appropriate language and voice Uses some vocal strategies and non-verbal cues to convey meaning 	<ul style="list-style-type: none"> Presentation is organized with considerable effectiveness; materials are used appropriately Uses appropriate language and voice with effectiveness and consistency Uses vocal strategies and non-verbal cues to convey meaning 	<ul style="list-style-type: none"> Presentation is effectively organized; materials are used insightfully Uses appropriate language and voice with a high degree of effectiveness Uses a variety of vocal strategies and non-verbal cues to convey meaning in an effective manner 	/10
Application Creativity (props/costume, audiovisuals, format, originality)	<ul style="list-style-type: none"> Presentation does not include creative elements Uses no visual aids 	<ul style="list-style-type: none"> Presentation demonstrates limited creativity Uses limited visual aids 	<ul style="list-style-type: none"> Presentation demonstrates some creativity Uses some visual aids to enhance presentation 	<ul style="list-style-type: none"> Presentation demonstrates creativity Uses visual aids to enhance presentation 	<ul style="list-style-type: none"> Presentation demonstrates a high degree of creativity Uses a variety of visual aids to enhance presentation 	/10