

Senior Language and Composition Summer Reading

Welcome to Senior Language and Composition! This class is designed to introduce students to college-level writing and reading. In preparation for our long and intellectually stimulating journey together, you are required to complete the following tasks before your first day of class:

1. Read:

Read *How to Read Literature Like A Professor*

by Thomas C. Foster. I encourage you to read the main arguments of each chapter, but you may “skim” over the lengthy examples that he gives using outside texts. I greatly encourage you to read this book in hard copy. Studies show that students fair much better when reading print, as opposed to digital writing. Go outside, bring some lemonde with you, and sit in the shade. Reading in the summer should be a pleasure, and senior will be expected to read thoroughly and often. **You are expected to have a copy of this book for class**, so purchasing a copy is your best course of action.

2. Annotate:

Students are expected to annotate as they read. You are required to write at least two annotations per chapter, but you are encouraged to do more! Annotations may be done with sticky notes, writing directly in the text (if you own your own copy,) or handwritten notes that are taken while reading. All notes should be handwritten. See list of annotation ideas below.

3. Write:

This essay is meant to be a diagnostic of how well you write, and what skills we must work on in class to get you up to college level. This is not a time to slack off. This should be an example of your best writing.

Write an argumentative essay:

Each chapter of this book presents a way that one may analyze an author’s writing. For example, one may analyze a text through the lens of quests (chapter one,) Shakespeare (chapter 6,) or weather symbolism (chapter 10)- these are just examples, there are MANY more that you could use! Choose a fiction book that you have read before. This may be a book that you read for pleasure, or one that you read in school. How does the author of your chosen fiction book use one or more elements described in *How to Read Literature Like a Professor*?

Outline:

Introduction:

1. Attention grabber
2. Introduce both the fiction book you are using and Thomas C. Foster’s book.
3. Thesis

- a. A thesis may look like this: F. Scott Fitzgerald uses acts of communion in his novel *The Great Gatsby* to aid his readers in understanding the relationships between characters.
- b. Or this: The use of blindness in Sophocles' *Oedipus Rex* goes far beyond physical blindness, it is symbolic of the protagonist being blind to the truth of his existence.

Body Paragraphs: Remember the acronym I.C.E.

1. Topic sentence- This is like a mini thesis for your paragraph.
2. Introduce the claim you are going to make in this body paragraph. It should directly support your thesis.
3. Cite evidence from both works in MLA format. **Since you may not have the novel you are using for your analysis, you may give specific examples from the text, but no page numbers are needed.**
4. Explain why this evidence is important to supporting your claim.

Conclusion:

1. Restate your thesis in new words.
2. Recap the most important parts of your essay, or what you want your reader to remember.
3. Leave the reader thinking.

Rubric:

Annotations	_____/50
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Is your essay at least three pages, double spaced and in MLA format. (Please review MLA conventions if needed https://owl.english.purdue.edu/owl/resource/747/01/). This essay should be in the third person.	_____/30
Does the essay establish a thesis? Does this thesis reflect the requirements of the writing prompt?	_____/20
Do body paragraphs support the claim made in your thesis? Do you give citations to back up claims- either direct quotes or summaries? Are page numbers clearly indicated in MLA format?	_____/50
Total:	_____/150

Papers and annotations are to be submitted on the first day of class. This will be the first grade entered for the first quarter. All papers will receive 10% off for each day late. Please contact me at gloriann.curley@plymouthchristian.org before the due date if any issues arise. I am always willing to help my students, even during the summer! You may submit your paper early to my email, if you wish.

I look forward to a rigorous and rewarding year!
Mrs. Gloriann Curley
gloriann.curley@plymouthchristian.org

Here are some ideas for annotations/close reading:

What is the author saying?

- Summarize the text in the margin
 - You can do this “as you go” in chunks
 - Or, you can do this as a big summary for yourself somewhere in the margins.

Are there any hard or important words?

- Highlight or underline words that you do not know
- Don't stop there! Define them in the margin.

What does the author want me to understand?

- Who is speaking in the passage?
- Who seems to be the main audience? (To whom is the narrator speaking?)
- What is the first thing that jumps out at me? Why?
- Are these two things connected? How?
- What seems important here? Why?
- What does the author mean by _____?
- Is the author trying to convince me of something? What? How do I know?
- Is there something missing from this passage that I expected to find? Why might the author have left this out?
- Is there anything that could have been explained more thoroughly for greater clarity?
- Is there a message or main idea? What in the text led me to this conclusion?
- How does this sentence/passage fit into the text as a whole?

How does the author "play with language" to add to meaning?

- What literary terms could you apply to this passage?
 - Alliteration
 - Assonance
 - Consonance
 - Acronyms
 - Rhyme scheme
 - Internal rhyme
 - Figurative language like simile, metaphor, hyperbole, personification...
 - Allusion
 - Foreshadowing
 - Imagery
 - Irony- Verbal, dramatic, or situational
 - Symbols
 - Ethos, pathos, logos
 - Purpose
- What elements of style are used? Why?
 - Tone
 - Voice
 - Mood
 - Diction
- What are the elements of the genre that the author uses?
 - For example, if it's a mystery, what makes it a mystery?
- How are paragraphs or stanzas organized?