

SUMMER ASSIGNMENT

SUNY 101

2024-25

Mrs. Rose

Welcome to SUNY 101- College FreshmanComposition!

Congratulations. You have challenged yourself to a higher level of learning. With that comes greater accountability and an expectation of greater independence. You will get out of this class what you put into it and I look forward to working with you to prepare you for higher academic discourse.

Purpose: SUNY 101 is a College level Composition course where we use outside writings to consider and explore our place in the world. We write to think, to communicate, to make sense of our world. We write to understand and to make others understand us. Writing is a craft to study. This summer, we will study the variety of ways authors express their thoughts and ideas and consider how those texts make us feel about our own world. Every reader brings different experiences and beliefs to these interactions with texts, and this assignment asks you to be active, paying attention to the emotions, observations and questions you have as you go. Ultimately, we are a community of writers, using writing to make sense of our world and also to help us hone our craft in conveying our thoughts and ideas to others more effectively. We are, in effect, studying how others make meaning and use their craft and emulating/incorporating those strategies into our own writing.

Google classroom link/code: <https://classroom.google.com/c/NjgzNzkzOTY0MTk0?cjc=67fynqj>

Code:67fynqj

NO LATE ASSIGNMENTS WILL BE ACCEPTED.

Part 1: Course terms handwritten 20 points

Part 2: Entries 80 points

Part 3: * On demand essay TBD * 100 points

TOPIC OF INQUIRY: What power does writing have for our world?

Inquiry Question: How do writers use their craft to establish and defend their rights, challenge the status quo of their society and inspire others to follow them?

PART 1: Course terms to know These terms are foundational to your analysis of the texts in Part 2 of the summer assignment. Therefore, you must define each of these terms on a separate sheet of looseleaf paper or in a notebook (you will need one for class in September).

***Handwritten* DUE: 9/6/2024 = 50 points**

PART 2: Reading and Writing about Non-Fiction for Critical Analysis and Personal Response

1. Carefully and thoroughly read each of the **3** selected texts listed below. For each attached document, there is a link to an online text as well. They can also be found online in the google classroom. The **4th** text is to be from an author of your choice (from the last 20 years).

1. *Declaration of Independence* Thomas Jefferson
[Declaration of Independence: A Transcription | National Archives](#) 1776
2. *Letter from Birmingham* Martin Luther King
[Letter from Birmingham Jail - Martin Luther King, Jr.](#) 1963

Letter from Birmingham Jail

3. Excerpt from "Civil Disobedience" by Henry David Thoreau (1846–1848)

4. A Voice from TODAY

2. ANNOTATE each text carefully and completely. Annotation encourages and forces a close reading of the text.

Your goal is to record ideas and impressions for later analysis.

Complete the following steps as you annotate the texts:

1. On your first reading, circle or highlight words or phrases that are interesting or unfamiliar, as well as any elements of style that catch your attention. Note in the margins why you are circling or highlighting these words.
2. On your second reading, move from investigating individual words or phrases to making larger-scale observations. Notice themes, shifts, or connections to the other texts. Pose questions in the margins, and attempt to answer some of these questions. Underline lines or passages that you think are important for understanding the meaning of the passage. Record themes and main ideas.

Here are some suggested questions to consider as you annotate:

- What topic (s) are being considered?
- What argument(s) is the author trying to make? How is the author constructing his/her argument?
- Is there background information essential to understanding the argument presented in the article?
- Are there emerging conflicts (in our world) that precipitated the writing of this article?
- What words or phrases in the passage seem most important? Why? Do they reflect a tone or create a mood?
- How does the article connect to the larger idea? What questions do you have when you read the passage?
- What rhetorical strategies and techniques* are utilized by the author to get his or her point across?

3. **Precis** After you have annotated each text, complete a single spaced, typed journal entry. Follow the instructions below: **Reading / Analysis / Précis / Discussion Preparation**

For each article or essay we consider, you must complete the following assignment. This is designed to help you practice active-reading, such a critical skill for you to learn. We will use your entry as a springboard for a class-discussion. **All 4 precis assignments are due on SEPTEMBER 6, 2024, hard copied and AT THE BEGINNING OF THE CLASS PERIOD!** NO late assignments will be accepted, since they are vital tools for our discussion. Please maintain a formal voice (i.e. no text-speak or conversational writing!) Assignments will not be accepted late. **For each Entry, you must include the following components:**

1. **Title of Article, author, background information** 10 points
2. **Synopsis** – 20 points – single-spaced, ½ page summary of the article's contents. *Note – make this synopsis exactly ½ page! Entries that are too long or too short will not be given full credit. One of the skills you must start learning is the ability to choose your words concisely.
3. **Vocabulary** – 5 points – select a minimum of **3 (THREE)** words in the reading that you are unfamiliar with, and define them here. Please be sure to include part of speech.
4. **Author's writing style/techniques (from the list)** – 30 points – select **3 (THREE!)** different literary elements from our list that you encountered in the text, write these examples and label them appropriately. Identify, cite the text and explain its significance
5. **Questions** – 15 points – design Three questions for our class discussion. The guidelines for the questions are as follows:
 - ✓ 1 question must be content-driven
 - ✓ 1 question must somehow relate the article to our society today or our history
 - ✓ 1 question about the author's style or techniques

***No "Yes/No" questions! Your questions must be open ended and allow for great discussion possibilities (many times, yes/no questions create discussion dead-ends.)

****you must answer the questions****
6. **Meaningful Quote (golden line)** – 20 points – select 2 lines from the article, write it in this section, AND explain WHY this quote jumped out at you in approximately 3-4 sentences.

A Voice from Today

Who are the writers who speak out **today** against society's grievances?

Your task: LOOK around your world. So much of what those authors in part 2, who wrote all those years ago, still impact us today. They wrote in times of great peril and navigated our course through great change. Yet today our world is far from perfect; we are in a time of turbulence and change.

There are voices in America today shouting from their hallowed pens (or laptops) - "hear my words!" They cry for awareness and change. Perhaps their words will ignite a revolution, spark change. It is your task to FIND THAT VOICE in today's world. Search for a writer within the last 20 years who has written a powerful and persuasive piece of writing advocating for something. It can be any genre (poetry, prose, speech, letter, editorial...) It must be published.

1. You must submit a copy of the text you used (**provide a link**).
2. Annotate the text. What is so powerful about this author's writing? Why does it speak to you? What is he or she advocating for?
3. Complete a journal entry (#4) for this piece of writing.

Total points for typed journal entries = **TOTAL POINTS - 80**

PART 3: Putting it all together Monday, September 9, 2024

****Assessment - On demand (in class) Written response essay that uses the texts to discuss the power of writing to impact our world. Total = 100 points.**

PLAGIARISM or any form of **ACADEMIC DISHONESTY** will not be tolerated. AI (chatGPT) is considered plagiarism and will result in a 0 grade with referral.

Terms are to be handwritten in a notebook by **Friday, 9/6.** = **20 points**

Journals (4) must be typed, single spaced with a hard copy printed for class on **Friday, 9/6.** = **80 points**

On demand assessment is Monday, 9/9. = **100 points**

LATE WORK WILL NOT BE ACCEPTED! IT WILL RESULT IN A 0 GRADE.

Finding your voice, writing your story

This summer is a wonderful opportunity for you to get in touch with your inner voice and your writer's voice. What better way to do this than to write a personal narrative.

An added bonus: Use one of the prompts from the common app and get started on your college essay!

2022-2023 Common App Essay Prompts

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
4. Reflect on something that someone has done for you that has made you happy or thankful in a surprising way. How has this gratitude affected or motivated you?
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.

Task: Select one of the prompts from the common application as provided above(link is above).

Write a personal response 250-650 words long.

Essay requirements:

Max 650 words

Times new roman font size 12 double spaced

Titled

Proper MLA heading, pagination

There will be prompts and writing ideas posted on the Google classroom throughout the summer. These are worth ** BONUS POINTS and are intended to help you find your voice and your story.**