

## SUMMER ASSIGNMENT

### SUNY 101

2025-26

Mrs. Rose

Welcome to SUNY 101- College Freshman Composition!

**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 writers use their craft to convey ideas and then emulating/incorporating those strategies into our own writing.

**Google classroom link/code:** <https://classroom.google.com/c/NjkzNzkzOTY0MTk0?cjc=zsiepkzd>

**Code:** zsiepkzd

**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 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: 9/5/2025 = 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, each from a different century (18th, 19th, 20th and you pick one from the 21st). 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 21st century).

1. *Declaration of Independence* Thomas Jefferson  
[Declaration of Independence: A Transcription | National Archives](#) 1776
2. Excerpt from "[Civil Disobedience](#)" by Henry David Thoreau (1846–1848)
3. *Letter from Birmingham* Martin Luther King

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 5, 2025, 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 country's course through great change. Yet today our country 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 from the 21st century 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 8, 2025

**\*\*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, 9/5.** = 20 points

**Journals (4)** must be typed, single spaced with a hard copy printed for class on **Friday, 9/5.** = 80 points

**On demand assessment is Monday, 9/8.** = 100 points

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

