

## Summer Assignment for DE English IV (English 101/102)

English 101/102 covers the major principles of college writing which are meant to serve students in all the disciplines across the curriculum. The course concentrates primarily on expository and argumentative writing, traditional rhetorical modes, and effective composing, revising, and editing strategies.

Please think very carefully about your commitment to the DE program. By its very nature, college English involves heavy doses of reading and writing. There are times in the class when the workload is light, yet other times when it is exceptionally heavy. Students are expected to plan ahead and make sure that they complete the work thoroughly, with quality, and on time. I expect your ability and willingness to complete all assignments punctually, to work independently, to take accurate and thorough notes, to respond well to constructive criticism, and to BE PRESENT, both physically and mentally. This is not a course for students with a history of late assignments or a poor work ethic.

Also, please understand that you will (hopefully) earn both your English IV high school credit and six hours of college credit for the course(s). As a high school course, each semester's grades are determined by prewriting and reading assignments, first drafts (graded), and revisions (also graded). Consequently, students may have nine to twelve grades per nine weeks to determine final credit for English IV state requirements. As college courses, each semester is a course in itself with 101, College Composition, being worth three hours of college credit; 102, Critical Reading and Writing, also worth three hours. Grades for the university are based only on the grades earned on revised essays and in-class essay exams. This means that during the first semester, your college grade will be based on only five essays, and second semester's 102 grade will be based on four essays and a passing evaluation of a portfolio, which does not earn a separate letter grade. There is no room in college grades for missed assignments, and one failing grade will damage your average tremendously. These are aspects you must seriously consider upon choosing to take this class.

The summer reading assignment is designed to test your work ethic, stimulate critical thinking, facilitate productive discussion and peer interaction, and assess current writing skills. Summer-work-related activities and assignments will count only as Lakeshore grades.

### Assignment 1: Who Are You? (As A Writer)

Due Date: Wednesday, August 14, 2019

The definition of "writer" is someone who writes, so you qualify. But what kind of writer are you? When do you write? How do you write? What are your attitudes toward writing? In this opening experience, you'll explore your previous experiences as a writer.

#### AUDIENCE

You're writing for someone who is curious to know about you and your experiences as a writer: what you've done, how you feel, what you hope to do. They know nothing about you or your past experiences writing but want to get an idea of what you've done and where you're coming from.

#### REFLECT

Some questions to consider:

- How diverse are your writing experiences? Have you written lots of things or do you feel like you've mostly done variations of the same thing?
- Which sounds more true to you: "I am a good/bad writer" or "I am good/bad at writing"? Why would you choose one over the other?
- How much (if any) of your attitude about writing is linked to what happened in school and/or grades? What about other kinds of feedback you've received on your writing?
- When have you most enjoyed writing? When have you least enjoyed it? What is the difference between those experiences?

You won't be surprised to hear me say that declaring you are good or bad, as though this is a fixed and immutable state, is not a great way to improve a skill. Even saying you are good or bad at writing probably isn't that helpful. Remember that there is no finish line for writers. Worry less about how good you are, and think more about how practicing writing will make you better.

#### PROCESS

1. Consider your past. Refer to the reflection questions above.  
Before writing the piece itself, spend some time thinking about your experiences as a writer: what you've done, where you've done it, why you've done it. Consider your attitudes toward these things you've done. How do you see yourself? What has shaped your views? Consider making a timeline that charts the kind of writing you've done at different times in your life.
2. Draft.  
Remembering that your audience knows nothing about you, draft a communication to them that fulfills their needs. You'll write directly to your audience.

Most of your DE English 101 writing assignments will require 950-1100 words to be written, so that is the range that I will expect of you for this assignment as well. Your paper should be typed in 12 point Times New Roman and be double-spaced. Your paper should also include a proper MLA heading. As this is a college course, excuses concerning printing – especially on the due date – will not be accepted. Not only is there a library available to you in which printing can be taken care of, you also have the entire summer to complete and print this assignment. Do not ask me to print your paper for you or receive it via email.

3. Revise.

Review your draft for coherence and structure. Are you telling the audience what they need to know and in an order that helps them understand your message? Are you exemplifying your message? Think of it like a game of show-and-tell. Saying “I like writing” makes your experience vague and abstract to your audience. They’re likely to wonder why you like writing or what sorts of things you like to write or when you like to write. Instead, *show* your audience your message through examples that illustrate what you’re telling them.

4. Edit and polish.

You’re making your first impression on someone with whom you’ll be working. Try to make the kind of impression you desire.

*REMIX*

Considering your reflections, design your ideal writing situation. What kind of writing would you be doing? How would you be doing it? Who would be judging it? Where would you be writing? What would you be writing about?

Put this into a brief statement on its own, something that could fit on a four-by-six index card. Not only will you turn this statement in, but you will also keep this nearby when you’re writing as a way to reflect on what you’re doing in the moment and to see if there are ways to bridge any gaps between the actual and the ideal by changing your point of view.

*Note: This writing assignment can be accredited to the author and work mentioned in the following citation.  
Warner, John. The Writer's Practice: Building Confidence in Your Nonfiction Writing. Penguin Books, 2019.*

## Assignment 2: Dystopian Literature

Due Date: Monday, August 12, 2019

Please read and annotate the following over the summer:

*1984* by George Orwell

OR

*Brave New World* by Aldous Huxley

*Brave New World* and *1984* are two dystopian novels about futuristic societies. You should be prepared for testing and other related assignments during the first few weeks of school, which means that you will need the book at the start of school for use in class. You should take notes and mark pages in the book while reading. You will be given a grade for your annotations. This will also make completing assignments easier when school begins. You should look specifically for character development, important plot details, possible themes, and other elements of importance.

*Note: If you have previously read the novel you choose, you are still required to re-read and mark the pages of the novel for important elements.*

### Assignment Checklist

- Who Are You?* Essay
- Ideal Writing Situation* Note Card
- Read *1984* or *Brave New World*
- Novel Annotation