English 101: Summer Reading Assignment



Summer Reading Expectations

1) Read/Watch the sources below.

2) Complete the "Talk with the Text" worksheet on each text. (See Talk with the Text - College English Instructions on the second and third page - you can copy the third page into your own document) in preparation for whole-class discussion at the beginning of the semester

Rationale & Explanation: College English I/II is a course that offers students the ability to earn high school credit alongside college credit (specifically ENG 101/102). Students enrolled in this course will be learning, thinking, communicating, and writing at the college level. To prepare, review the following articles and videos about writing, literacy, and attitudes that all relate in some way to education and more specifically to a college education. Some ideas may be new to you, some you may have already understood. Some ideas you will agree with and some you may not. As you read the sources and take notes using the Talk with the Text format, consider the various positions taken about writing, mindsets, and the value of education, and form your own understanding of what it means to be a college student.

Texts:

1. **"The Human Cost of an Illiterate Society" by Jonathan Kozol**
2. **"Advice on Academic Tone" by Karl Sherlock**
3. ***Mindset*, Chapter 1 by Carol Dweck**
4. ***Framework for Success in Post-Secondary Education* by CWPA, NCTE & NWP**
5. **"6 WAYS COLLEGE IS DIFFERENT FROM HIGH SCHOOL" by CollegeData**
6. **"Secrets of a Straight-A Student" by Edwin Kiester**
7. **"Grit: The power of passion and perseverance" by Angela Duckworth**
8. **"Inside the Mind of a Master Procrastinator" by Tim Urban**
9. **"Does Grammar Matter?" by TED-Ed**
10. **"What is Imposter Syndrome and How Can You Combat It?" by TED-Ed**

Talking with the Text Routine

Explanation: Talking with the Text is a silent, written form of a Think Aloud. You annotate a text as you read it, documenting in writing the interactions you are having with the text, such as:

- What's confusing
- What seems important
- What's connected to what
- What questions are coming up
- Any other relevant details to your understanding of the text

Purpose: By making notes about your thinking as you are reading, you make your thinking visible to yourself and then have written notes to discuss later with a partner or the whole class. Many students feel safer and better prepared to discuss texts and their reading process after having had time to record their thoughts on paper.

Process: Normally, Talking with the Text will occur directly **on the document** you are working with, but sometimes, you cannot mark directly on the document; therefore, a **Metacognitive Double-Entry Journal** (or commonly known as a Dialectical Journal) is a useful way to Talk with the Text when you do not have a text in front of you to interact with.

Typical Metacognitive Double-Entry Journals in this class will appear like this:

Text:	**Date:**
Evidence I saw. I heard, I read in the text…	**Interpretation** I wondered, I made a connection, I thought…

Evidence Column: Just like when you annotate a text directly, you first need to highlight, circle, underline or otherwise point out the text that you are responding to. When you are unable to do that, this Journal comes in handy. You instead pull a quote from the text/video/speech or details from a video or image that you want to respond to.

Interpretation Column: When talking with the text, you are making your thinking visible. So what thoughts or questions did you have when you saw, heard, or read that part of the text? Record those thoughts parallel to the note in the evidence column.

Number of Entries per Reading: For this summer assignment, make sure you have at least three entries per text.

Talking with the Text

Text:	**Date:**
Evidence I saw. I heard, I read in the text…	**Interpretation** I wondered, I made a connection, I thought…