

ENGL 1301: Composition Summer Reading 2022

English 1301/1302 is a different English class than you are used to. Because the focus is writing, the curriculum is mostly made up of shorter, nonfiction pieces, however there will be some literary pieces during the school year. We will get back to full novels and fiction next year, but right now a big part of what we will work on is not just the technical aspects of writing, but also the depth of your ideas. Providing surface-level thought in this class just doesn't work. You will be required to know why you think what you think and to explore the complexities of your own ideas.

Summer Assignments: Each part of this summer assignment should be typed. Please organize your responses by part and clearly label using headings. **You will turn these in on the first day of class.**

Part 1:

1. Watch any historical/social/cultural documentary on YouTube, Netflix, Hulu, etc.
2. Take notes about the presentation of events, the people involved, how they are described, language used, etc.
3. Then, find 2-3 reliable sources (.org, .gov, .edu) that discuss the same topic as the documentary. Read and take notes on them.
4. Finally, write an analysis that provides details about the documentary, each source, and how they compare when relating the story of the event. Is the documentary biased or objective? Are the sources biased or objective? Why would there be a difference in the relating of the details? What specific differences were obvious and what was the effect of those differences?
This should be typed, in MLA format, and at least 500 words.

Part 2:

1. Read this excerpt from Stephen King's [On Writing](#).
2. Answer the following questions meaningfully and purposefully in complete sentences. Do not simply bullet point or write down single words. Really take some time to think about your own life and reflect on these questions and the reading selection. **Each response should be at least 125 words.**
 - What does good writing teach us?
 - King writes that "the real importance of reading is that it creates an ease and intimacy with the process of writing". How do you think reading informs writing?
 - What can be inferred about King's take on reading and writing through the anecdote about his son Owen's experience with the saxophone? Do you agree that what we are truly passionate about/have talent for necessitates the sort of focus and attention King advocates for? Why or why not?
 - Where do you spend the largest amounts of your time? What does this say about what you truly value in life? To what extent is King correct about people being willing to pour time into the things they value? What things are you willing to pour huge amounts of time into?

Turn to the back for parts 3 and 4.

Part 3:

1. Read [“How to Read Like a Writer”](#)
2. Answer the following questions meaningfully and purposefully in complete sentences. Do not simply bullet point or write down single words. Really take some time to think about your own life and reflect on these questions and the reading selection. **Each response should be at least 100 words EXCEPT the last question**, which can be shorter.
 - What did you think of the piece? Did you like it? Or not? Why? Explain! (Don't worry my feelings won't be hurt! Be honest!)
 - What tips or ideas did you learn about how to Read Like a Writer? How might you apply it (use it) when you read?
 - Can you explain what you think the author means when he says, “When you read like a writer, you are trying to figure out how the text you are reading was constructed so that you learn how to ‘build’ one for yourself” (74). Be specific. Share a personal example, if possible.
 - Let's think about the “context” of this text. What is the author (Mike Bunn's) purpose in writing this piece? Who is his intended audience?
 - What did you notice about HOW this text was written? Choose one observation!
 - What is the genre of this text? It's okay if you don't know! Just give it a shot! (essay, article, poem, etc.). Also explain why you consider it to be your selected genre.

Part 4:

1. Read Eudora Welty's [“Clamorous to Learn”](#)
2. Complete the following:
 - a. Write an objective summary for this text.
 - b. Welty's essay might be called a literacy narrative. What are the key features of this narrative (figures, obstacles, successes, etc)?
3. Read Vladimir Nabokov, [“Good Readers and Good Writers”](#)
 - a. Write an objective summary for this text.
 - b. Take Nabokov's quiz in paragraph 5. Explain your four “right” answers (as Nabokov sees “good readers”) and defend your “wrong” ones. This will require thought and self-reflection.

***The responses to each article should be at least a full page typed in MLA format.**

**If you have any questions, please feel free to contact me. My email address is
heather.dykes@sunnysideisd.com**