

DUAL CREDIT ENGL 1301 Composition & Rhetoric I

SUMMER READING AND ASSIGNMENT

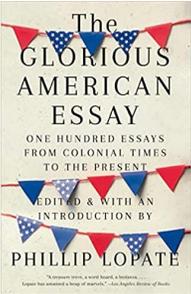
OVERVIEW & PURPOSE

In Conroe ISD, we encourage all students to read over the summer in order to enrich learning and provoke thought. Summer reading strengthens reading skills, increases academic achievement, fosters a love for reading, and empowers students to become life-long learners.

Additionally, students who enroll in a dual credit English course are expected to engage in summer reading as it prepares students for the upcoming school year and creates an initial common framework for classroom discussion and instruction.

N.B. Many students feel the temptation to turn to *Sparknotes.com* instead of reading. If you feel tempted to take shortcuts instead of reading, ask yourself why. **If you are not a strong reader, writer, or thinker, or if you do not like reading and writing, perhaps dual credit is not for you.** If you decide to accept the challenges of a college-level class, then you accept the challenge of reading this summer. You will receive a zero on all related assignments if you use any source other than the book itself.

Disclosure: Dual credit courses are college courses. While this text may contain mature content, themes, and/or language, it is appropriate for a college student and classroom.

Required Book:	DESCRIPTION
<p><u>The Glorious American Essay: One Hundred Essays from Colonial Times to the Present</u> by Phillip Lopate</p> 	<p>The essay form is an especially democratic one, and many of the essays Phillip Lopate has gathered here address themselves—sometimes critically—to American values. We see the Puritans, the Founding Fathers and Mothers, and the stars of the American Renaissance struggle to establish a national culture. A grand tradition of nature writing runs from Audubon, Thoreau, and John Muir to Rachel Carson and Annie Dillard. Marginalized groups use the essay to assert or to complicate notions of identity. Lopate has cast his net wide, embracing critical, personal, political, philosophical, literary, polemical, autobiographical, and humorous essays. Americans by birth as well as immigrants appear here, famous essayists alongside writers more celebrated for fiction or poetry. The result is a dazzling overview of the riches of the American essay.</p>

What you need to know before you begin the assignment:

The term **rhetorical situation** refers to the circumstances that bring texts into existence. The concept emphasizes that writing is a social activity, produced by people in particular situations for particular goals. It helps individuals understand that, because writing is highly situated and responds to specific human needs in a particular time and place, texts should be produced and interpreted with these needs and contexts in mind.

Important Terms:

- **Exigence** is an issue, problem, or situation that causes or prompts someone to write or speak.
- An **essay** is a short form of literary composition based on a single subject matter, and often

gives the personal opinion of the author. A famous English essayist, Aldous Huxley defines essays as, “a literary device for saying almost everything about almost anything.”

- **Parenthetical citation-** Include a parenthetical citation when you refer to, summarize, paraphrase, or quote from another source. MLA parenthetical citation style uses the author's last name and a page number; for example: (Field 122).
- **Historical context** refers to the time period in which a story occurs. Both historical events (like wars) and time periods (like the Great Depression) can influence a story.
- **Social context** is a reflection of how the characters' actions and attitudes are affected by events occurring around the time and place where they live.
- **Cultural context** refers to the social expectations and attitudes that were considered normal for the time and place where the story occurs. Beliefs, religion, marriage, food, and clothing are all elements of cultural context that sometimes need to be provided in order to fully understand an author's story.

The assignment:

- 1) Read the following selections from *The Glorious American Essay: One Hundred Essays from Colonial Times to the Present* before the beginning of the school year.
 - Introduction pp.xi-xviii
 - Jonathan Edwards, “Sinners in the Hands of an Angry God” pp 9-22
 - J. Hector St. John de Crevecoeur, “On the Situation, Feelings, and Pleasures, of an American Farmer” pp. 36-47
 - Benjamin Franklin, “Remarks Concerning the Savages of North America” pp. 48-53
 - Thomas Jefferson, “Religion” pp. 59-63
 - Judith Sargent Murray, “On the Equality of the Sexes” pp. 64-70
- 2) In addition to your normal annotation strategies, while you are reading, use one or more of the bulleted questions below to help you annotate. These close-reading skills will be used throughout the year as we read a variety of texts. NOTE: Annotations should span the book. Read intentionally. Be thorough.
 - Examine the attitudes, values, and events in relation to the historical, social, and cultural context of the essay.
 - What conflict(s) occur in the essay? What causes the conflict(s)?
 - What is the author's attitude toward aspects of the historical, social, and/or cultural aspects?
 - Look closely at what claims the author makes and how s/he defends them throughout the essay.

Activity

These essays will be used as an introduction to the rhetorical situation with a focus on the exigence. Students will be assessed for their understanding of the texts after the start of the semester. These assessments may include Socratic Seminars, oral presentations, essays, or exams.