

DIRECTIONS FOR THE SUMMER ASSIGNMENT FOR ALL 2020-2021 SENIORS

Section I. Close Reading Directions: Read the steps carefully. Complete all three steps before moving to “Section III. Writing”

1. Choose two of the following Common Application prompts.
2. Print the 2 articles associated with each of the prompts.
 - a. Page numbers refer to the summer packet students received in their email
3. Annotate all four of the printed essays using the instructions in Section II.

2020-2021 Common Application Essay Prompts

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
 - Professional Essay - Pages -1-6: “How to Tame a Wild Tongue” - Anazaldua
 - Student Essay - Pages 7-8: Christiane Zhang
2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
 - Professional Essay -Pages 9-16: “I was the Worst High School Quarterback Ever” - Keefe
 - Student Essay - Pages 17-18: Lazarus D.
3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
 - Professional Essay - Pages 19-22: “The Back of the Bus” - Mebane
 - Student Essay - Pages 23-25: David Roberts
4. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma - anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
 - Professional Essay - Pages 26-34: “The Case for Animal Rights” - Regan
 - Student Essay - Pages 35-36: Maliza K.
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
 - Professional Essay - Pages 37-38: “No Rainbows, No Roses” - Dipo
 - Student Essay - Pages 39-40: Leslie Ojeaburu
6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
 - Professional Essay - Pages 41-45: “How to Give Orders Like a Man” - Tannen

- Student Essay - Pages 46-49: Miriam Nassiri

Section II. Annotation Directions

ANNOTATING A TEXT

When you annotate a text, you generate a record of response to your reading. Such a record can prove valuable to you later when you proceed to analysis.

Annotating a text is not the same thing as underlining a few words or highlighting several lines. Annotating a text involves an interactive approach with a text's language and images. This approach should help you discover what you find important, what you want to explore, and/or what you find puzzling about a text.

Approach a text as if you were entering a discussion with it, for its words, phrases, and images do indeed communicate. At times a particular text's meaning is clear; at other times it isn't. Either way, you can note such encounters and offer comments. Your discussion with a text occurs as you engage with its words, phrases, and images—its embodied ideas. You are thinking as you read; indeed, reading itself is thinking. In annotating a text you establish a written record of your interactive discussion. You discern meaning, purpose, and effect.

If you fail to note what you find remarkable, the initial ideas and important questions you have while reading may be lost to you. In annotating a text, you make it possible to return to it later to rethink what you considered important.

Techniques for annotating a text will vary, since each reader generates his or her own reading, which means each reader will identify with different portions of a text as worthwhile, interesting, and/or remarkable.

Annotation Directions: Note places in the text that are worthy of remark (hence, remarkable) and explain.

A List of Guiding Questions:

1. Where do particular ideas or claims pull you in or capture your attention?
2. Label ideas that emerge from the text.
3. Label features, figures of speech, that are at work.
4. Describe patterns emerge from your markings?
5. How do particular portions of this text link or connect with each other?
6. What key words, phrases, and ideas emerge in several places?
7. Have you asked questions? How have you answered them?
 - a. Given a second reading, how have your annotations changed?
 - b. Have any questions been answered? What new questions have emerged?
8. How do your annotations add up and categorize?
9. Note specific places where you clearly experience the rhetor's intentions and state what you think those intentions are.
10. Note places where you think the rhetor's intentions are unclear, and explain why.

11. Note other texts in your reading experience that link to this text link and explain the link.

Section III. Writing Directions (Complete all three of the following steps before the first day of classes in August)

1. Assume the role of a college entrance admissions counselor (meaning a person who has never met the student-author and who is evaluating their “fit” for the school with minimal time for consideration). For each of the annotated essays, identify and comment on the essential qualities and character strengths of the speaker. One paragraph per essay, minimum. **Printed copy due on the first day of class.**
2. Before writing your own essay, create a bulleted list of your key academic courses, extracurricular experiences, honors and awards, volunteer experience, travel, interests, hobbies, personal background, and any other categories that identify central aspects of your life. **Printed copy due on the first day of class.**
3. Write a college application essay in perfect MLA format. **Printed copy due on the first day of class.**
 - The essay demonstrates your ability to write clearly and concisely on a selected topic and helps you distinguish yourself in your own voice. What do you want the readers of your application to know about you apart from courses, grades, and test scores? Choose the option that best helps you answer that question and write an essay of no more than 650 words, using the prompt to inspire and structure your response. Remember: 650 words is your limit, not your goal. Use the full range if you need it, but don’t feel obligated to do so. (The application will not accept a response shorter than 250 words.)