



ONE OF THE CHESAPEAKE PUBLIC SCHOOLS
WESTERN BRANCH HIGH SCHOOL
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May 21, 2018

Dear Student:

My name is Debra Yarow, and I am the TCC adjunct instructor for both ENG 111 and 112 at Western Branch High School. Last year marked my 11th year teaching college composition, and I have thoroughly enjoyed every moment. I am excited to have the opportunity to assist you in your growth as a writer, and better prepare you for the college or university you will attend in 2018. I hope you enjoy summer break and are excited about embarking on the last year of your high school career. Because September will be here before we know it, I am providing you with some information regarding the Tidewater Community College course ENG 111 and 112 (College Composition I and II).

Attached, please find the information regarding the books you must purchase for “summer reading.” Next year CPS dual enrollment courses will pilot what TCC calls Z classes; a Z class is coded to mean that students will spend Zero dollars for textbooks. All students will have access to a Blackboard account through *MyTCC* and our textbook will be an OER (Open Educational Resource) created especially for the dual enrollment students. We are so excited this year to save our students even more money on college costs.

I also want to encourage you to visit any of the gorgeous, state-of-the-art- campuses this summer and obtain a student I.D. card. I know you feel more of a connection to WBHS; however, as a dual enrolled student you should take advantage of the many wonderful opportunities available to you. Once school begins, you can take advantage of TCC’s varied and dynamic events.

Even if you do not take advantage of the student I.D. card, you need to make sure you know your TCC **username** and **password**. If you do not know them, please call TCC’s Information Center at 822-1122 or 1-800-371-0898 and jot them down in your notebook. You will need this information to access the *MyTCC* site, your **Blackboard account**, and the LRC (online Library) that we use frequently throughout the course. I have provided more information regarding your TCC account in this handout. Please make sure you read it carefully.

I’m sure you are wondering about summer reading. Chesapeake Public Schools **removed the summer reading requirement from all honors, AP, and dual enrollment courses**. To enrich our first few weeks and gauge your writing ability, however, I am including the assignment that will be due the second week of school. The two texts will be the basis for several discussions and assignments, so it is imperative that you read them and complete the work assignment to the best of your ability.

I am delighted you registered for College Composition; however, get ready to work hard, meet high expectations, write often, challenge yourself and prepare for higher learning. This class only works when students are self-motivated, have a sincere interest in improving their writing skills, and set high standards for themselves. I look forward to meeting you and working together.

Sincerely,

Debra Yarow
Tidewater Community College
Adjunct Instructor
debra.yarow@cpschools.com

Important Course Information

Supply List for ENG 111

- **Dialectical Journal for *Writing with Style*: Due September 10th (see attached)**
- **Analysis of Radioactive: Due September 10th (see attached)**
- 3 ring binder for handouts
- Loose-leaf paper for notes
- Portfolio folder (storing drafts and graded papers)
- Highlighters, pens, white-out
- Flash drive
- Know your TCC student number and log on to MYTCC at least once (We will log on to Blackboard the first day of class).

Because you have two assignments that will be due the second week of school, I am providing you the work ahead of time. The first week of school can be busy for those of you who are taking many AP level courses. If you tackle some of this work over the summer, your first week of school won't feel so overwhelming. ☺

**Over the summer you should receive a letter from TCC requesting registration information, including your social security number. Providing your social security number is, of course, optional; however, if you provide your social security number when registering for TCC, you will be able to easily identify yourself as a student to the Information Center personnel. If you forget your username or password, or are ever locked out of their system, accessing your account is simple with your SS number and can be done in class from your laptop.

**If for some reason you do not receive information, you need to call guidance. There may be some forms you did not fill out or a placement test you still need to take. It is imperative you take care of these items as soon as possible, so you can be added to my roster and provided a Blackboard platform.

I have students willing to sell their used *Writing with Style* books and *Radioactive*. See me to purchase them. First come first served.

“We are what we repeatedly do. Excellence, then, is not an act, but a habit.” –Aristotle

Identifying the Differences between high School Writing and Collegiate/Professional writing

Reading Assignment: *Writing with Style: Conversations on the Art of Writing*: Trimble

Activity: Dialectical Response Journal: (Analytic- at least two entries per chapter)

Due on **September 10th** (no late journals will be accepted) **Please refer to the instructions on how to complete the Dialectical Response Journal

below. (Most of you should be familiar with this activity, so the directions are merely review).

Directions: Choose one of the following options for your journal: As you read the text jot down notes on each chapter as you respond to one of the following prompt questions.

1. Create a response journal that focuses on the development of the author's style, which is unique for a text on writing, throughout the book: For example, you might analyze sentence/paragraph or chapter structure and follow that development throughout the book.
2. Create a response journal that focuses on how the book makes a profound impact on the reader. For example, if the book initiates a change in the way the reader thinks or feels about the subject matter, then the student can identify the elements of the book that brought about that change.

Dialectical Reader-Response Journal

As you read, keep a reading log in which you discuss the ideas in the selected work. In this way you will begin to connect these ideas to your own experience. As you reflect and question, listen carefully to your thoughts and attempt to describe the effect the book is having on you. Write honestly, respond deeply, admit confusion, expand on author's ideas, and attempt to discover your own.

Directions

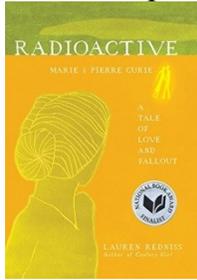
1. Divide your paper into two columns.
2. In the left-hand column, write the chapter number(s) or the page number(s) covered and a summary of the action or ideas expressed.
3. In the right-hand column, write your personal response to what you have read. Think out loud on your paper. You may find it helpful to use any of the following sentence openers as a way of beginning your personal responses in the right hand column:

- I began to think of...
- I know how it feels to...
- I can't believe that...
- I wonder why...
- I was surprised when...
- I don't understand why...
- I noticed that...
- This reminds me of...
- I think that...
- I'd like to know...
- If I were ____, I would...
- The central issue here is...
- One consequence of ____ could be...
- If ____, then

Many of your comments in the right-hand column may be sentences or phrases, but some of them should be paragraphs demonstrating your thoughtful consideration of the work.

Charting New Territory: Multimodal Texts (a text written using many modes)

Reading Assignment: Redniss, Lauren. *Radioactive: A Tale of Love and Fallout*. New York: Harper-Collins, 2011.



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Available on Amazon used (paperback) starting at \$7.19

Activity: Read this unique and interesting biography of Marie and Pierre Curie. Not only filled with alluring artwork, but also photographs of the Curries, their lab, historical documents and much more. This blend of history and love story is a captivating reading experience that will hopefully not disappoint. You may type or write in a journal. Due September 10th (No late work accepted)

Step 1: Answer the following questions about one of the chapters.

1. What is happening in the story/history of this chapter?
2. What does the text look like on the pages? How much of it is there?
3. What do the images look like on the page?
4. What are the images of?
5. How much of each page is given to images vs. other things?
6. What words would you use to describe the images?
7. What do they make you think/feel?
8. What are the colors like? What do the colors make you think/feel? Are they consistent throughout the chapter, or are they mixed up?
9. Look up the definition of Infographic: Would you consider this text an infographic as well as a multimodal text? Why or why not? In what way is this text similar to an infographic?
10. In what way are the images and text working together? Separately? How is the author making choices about how to tell this story? Do you like those choices, or do you feel manipulated?

Part Two: Create a *Lock* and a *Key* for the chapter you read. Your *Key* MAY NOT open your *Lock*; in fact, you should not have an answer for the lock you create. I'm aware that at this point in the course you have no idea what "locks" and "keys" are, so attached, is a short hand-out that will familiarize you with this concept that we will use all semester.

After you have written your Lock and your Key, choose one of them and provide a textual reference and a brief explanation (1-2 sentences) of why you think this is an important idea to explore in either Lock or Key form.

“Don’t bother just to be better than your contemporaries or predecessors. Try to be better than yourself” -William Faulkner

LOCKS AND KEYS

What are Locks and Keys?

A **lock** is a complicated object that prevents access to something valuable, and which is difficult to open; however, once a person figures out how to make it past a lock, usually the results are valuable and intriguing. In the same way, a “Lock” in this assignment is an insightful, interpretive, specific question that you have about the reading, one you do not know the answer to, and promises valuable answers to anyone who wrestles with it.

An “interpretive” question is one that shows that you are not just making summaries of the text/repeating the article back. Interpretive questions may do a number of things:

- Explore how an unknown is/functions like a known thing (like language translation).
- Relate concepts or ideas across disciplines, ways of thinking and experiencing, or use tools/methods from other intellectual spaces to this new one.
- Put what you have read or seen in a larger context; figure out and discuss what is relevant and what is not relevant.
- Perform analysis on the ideas, the writing, etc.

Lock questions must be specific. Think about showing rather than telling as abstractions are difficult to understand and generally tell us more about the speaker/listener’s state of mind than about the external world. As a result, good Locks are as focused and specific as they can be.

It is important that you ask questions you do not know the answers to, or which you cannot answer merely by asking your neighbor or typing a quick Google string. These questions are not Locks; they are study flashcards. Locks should suggest or ask for new avenues of thinking and understanding, leading us to new questions and big answers about the topics at hand.

Locks may be slightly longer than Keys: 1-3 sentences.

A **key** is a single object that, because of its specific shape and the way it is used, opens a lock. For our purposes here, a key is a single specific, insightful statement about a text that is supported with references to the text. Our Keys may resemble argumentative claims, and will demonstrate an in-depth insight into or stance on the text. It should be obvious from anyone hearing it that the writer of a Key has read the text carefully and with an eye to figuring out what is happening in it. Keys open locks: these are the kinds of statements that will answer the difficult Lock questions. If a casual reader could make a given statement after one quick reading of the text, that statement is probably not a Key.

Keys should be short and concise: 1-2 sentences long. **Your Key *may not* open your own Lock.** Locks and Keys will be used to facilitate classroom discussion.

Example: Below is an example of a Lock and Key from the text *Columbine* by Dave Cullen

Lock: I wonder, since the media in the Columbine case had so many details incorrect, when other when major tragedies occur—plane crashes, explosions, mine disasters, oil spills—how long does it usually take before journalists and the public can accurately answer why it happened? How soon do the media usually answer that question? When they are wrong, how do they go about correcting the myths?

Key: The Columbine shooting changed the way that schools handle threats by taking precautions such as, adding door locks, hiring psychologists and safety officers and practicing lock down drills. It's the story of our times-