

2017-2018 Senior Summer Project

Your summer project is designed to accomplish two things:

1. Prepare you for the start of Regular or Honors World Literature
2. Get you started on the college application process

The Summer Project consists of the following components: *(Details provided on the individual Assignment sheets)*

- **Assignment #1:** Compose an original college entrance essay.
- **Assignment #2:** Read and annotate (or journal about) the provided non-fiction essays.
- **Assignment #3:** Complete the Senior Info Sheet (available on Naviance).

Note: A completed project contains all the required assignments.

Copies of this assignment and all materials are available on Lane Tech's website under "Senior Summer Project".

Assignment #1: College Essay

Your College Essay is how you sell yourself to a prospective school. Compose a one-page, single-spaced essay to answer one of the following prompts:

OPTION 1: Compose an essay that responds to a prompt from the college of your choice. Be sure to read the question fully and answer all parts of the question.

- In addition to your final essay, provide your teacher with a copy of the prompt and parameters.
- *If your college does not provide a specific prompt, or asks for you to complete the Common App, compose a one-page, single-spaced essay that answers one of the following Common App 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.
 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?
 3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
 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.
 5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.

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?
7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.

OPTION 2: Compose a personal statement. A personal statement introduces you to the university, reflects your personality and intellect. To do this, you compose an essay that reflects who you are and tells the reader something they need to know about you. This essay should come in the form of an anecdote that shows the reader something specific about who you are as a person. **Essentially, you should do the following:**

- **Understand and Explain Yourself**
 - One of the main problems when writing is that applicants fail to take a thorough and analytical look at themselves and their objectives. Admission committee members are looking for interesting, insightful, revealing, and non-generic essays that suggest you have gone through a process of reflection and self-examination.
- **Set Yourself Apart**
 - Committees are looking for something PERSONAL and ANALYTICAL. This means sharing information you rarely share with others and assessing your life more critically than usual.

REQUIREMENTS:

- One page – no exceptions *(even if your college requires a shorter prompt, your graded assignment is to be one-page)*
- Single-spaced
- Times New Roman, 12 pt. font; 1 in. margins
- Centered the top should be a title, with your name appearing below it
- You will upload a copy of your college entrance essay to your teacher's turnitin.com site in the fall

Things to note:

- Be specific rather than vague.
- Structure your essay with an intro that provides focus and introduces the reader to topic, and a conclusion that leaves the reader with a final insight or concluding thought
- Use appropriate language: sound professional, avoid slang and contractions, avoid sounding overly conversational
- Do not say anything negative
- Do not create a list of things you have done or activities you are involved in
- Do not talk about things you have not resolved
- Avoid getting on a soapbox or sounding preachy to the reader
- Avoid cliché topics that will make you sound like everyone else

Assignment #2: Annotate the provided non-fiction articles

Directions: You have two choices regarding the articles. You may either 1) Read and annotate or 2) Read and keep a journal on the five non-fiction articles related to the educational system. These articles will allow you to reflect on your educational experience and facilitate classroom discussion about the educational system, your college transition, and your hopes, goals and questions about the next steps in your educational journey. Below, please find more specific instructions for each step.

Annotation / Journaling Directions:

Annotation is a key concept of close reading, especially since it can serve to remind you of things you want to say in class. Annotating texts allows for a more personal interaction with what you are reading. Here are a few guidelines/tips to help you annotate these articles effectively:

What should you annotate / note in your journal?

- *Observations about what is being said
- *What you are reminded of
- *Questions you have
- *Ideas that occur to you
- *Things you agree or disagree with
- *Identify themes being developed
- *Any literary devices being used
- *Connections you see to history, personal beliefs or experiences, or social/political context

How should you annotate?

- *Make brief comments in the margins or between lines.
- *Circle or box words, phrases
- *Use abbreviations and symbols
- *Underline or highlight passages connected to your commentary (use this sparingly and always add a comment next to what you underline).
- *Write questions in the margins

Note: Please refer to the sample annotations at the end of the packet to see examples of strong student annotations. Also, an annotation rubric is provided at the end of the packet to explain how the annotations will be evaluated.

Use the following questions to guide your reading and annotations/journaling of each article. *You do NOT need to type/write out answers to the following questions, but they may be applicable to your in-class discussions and/or an in-class essay.*

Article #1 Questions to Consider

From *Education* -Ralph Waldo Emerson

1) Why is the relationship between “Genius and Drill,” as Emerson explains it, paradoxical (para. 3)?

2) Rephrase the following sentence in contemporary language: “And yet the familiar observation of the universal compensations might suggest the fear that so summary a stop of a bad humor was more jeopardous than its continuance” (para. 12).

3) If you were responsible for the education of a child, which of Emerson’s assertions about education would you choose as your guiding principle? Explain?

Article #2 Questions to Consider

“A Talk to Teachers” -By James Baldwin

4) Would Emerson agree with Baldwin that the purpose of education is to develop a questioning person, but that “no society is really anxious to have that kind of person around”?

5) Although the Emerson article was written nearly a century earlier, what similar issues are presented in both articles?

6) What does Baldwin mean when he writes, “What passes for identity in America is a series of myths about one’s heroic ancestors” (para. 15)?

Article #3 Questions to Consider

“School” -By Kyoko Mori

7) According to Kyoko Mori, what are the major differences between the Japanese and American educational systems? Summarize them.

8) How would you describe Mori’s attitude toward Japan in this essay? Is she sympathetic? Harsh? Ambivalent? Cite specific passages to support your response.

9) How does your own experience with school compare with Mori’s as she describes it in paragraphs 15-19?

Article #4 Questions to Consider

“I Know Why the Caged Bird Cannot Read” -By Francis Prose

10) Francis prose states, “Traditionally, the love of reading has been born and nurtured in high school English class” (para. 1). Do you think this is generally the case? Describe your experience on the subject being specific with the literary works you have read in class.

11) What is Prose implying in the following statement about what she calls the “new-model English-class graduate”: “But of course what’s happening is more complex and subtle than that [seeing books as unconnected to advertising], more closely connected to how we conceive the relation between intellect and spirit” (para.45)?

12) According to Prose, why are American high school students learning to loathe literature? Try to find at least four or five reasons.

13) Does she propose a solution or recommendations to change this situation? If she does not offer a solution, is her argument weakened? Explain your answer using the text for support.

Article #5 Questions to Consider

“Best in Class” -By Margaret Talbot

14) In this essay, Talbot surveys a range of perspectives on the issue of valedictorians. Identify at least four of them.

15) Where do Talbot’s sympathies lie? Does she believe in naming a single valedictorian is right or wrong? Cite specific passages to support your response.

16) Recently, Lane stopped using GPA and class rank to determine its valedictorian. Now, students apply for consideration based on a variety of academic and extracurricular achievements, not solely based on GPA or class rank. Do you agree with this new method or do you think the highest overall GPA should decide the winner? Explain your answer. What would Talbot say about our system?

Assignment#3 Complete Senior Info Sheet on Naviance

Directions: Log in to Naviance at <http://connection.naviance.com/lanehs>

You should know your user name and password; if not, see or email your counselor before the end of the year.

Once you log in, you can find the Senior Info Sheet under the “About Me” tab. The answers to these questions help teachers and counselors write letters of recommendation for you.

Sample Student Annotation

Student Sample 11th Grade English:

Tone: celebratory Form: *Heaney* Digging = extended metaphor of digging and roots. *Heaney* digs into his roots, his heritage.

Language: technical manual labor broken down into simple, accessible terms. *Heaney* uses simple, accessible terms.

Colloquial/ conversational manner: *Heaney* uses simple, accessible terms.

Pen for word? *Heaney* uses simple, accessible terms.

his window - *Heaney* uses simple, accessible terms.

threshold to his heritage *Heaney* uses simple, accessible terms.

In rhythm - *Heaney* uses simple, accessible terms.

In touch with in agreement with *Heaney* uses simple, accessible terms.

Admiration colloquial language *Heaney* uses simple, accessible terms.

Transition *Heaney* uses simple, accessible terms.

Memory #1 *Heaney* uses simple, accessible terms.

Memory #2 *Heaney* uses simple, accessible terms.

Turning Point heritage *Heaney* uses simple, accessible terms.

Closure - Acceptance *Heaney* uses simple, accessible terms.

Seamus Heaney *Heaney* uses simple, accessible terms.

2 Separate memories: *Heaney* uses simple, accessible terms.

The pen is mightier than the sword. *Heaney* uses simple, accessible terms.

Annotations: Digging = extended metaphor of digging and roots. Heaney digs into his roots, his heritage. Speaker: male, patriarchal traditions, content attitude. Power, violence, protection, a natural extension? rasping potatoes = living history. to look down on has negative con. but the poem is positive + celebratory. Connections with the past, former generations, traditions, survival, craft, potatoes, peasant, living roots, digging, elegant pen, why elegant? crowching, ownership. In control, precise. Skill, pride, dignity, bragging rights. worked hard - work ethics, strength - technique. negative images destroyed, traditions (livelihoods) no longer available. an awakening of what? Follow in what way? Reminders of home - search, rest, drug, needed. Onomatopoeia: rasping, squatch, slip.

1 - Neglecting Reading - Not Met	2 - Noticing Reading - Approaching	3 - Focusing on Reading - Meet	4 - Taking Control of Reading - Exceed
<p>No annotations or margin notes give evidence of strategic or thoughtful interaction with the text.</p> <ul style="list-style-type: none"> No annotations consistently throughout text No margin notes consistently throughout text 	<p>Few annotations or no margin notes give evidence of strategic or thoughtful interaction with the text:</p> <ul style="list-style-type: none"> Annotations limited to a single type of symbol Margin notes, if any, are general reactions and do not address content in text 	<p>Annotations/margin notes give some evidence of strategic reader interaction with the text:</p> <ul style="list-style-type: none"> Annotations indicate the use of two or more symbols, appear “practiced” and do not lead to solutions. Margin notes focus on summarizing the text and reader responses, but not on identifying confusions and problems to be solved 	<p>Annotations/margin notes give substantial evidence of reader-text interactions focused on problem solving and building understanding</p> <ul style="list-style-type: none"> A variety of annotations are used for varying purposes such as main ideas, reactions, questions, connections, etc. Margin notes connect to symbols and signal student’s attempt to resolve problems and confusions