

|  |  |
| --- | --- |
| **Summer Assignment Template** | |
| **Course Title:** Dual Enrollment English (through the University of Memphis) | |
| **Teacher:** Jennifer Jones | |
| **PLC Content Area:** English | |
| Summer Assignment Description | Students will read a book of their choosing (fiction or nonfiction) and answer reflective questions provided. The book must not be available on any “Notes” platform (SparkNotes, CliffsNotes, Monarch Notes, etc.) or have been made into a movie, but otherwise, students can read their choice of work with parental permission.  Additionally, students are responding to written prompts which serve as brainstorms and outlines for their major writing assignments in the first semester of the course. |
| Date Due | Summer work is due on the first day of class. |
| Estimated Time for Completion | 10-12 hours, based on book chosen and reading speed |
| Tennessee Academic Standards/Approved Standards Supporting Reference (List standard(s) correlation to summer work) | 11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.  11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.  11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.  11-12.RL.KID.3 Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.  11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.  11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.  a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.  b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.  c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  d. Provide a concluding statement or section that follows from and supports the information or explanation presented.  e. Use appropriate formatting, graphics, and multimedia to aid comprehension.  f. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  g. Establish and maintain a formal style and objective tone.  Learning Outcomes through the University of Memphis  The work assigned in ENGL 1010 is designed to develop in first-year college writers a deeper understanding of the complexities of writing through instruction and guided practice in the skills, processes, and strategies necessary for effective, successful writing.  Students should develop and demonstrate the abilities to do the following:  A) Identify how an author’s purpose, audience, genre, and context determine effective writing  B) Discover, develop, and explain ideas through writing processes that include generating, planning, revising, editing, and proofreading multiple drafts of a text  C) Compose an effectively organized essay that focuses on a clear purpose and that develops major points that support its main idea(s) in reasonable and effective ways  D) Adopt appropriate voice, tone, and level of formality  E) Critique their own and others’ writing  F) Control features such as sentence structure, grammar punctuation, spelling, and appropriate documentation (MLA) |
| Rationale for Summer Assignment | The reading assignment is designed to allow students to choose a book of interest to them and reflect on its contents, characters, and situation in relation to the students’ experiences. The goal is that students will remember what it means to simply enjoy reading again.  The writing assignments will allow students to collect information necessary to complete the major writing assignments from the University of Memphis. Students are encouraged to gather as much information possible for these prompts, as doing so will save them a great deal of time in the fall. |
| Resources needed to complete Summer assignment | Students will need their book of choice on whichever platform they prefer to read (Kindle, hard/paperback, audible) and either a device with word processing software or simply a pen and paper to complete the response questions to both their chosen book and their writing prompts. |
| How and when will this summer assignment be assessed and scored? Also, what grading category and what percentage will this summer assignment count in the student’s grade? | Because the book is meant to be for pleasure and the writing assignments meant to evolve into larger assignments over the course of the semester, the summer work will be pass/fail, with 50 points awarded to each section (book and writing) for a total of 100 points. While Dual Enrollment English does not currently use category grading, the summer work will not equate to more than 10% of their Q1 average. The summer work is not factored in to their overall semester averages with the University of Memphis. |
| Additional Summer Assessments (If applicable - what grading category and what percentage will each additional summer assignment count in the student’s grade?) | None |
| Teacher Summer Contact Information | Jennifer.Jones@acsk-12.org |