

English Composition I: Middlesex Community College Dual Enrollment Course SUMMER ASSIGNMENT

This is the practice school of writing. Like running, the more you do it, the better you get at it. -Natalie Goldberg

Course Description

English Composition I includes prewriting, writing, and revising essays of exploration, analysis, persuasion, and research. This course emphasizes reading and informal writing as methods through which ideas are developed.

This course gives students an opportunity to develop their writing skills in a writing community consisting of their instructor and their classmates. Focusing on the writing process itself, students will be encouraged to discover their subject and the best way to express their ideas about a subject within the conventions of standard written English. Through a variety of informal writing tasks, discussions and analysis of readings, and formal writing assignments, students will improve their thinking, reading, and writing ability. Writing well is a process that takes time and effort no matter what one's initial ability level may be.

Students who have elected to take the Lowell High School – Middlesex Community College Dual Enrollment course, English Composition I will be **required** to complete a summer reading and writing project.

All summer writing assignments are **DUE** on the **FIRST DAY OF CLASS**. Any student who does not meet this requirement will be required to drop the class. Once your instructor receives class lists, you will receive google classroom and turnitin login information. You are **REQUIRED** to upload your papers by the first class meeting. If you have any questions or concerns regarding this assignment, please contact dstanford@lowell.k12.ma.us, kvolante@lowell.k12.ma.us or tgabor@lowell.k12.ma.us

REQUIRED SUMMER READING

Writing Down the Bones by Natalie Goldberg and the Lowell High School Summer Digital Literacy assignment.

YOUR TASK

Throughout the summer you will complete a series of writing exercises based on the writing practices suggested in Natalie Goldberg's Writing Down the Bones. Please DO NOT summarize her advice, instead do the creative exercises based on your life experience. For example, one of her prompts may ask you to: "Write about the streets of your city."

Your response should then include a detailed description of that street. You may also want to include a bit of narrative. Here is the start of the type of response we are looking for:

When walking down Smith Street, it will not take long to understand the sense of pride and community that exists on that street. One look at the Smith Street Community Garden reveals the essence of that neighborhood...

REQUIREMENTS

*Students are to complete **Eight Writing Exercises** based on the writing practice suggestions throughout the text. (One entry from each of the 8 sections)

Section 1: (Introduction - Elkton)

Section 2: (Tap the Water – Don't Marry the Fly)

Section 3: (Don't use writing – Be an Animal)

Section 4: (Make Statements – A New Moment)

Section 5: (Every Monday – Spontaneous Writing)

Section 6: (A Sensation of Space - Blue Lipstick)

Section 7: (Going Home – A Story Circle)

Section 8: (Writing Marathons - End)

- Each entry should be **1-2 pages** in length typed, double-spaced, 12 point font.
- Each entry should be clearly labeled with an MLA heading: student's name, instructor's name, course title, and date
- The section of the reading should be included under the date.
- Each entry should have a creative **title** centered at the top of the page.

You are also required to complete the Lowell High School summer literacy assignment. Details about this assignment can be found on the LHS website.

We recommend that you purchase a copy of *Writing Down the Bones*, so that you can annotate, highlight and read actively. A limited number of books are available through LHS. Please email Mrs. Keefe if you need to borrow a copy: (skeefe@lowell.k12.ma.us)

**Dual Enrollment English Composition I
Summer Journal Writing Rubric**

Category	Excellent 5	Very Good 4	Good 3	Fair 2	Poor 1	Score
Completion of Suggested Exercises	Student explores writing suggested in exercises and demonstrates deep thinking which clearly relates to content in assigned portion of the text	Student explores writing suggested in exercises, incorporates suggested techniques and strategies and shows some insight	Student explores writing suggested in exercises but lacks evidence of deep thinking or critical thought	Student attempts exercises but work is general	Student did not follow suggested exercises	
Effort	Student's response is very detailed	Student's response has some details	Student's response is limited in detail and depth	Student's response lacks any detail or depth	Student did not put forth effort to complete most journals	
Organization	Journal entries are logical and effective	Journal entries are logical and effective with a few minor mistakes	Journal entries are somewhat illogical and confusing in places	Journal entries lack logical order and organization	Student did not attempt to write a logical and organized paper	
Mechanics	Student uses grammar, spelling, word order, punctuation, and capitalization, paragraphing correctly	Student usually uses grammar, spelling, word order, capitalization, paragraphing and punctuation correctly	Student has some problems with spelling, word order, punctuation, paragraphing, and capitalization	Student has significant number of errors in grammar, spelling, word order, paragraphing punctuation, and capitalization	Student has so many errors that the assignment is difficult to understand	

Total _____

