

### REQUIRED BOOKS:

*Of Mice and Men* by John Steinbeck AND *How to Read Nonfiction Like a Professor* by Thomas C. Foster

### MAJOR ASSIGNMENTS/ASSESSMENTS which will occur after class starts and include some preparation:

OMAM            DIDLS Analysis and In-class essay (*responding to AP-style rhetorical analysis prompt, using notes*)  
HTRNLAP       Evidence Based Questions

**Written assignments for both books, due the second day of class, are described below. READ CAREFULLY!**

### 1 - Assignment for *Of Mice and Men*

#### Complete a D-I-D-L-S ANALYSIS

As/after you read, identify at least **three** powerful examples from **EACH** category in the chart below and write **1-2 sentences of commentary** where you address some analytical aspect of your quotes. The questions are there to help you find appropriate examples and write your commentary.

<p><b>DICTION</b> The author's choice of words and their connotations</p>	<p>What words appear to have been chosen specifically for their effects? What effect do these words have on your mood as the reader? What do they seem to indicate about the author's tone?</p>
<p><b>IMAGERY</b> The use of descriptions that appeal to sensory experience</p>	<p>What images are especially vivid? To what sense do these appeal? What effect do these images have on your mood as a reader? What do they seem to indicate about the author's tone?</p>
<p><b>DETAILS</b> Facts included or those omitted</p>	<p>What details has the author specifically included? What details has the author apparently left out? <i>(NOTE: This is only for analysis. Do not write about these omitted details in an essay.)</i> What effect do these included and excluded details have on your mood as a reader? What do these included and excluded details seem to indicate about the author's tone?</p>
<p><b>LANGUAGE</b> Characteristics of the body of words used (slang, jargon, scholarly language, etc.)</p>	<p>How could the language be described? How does the language affect your mood as a reader? What does the language seem to indicate about the author's tone?</p>
<p><b>SYNTAX</b> The way the sentences are constructed</p>	<p>Are the sentences simple, compound, declarative, varied, etc.? How do these structures affect your mood as a reader? What do these structures seem to indicate about the author's tone?</p>

#### You have several options to choose from to present your examples:

- (1) **A traditional graphic organizer/chart** – you can use any software you'd like to produce this chart.
- (2) **A nontraditional graphic organizer/chart** – use any combination of patterns, colors, shapes, and/or pictures to accompany your organized examples from the text.
- (3) **A Prezi, infographic, or other technology-based presentation** showing your examples in an engaging manner.
- (4) **A visual art piece** representing your examples in a creative, meaningful manner (must include a 100-word description and "artist statement" explaining your piece and listing the examples that inspired it).

## **2- Assignment for How to Read Nonfiction Like a Professor**

Using your text, *How to Read Nonfiction Like a Professor*, select one prompt under each section to answer as part of your summer reading assignment. Answer the prompt thoroughly using text evidence to support your argument. At least two pages per prompt (no more than 2 and ½) needed to complete the assignment.

### **High-level writing is expected with the following requirements:**

- Times New Roman Font
- Size 12 -Double Spaced
- 2 pages

### **Section 1 (Chapters 1-7)**

1. How does the structure of a piece of writing affect its meaning? Identify specific examples from the text and explain.
2. Discuss, in detail, why it is important to be able to read critically. Provide four to five examples that the author includes as your reasoning and explain why you think it is important.

### **Section 2 (Chapters 8-14)**

1. How is reading journalism different from reading other types of nonfiction? How does the author describe the “ecosystem of journalism”? Provide specific examples from chapters 8-14.
2. What is “New Journalism”? How does the author compare and contrast it to previous modes of subjective nonfiction?

### **Both of these assignments will be test grades and will be assessed on the following:**

- Depth and correct according to assignment
- Correct grammar/spelling/use of words
- Depth of analysis/commentary
- Variety of elements/examples included
- All examples should include page numbers. Artistic DIDLS projects or performances should include page numbers in the artist statement, tying your interpretation to at least one (if not more) pieces of text evidence.

## Grade 11 Scope and Sequence

Critical Literacy	Critical Literacy	Language Literacy	Language Literacy
<p><b>Reception-Reading</b>            1. Read, analyze, and evaluate complex literary and informational texts written from various points of view and cultural perspectives, with an emphasis on works of American literature.</p> <p>4. Analyze how an author uses characterization, figurative language, literary elements, and point of view to create and convey meaning.</p> <p>5. Evaluate structural and organizational details in literary, nonfiction/informational, digital, and multimodal texts to determine how genre supports the author's purpose.</p> <p>6. Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.</p>	<p><b>Expression-Writing</b>            11. Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.</p> <p>B. Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.</p>	<p><b>Reception-Reading</b>            19. Interpret how an author's grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.</p> <p>21. Analyze a speaker's rhetorical, aesthetic, and organizational choices in order to determine point of view, purpose, and effectiveness.</p>	<p><b>Expression-Writing</b>            22. Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.</p> <p>a. Exhibit stylistic complexity and sophistication in writing.</p>