

*A child who reads will be an adult who thinks.*

*“Once you learn to read, you will be forever free.” ~ Frederick Douglass*

**ACE 1010/1080 (2023-2024)**

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*“The man who does not read good books has no advantage over the man who can't read them.” ~ (attributed to) Mark Twain*

Summer Reading Checklist	Due Dates
<p>You will read two textbook chapters and one book this summer. <i>The goal of our reading this summer is to prepare you for the first unit and major project of ACE 1010.</i></p> <p><b>ACE 1010 Preparation:</b></p> <ol style="list-style-type: none"> <li>1. <b>Chapter 1: Writing as Process</b> <ol style="list-style-type: none"> <li>a. <b>Read &amp; annotate.</b> Be sure to use the attached checklists to remember how/what to annotate. You do not need to complete any other exercises in this chapter other than those listed below. (I have tried to include all articles/texts referenced in the chapter, but <b>you do not need to read them</b> unless you want to.)</li> <li>b. Complete <b>Ex. 1.5</b> on the handout.</li> <li>c. Complete <b>Ex. 1.6</b> on a separate sheet of paper or a Gdoc.</li> <li>d. You will be expected to know and be ready to use the content/skills in this chapter.</li> </ol> </li> <li>2. <b>Chapter 2: Reading Sources</b> <ol style="list-style-type: none"> <li>a. <b>Read &amp; annotate.</b> Be sure to use the attached checklists to remember how/what to annotate. You do not need to complete any other exercises in this chapter other than those listed below. (I have tried to include all articles/texts referenced in the chapter, but <b>you do not need to read them</b> unless you want to.)</li> <li>b. No exercises need completing. We might do some of these for HW when you return.</li> <li>c. You will be expected to know and be ready to use the content/skills in this chapter.</li> </ol> </li> <li>3. <a href="#"><u>Common Rule</u></a> by Justin Whitmel Earley                     <ol style="list-style-type: none"> <li>a. This book will help you prepare for one of your first papers. For this paper, I choose your research for you. This is a source for that paper. Begin at the introduction and end at the epilogue. (You may read beyond the epilogue, but that is not required.)</li> <li>b. <b>Read &amp; annotate</b> with the prompt in mind. If you find this difficult, then just annotate regularly, using the attached checklists.</li> <li>c. <b>Prompt:</b> How will I evaluate my college success in ways other than with my grades?</li> </ol> </li> </ol>	<p>★ <b>Textbook Chapters and books</b> fully read and annotated by the first day of school. <b>Bring and leave the textbook chapters and book at school the first day (due 9/6).</b></p> <p>★ <b>Book Needed by 1st Day:</b></p> <ul style="list-style-type: none"> <li>○ <a href="#"><u>Common Rule</u></a></li> <li>○ <a href="#"><u>A Student's Guide to Culture</u></a></li> </ul>
<p><b>(Optional) Worldview Review &amp; Preparation:</b> This book deals with the prevalent ideas within our culture. This is optional summer work. You are free to wait until the school year starts. <b><i>This is the book English 9-12 is reading for summer reading.</i></b></p> <ol style="list-style-type: none"> <li>1. <a href="#"><u>A Student's Guide to Culture</u></a> by John Stonestreet &amp; Brett Kunkle (160 pgs.)                     <ol style="list-style-type: none"> <li>a. <b>Read &amp; annotate.</b> Be sure to use the attached checklist to remember how/what to annotate.</li> <li>b. Be prepared to participate in <b>discussions</b> over this book. We will use this book, and questions that I give you at the beginning of the school year, for student-led discussions.</li> </ol> </li> </ol> <p><b>(Optional) Inspirational People Who Changed Their World:</b> This year, you will have the opportunity to explore topics that interest you. These topics will be about areas in our world, country, state, community, school, etc. that are problems in need of solutions, brokenness in need of healing, and/or something bad that needs to be eliminated. Notice how the people in these books changed their world for the better. Let their actions inspire you. This is optional summer reading. You are free to wait until the school year starts.</p> <ol style="list-style-type: none"> <li>2. <b>Male Students:</b> <a href="#"><u>7 Men &amp; the Secret of Their Greatness</u></a> by Eric Metaxas (192 pgs.)                     <ol style="list-style-type: none"> <li>a. <b>Read &amp; annotate.</b> See attached checklists.</li> <li>b. Be prepared to participate in <b>discussions, speeches, and/or writing assignments</b> over this book.</li> </ol> </li> </ol>	

- c. **Please bring this book with you on the first day.**
- 3. **Female Students:** [7 Women & the Secret of Their Greatness](#) by Eric Metaxas (192 pgs.)
  - a. **Read & annotate.** See attached checklists.
  - b. Be prepared to participate in **discussions, speeches, and/or writing assignments** over this book.
  - c. **You do not need to buy this book yet.**

**(Optional) College-Level Research & Writing Preparation:** We will be using this book to help you approach research. If you want to get a head start, read this book and take notes over each chapter. This is optional summer work. You are free to wait until the school year starts.

- 4. [Essential Writing Skills for College & Beyond](#) by C.M. Gill (250 pgs.)
  - a. **Read & annotate or take notes over each chapter.** You will use the information in this book to help you prepare for college-level research and writing. Be sure to note where you have questions so that we can discuss them when you come back. If you are annotating, see attached checklists.
  - b. Be prepared to participate in **discussions, speeches, and/or writing assignments** over this book.
  - c. **You do not need to buy this book yet. I am still debating whether to use it.**

*“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” ~ Dr. Seuss*

## Annotation Checklist

*If you need help, the following checklist might help you decide what to annotate for your research:*

- Evidence of your personal thinking—about the article and its perspective
- Outline of the article—major and minor points
- Applicable quotations you might use as evidence in your essay
- Evaluation of the author’s evidence—is it appropriate? Unique? Does it contain logical fallacies? Does it contradict or agree with something else you have read?
- Your reactions to the article and the author’s position
- Definitions of unfamiliar words
- Connections between the article’s argument and your own experience
- Questions
- Answers to your questions from other sources
- Arguments with the author’s ideas
- Personal responses
- Inferences and guesses about the author’s core beliefs
- Drawings or diagrams—especially for details that are hard to picture
- Anything else you find interesting or useful