

June 13, 2011

Dear Student:

My name is Debra Yarow, and I am the TCC adjunct instructor for both ENG 111 and 112 at Western Branch High School, and at Deep Creek through the long distance learning lab. I am excited to have the opportunity to assist you in your growth as a writer, and better prepare you for the college or university you will attend in 2011. I hope you are enjoying summer break and excited about embarking on the last year of your high school career. Because September is almost here, I am sending you some information regarding the Tidewater Community College course for which you are registered in the fall.

Enclosed you will find information regarding the textbooks you must purchase for both ENG 111 (fall semester), and 112 (spring semester). You **will** need your ENG 111 textbook on the first day of class, so please make sure you secure a copy as soon as possible. You can purchase your textbooks at the University Barnes and Noble Bookstore located on the second floor of MacArthur Center Mall. Take your course information with you and the staff will be happy to assist you in purchasing the correct textbooks for the course.

I also want to encourage you to visit the TCC Cedar Road campus this summer and obtain a student I.D. card. I know you most likely feel more of a connection to WBHS; however, as a dual enrolled student you should take advantage of the many wonderful opportunities you have available to you. Early this fall, the TCC Student Activities Director will be coming to speak to our class about the discounts, athletic teams, clubs, activities and other events available to you as a registered student with identification. Once school begins, you will be happy you have your card and can access all of TCC's varied and dynamic events. Information on how to access I.D. Card Office Hours can be found on the enclosed handout

Even if you do not take advantage of the student I.D. card, you will need to make sure you know the TCC **username** and **password** you were given when you registered for the course. If you do not know them, please call TCC's Information Center at 822-1122 Or 1-800-371-0898 and jot them down in your notebook. You will need this information to access the "MyTCC" site and the LRC (online Library), which we will frequently use throughout the course.

Finally, I have provided a short supply list and information regarding **summer reading requirements**. Please make sure you obtain the items listed, and complete your summer reading assignments prior to the first day of class; both are necessary for your success in this rigorous course. I am delighted to have you in my class; however, be prepared to work hard, meet high expectations, write often, challenge yourself and prepare for higher learning. I'm looking forward to meeting you and working together.

Sincerely,

*Debra Yarow*

Debra Yarow  
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Enclosures: (4)

“We are what we repeatedly do. Excellence, then, is not an act, but a habit.” -Aristotle

## **Important Course Information**

### **Supply List for ENG 111**

- ✓ *Prentice Hall Essential Guide for College Writers, The, 9/E*; Stephen Reid
- ✓ *Still Alice*: Lisa Genova
  - I will assign this text during the first week of school, in addition to chapters from the Prentice Hall text. Make sure you secure a copy of both before the first day of school.
- ✓ 3 ring binder for handouts
- ✓ Loose-leaf paper for notes
- ✓ Portfolio folder (storing edited and graded papers)
- ✓ Highlighters, pens, white-out
- ✓ Flash drive
- ✓ You will be issued a D2L account as both courses are blended
- ✓ Both TCC and D2L Login information (Username and password)
- ✓ A Nook, Kindle or other e-reading device is acceptable if you prefer purchasing e-books.

### **Summer Reading Texts** (See additional hand-out provided for assignments)

- ✓ *The Immortal Life of Henrietta Lacks*: Rebecca Skloot
- ✓ *The Nuts and Bolts of College Writing*; Michael Harvey

\*\*To save on the cost of books, purchase used summer reading books in good condition. Some are available on *Amazon.com* for as little as \$3.00 each.

### **? I.D. Card Information**

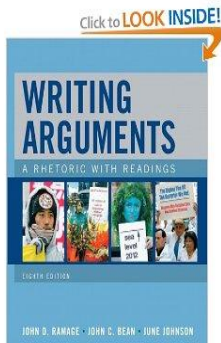
Information regarding I.D. Card Office hours can be found on the TCC website by clicking on “**Current Students**,” then “**Resources**,” and finally “**Student Handbook**,” which will take you directly to the information regarding obtaining I.D. cards.



**Prentice Hall Essential Guide for College Writers, The, 9/E (Paperback)**  
**Stephen Reid**

ISBN-10: 0205802109  
ISBN-13: 9780205802104

Publisher: Allyn & Bacon  
Copyright: 2011  
Format: Paper; 432 pp  
TCC Bookstore: \$43.00 (New)  
Try to obtain used copies



**Writing Arguments: A Rhetoric with Readings (8th Edition) [Paperback]**  
**Ramage and Bean**

**Publisher:** Longman; 8 edition (January 17, 2009)  
**ISBN-10:** 0205648363  
**ISBN-13:** 978-0205648368  
**Paperback:** 720 pages  
Used Price: Varies (Try to buy a used text)

*"Don't Bother just to be better than your  
contemporaries or predecessors. Try to be better than yourself."  
— William Faulkner*

Summer Reading Assessment: The following assignments are due on the first day of ENG 111

**Assignment One- Dialectical Response Journal:** (Analytic-1-2 entries per chapter)

Text: *The Nuts and Bolts of College Writing; Michael Harvey*

\*\*Please refer to the instructions on how to complete the Dialectical Response Journal below.

**Directions:** Choose one of the following options for your journal: As you read the text jot down notes on each chapter as you respond to one of the following prompt questions.

1. Create a response journal that focuses on the development of the author's style, which is quite unique for a text on writing, throughout the book: For example you might analyze sentence/paragraph or chapter structure and follow that development throughout the book.
2. Create a response journal that focuses on how the book makes a profound impact on the reader. For example, if the book initiates a change in the way the reader thinks or feels about the subject matter, then the student can identify the elements of the book that brought about that change.

**Dialectical Reader-Response Journal**

As you read, keep a reading log in which you discuss the ideas in the selected work. In this way you will begin to connect these ideas to your own experience. As you reflect and question, listen carefully to your thoughts and attempt to describe the effect the book is having on you. Write honestly, respond deeply, admit confusion, expand on author's ideas, and attempt to discover your own.

**Directions**

1. Divide your paper into two columns.
2. In the left-hand column, write the chapter number(s) or the page number(s) covered and a summary of the action or ideas expressed.
3. In the right-hand column, write your personal response to what you have read. Think out loud on your paper. You may find it helpful to use any of the following sentence openers as a way of beginning your personal responses in the right hand column:
  - I began to think of...
  - I know how it feels to...
  - I can't believe that...
  - I wonder why...
  - I was surprised when...
  - I don't understand why...

- I noticed that...
- This reminds me of...
- I think that...
- I'd like to know...
- If I were \_\_\_\_\_, I would...
- The central issue here is...
- One consequence of \_\_\_\_\_ could be...
- If \_\_\_\_\_, then...

Many of your comments in the right-hand column may be sentences or phrases, but some of them should be paragraphs demonstrating your thoughtful consideration of the literary work you are reading.

### **Assignment Two- Writing (Analytical Response)**

Text: *The Immortal Life of Henrietta Lacks*; Rebecca Skloot

Read the following questions carefully and respond to **one** of the discussion questions, in a typed, well-written, short essay (roughly 500 words in length). Make sure you support all assertions with textual evidence from the book. After reading your essay it should be evident you read the work well enough to formulate a developed, thought-provoking response. Before submission, make sure you revise and edit your draft.

1. After getting out of jail, Zakariyya Rahman participates in a number of research studies in exchange for monetary compensation. Research the laws and the ethical debate over offering payment in exchange for participation in scientific studies, or for the donation of blood, eggs, sperm, or other biological materials. Do people have a right to “sell” their body, tissues, or organs if they wish? What ethical dilemmas could result from financially compensating “donors” and research participants? At what point could compensation become coercive?

-or

2. Research the history of scientific experimentation on humans in the United States. What types of experiments have been done, and how did researchers find test subjects? Why did scientists find it necessary to conduct research on human beings? How did the development of HeLa cells change the way research could be conducted? What attempts (e.g. Nuremberg) have been made to govern the way this research is conducted, and how successful have these attempts been?