

CP Research Methodology and Academic Writing
Oakland Catholic High School

Summer Reading Requirements:

This I Believe: A Public Dialogue About Belief – One Essay at a Time

Website: <http://thisibelieve.org>

Students must use the website listed above as the summer reading text.

Instructions on finding the essays: On thisibelieve.org, click on the explore tab. From the drop down menu, choose browse by theme. This will bring you to a webpage that has many different themes that you can choose from. Select 3 different themes from this list and read 5 different essays in each theme (total of 15 essays for this assignment).

Please read **15 essays (5 essays on 3 different themes)** and thoroughly annotate the text over the summer. A deeper level of engagement with the text through careful reading and detailed annotations will facilitate your understanding of the material. You will be allowed to use your annotations for class activities and assignments, including an in-class writing assignment, so effort put forth over the summer will be rewarded during the school year. Students should be ready to submit their annotated text on **the first day of class**. You will be evaluated based on your level of interaction with the text. You may choose to annotate online or on paper. Either way, please see the annotation guidelines below.

Annotation Guidelines (option 1--online annotation):

1. Create a Google Doc with the 15 essays you have chosen to read. Each essay must have a work cited entry at the end of the essay. All annotations must be placed on the Google Doc using the comment feature.
2. Go beyond simple highlighting. Write notes, color code and/or develop symbols so you can distinguish the importance of different passages. Identify and analyze the author's:
 - a. point of view (narrator's perspective)
 - b. tone (attitude toward the subject)
 - c. diction (style of speaking and word choice)
 - d. syntax (sentences and their patterns)
3. Underline or highlight unfamiliar vocabulary words. Use a print or online dictionary to look up the meanings. Write a brief definition or synonym next to each of the words.
4. Have a conversation with the text. Mark any confusing aspects of the text. Record questions that come to mind as you read. Formulate opinions as you read. Do you agree or disagree with the author? Make connections to other texts, dates, opinions, people, etc.
5. Please also choose a notebook that will be your dedicated Research Methodology notebook

for the semester. You can choose a simple composition-style notebook, or something fancier—but make sure that it is something that you will enjoy using for the class. Bring your notebook on the first day of school.

Annotation Guidelines (option 2--paper annotation):

1. Print the 15 essays you have chosen to read. Make sure that each essay includes author and title. All annotations must be done neatly in the margins of your essays, or using sticky notes.
2. Go beyond simple highlighting. Write notes, color code and/or develop symbols so you can distinguish the importance of different passages. Identify and analyze the author's:
 - a. point of view (narrator's perspective)
 - b. tone (attitude toward the subject)
 - c. diction (style of speaking and word choice)
 - d. syntax (sentences and their patterns)
3. Underline or highlight unfamiliar vocabulary words. Use a print or online dictionary to look up the meanings. Write a brief definition or synonym next to each of the words.
4. Have a conversation with the text. Mark any confusing aspects of the text. Record questions that come to mind as you read. Formulate opinions as you read. Do you agree or disagree with the author? Make connections to other texts, dates, opinions, people, etc.
5. Please also choose a notebook that will be your dedicated Research Methodology notebook for the semester. You can choose a simple composition-style notebook, or something fancier—but make sure that it is something that you will enjoy using for the class. Bring your notebook on the first day of school.