

**ALL SUMMER WORK IS DEPENDENT UPON YOUR FINALIZED SCHEDULE!**

**RUMSON-FAIR HAVEN REGIONAL HIGH SCHOOL  
2018 SUMMER READING PROGRAM  
GRADE 11  
*English Composition-Honors***



**2018 Reading Requirements: English Composition-Honors**

Students enrolled in *English Composition-Honors* are required to read the listed texts, analyze/view a self-selected TED Talk, and respond to the aligned questions in writing. Note: the TED Talk must be a minimum of 10 minutes in length, and it must have been posted between January of 2018 and September of 2018.

**Task:**

Close read and annotate each source. Address the questions for each source using text evidence. Be sure to demonstrate critical thinking and analysis. We will be using your summer reading work the first two weeks of class. Please make sure you are thorough in your preparation.

**Part I: Required Texts**

Text 1: <http://gutsmagazine.ca/blue-capitalism/>

Weeks Maya, "Blue Capitalism", *GUTS Magazine*, Issue 8, 31 May 2017, CA. [gutsmagazine.ca/blue-capitalism/](http://gutsmagazine.ca/blue-capitalism/) Accessed 2 May 2018.

1. What does the author define as "blue capitalism?"
2. How does Weeks support her claim made on page 9 "Consumption as a cultural norm is devastation embodied?"
3. Given Weeks' argument, how would she reform "conscious capitalism?"

Text 2: <https://www.oxfordamerican.org/magazine/item/1366-border-wars>

Robinson, Zandria F., "Border Wars", *Oxford American Magazine*, Issue 99, Winter 2017, 21 November 2017. [oxfordamerican.org/magazine/item/1366-border-wars](https://www.oxfordamerican.org/magazine/item/1366-border-wars). Accessed 2 May 2018.

1. According to the author, what can "voice" connote?
2. How does the author use the term "border" in various ways?
3. What does the author mean by "real and imagined borders?"
4. How does the author use music to further her argument?
5. Near the end of the essay the author states, "Everybody wants to be Southern but don't nobody want to be Southern too." Explain how she reaches this conclusion through her argument.

Text 3: <https://www.newyorker.com/science/elements/how-to-fix-facebook>

Chen, Adrian; Heller, Nathan; Marantz, Andrew; Weiner, Anna "How to Fix Facebook", *The New Yorker*. March 23, 2018. [newyorker.com/science/elements/how-to-fix-facebook](https://www.newyorker.com/science/elements/how-to-fix-facebook). Accessed 2 May 2018

1. On page 3, Anna Weiner states, "this is both a technical problem and a human problem..."; how is evidence presented throughout the interview to support her assertion?
2. What role does transparency play?

3. How does “social responsibility” factor into the conversation about Facebook? Why do the authors position “social responsibility” as something that needs to be addressed throughout a tech company and not simply on a mission statement?

Text 4: <https://www.theatlantic.com/magazine/archive/2017/06/lolas-story/524490/>

Tizon, Alex “My Family’s Slave”, *The Atlantic*. June 2017 Issue.

[theatlantic.com/magazine/archive/2017/06/lolas-story/524490/](https://www.theatlantic.com/magazine/archive/2017/06/lolas-story/524490/) Accessed 2 May 2018.

1. How does the author’s perspective of Lola’s role change with age and experience?
2. How does the author negotiate acceptance of his role in his family?
3. How does the author ultimately come to feel about his mother?
4. What moral and ethical issues does this narrative raise for the writer and potential readers?

## **Part II: Required Student Choice Text**

Text Site: <https://www.ted.com/talks>

You may select any TedTalk posted from January 2018- September 2018 that is at least 10 minutes in length. Advice: listen to multiple TedTalks before making a selection. Be sure that you are able to identify a specific claim in the talk you select.

1. What is the central claim or argument presented?
2. How does the speaker support his/her claim?
3. How does this talk contribute to conversations about the selected topic?
4. Pose a question to the speaker that demonstrates your engagement with the topic.