

## UConn English Writing (UConn ENG 1007) Summer Reading Assignment

Text:

- [1984](#), by George Orwell

**Background:** George Orwell's 1984 is a dystopian novel that explores a society controlled by constant surveillance, censorship, and the suppression of independent thought. As you read, pay attention to how Orwell structures the narrative and uses language to build tension and convey complex themes. This text will help you prepare to analyze how authors craft stories and explore the inner journeys of their characters—an area we'll examine in depth during our first unit of the year.

The novel will be available for you at NHHS in room 210.

Assignment:

- Read *1984* over the summer, annotating notes on ideas, themes, characters, and literary devices you feel are important.
- Complete a "Reading Process Notebook" – information below

### UConn–Reading Process Notebook

This journal is NOT about summarizing the plot or taking notes on the book's content. Instead, it is about becoming more aware of your own reading process: how you think, react, focus, question, and make meaning while reading.

You will keep your journal in a composition notebook alongside your regular reading notes.

Purpose:

Strong readers pay attention not only to WHAT they read, but also to HOW they read. This journal is designed to help **you**:

- Notice when your attention shifts
- Identify what helps or hurts your comprehension
- Reflect on emotional and intellectual reactions
- Recognize moments of confusion, curiosity, boredom, or connection
- Build awareness of your habits as a reader

Your goal is honesty and reflection, NOT "perfect" reading. AVOID PLOT SUMMARY—This is more about what **you** are thinking and feeling while reading, *not necessarily* about the text itself.

*Requirements:*

*Each time you read, you should complete journal entries totaling at least 20 entries by the end of the novel.*

Each entry must include:

1. A Direct Quotation with page number
2. A Metacognitive Reflection based on the categories below (4-8 sentences)

**Categories:**

- A. **Focus & Attention:** Document moments when you lose focus, your mind wanders, you become distracted, or you have to reread.
  - a. Consider:
    - i. Why did your attention drift?
    - ii. Was the text difficult, slow, repetitive, emotionally distracting, confusing, etc.?
    - iii. What helped you regain focus?
- B. **Confusion & Clarity:** Document moments when you are confused, something is unclear, you struggle to understand language, structure, etc.
- C. **Boredom & Disengagement:** Document moments when you feel bored or uninterested, a passage feels slow, repetitive, or emotionally flat, etc.
  - a. Consider:
    - i. Why did it feel boring?
    - ii. Was it the pacing? Writing style? Topic? Lack of conflict?
    - iii. Was your reaction connected to your mood or environment?
- D. **Emotional or Intellectual Reactions:** Document moments that make you feel surprised, uncomfortable, angry, excited, sympathetic, curious, etc., make you stop and think deeply, connect personally or across texts, etc.

This will be assessed holistically. You will do well if you write clearly and address the entire assignment above.

- Thoughtful, purposeful, complete work will earn a B grade.
- Efforts demonstrating exceptional focus, dedication, and insight may earn an A.
- Work in some way disengaged, unfocused, incomplete, or ill-revised may earn a C.
- Lesser performances – non-production, distraction, other difficulty – will earn a D or less.

*[As always, this course exists to **cultivate \*you\*** as a thinker and writer. Any work that **even resembles** the output of a generative technology will receive no credit. Write in your own voice and from your rich and informed perspective. Accept no substitutes.]*