Requirement THE artical : https://www.newsweek.com/saying-adios-spanglish-94823 Students will read, summarize, and analyze several readings in the first half of the semester. These readings, originally published in newspapers, magazines, trade publications, and other vetted media outlets, will allow the students to explore the many complex sub-topics of the course theme. This project asks students to respond to the ideas in one of the readings, adding to the conversation with first-hand experience or observation. Students will use this experience to respond to a specific article by agreeing or disagreeing (in whole or in part) with the main points of the argument and using first-hand experience to add to the discussion. Details: 3-4 Pages Assignment: Write an essay that summarizes briefly the main ideas in a text (any of the articles we've done in class so far, including the diagnostic) and offers a response that engages the content of the text using experience or knowledge about the topic. Your response should be supported by concrete details from your own personal experience or observation. Format: Typed and double-spaced, 12 pt. Times New Roman font, 1-inch margins, MLA format. Submit via Canvas. Assignment Description: This assignment begins from the idea that reading, like writing, is an act of composing. When we read, we are doing more than receiving information from a writer; we are also interacting with a text, bringing our own associations, values, and assumptions to it as we come to an understanding of its meanings. In effect, we understand the text through our interaction with it. Writing about a text is the surest way to bring this interaction to light. Different readers might pay attention to different passages, emphasizing different sets of meanings made available through that same text. While summary is not dependent on a reader’s interests and knowledge and experiences, response is. In response, we get to talk back to a text. Keeping this view of reading as composing in mind, your task in this assignment is to summarize a selected text and then respond to it. In the summary you must distinguish between an author’s major and minor points. As you read, annotate the text—“talk back” to it by identifying passages that surprise or trouble you, that do or do not resonate with your own experience. These are called “hot spots.” These hot spots may later serve as the major points of your strong response. Because we rarely agree or disagree entirely with a text, your thesis need not reflect an absolute stance. You may agree with an author’s points, but find her rhetoric alienating. You might appreciate an author’s rhetorical strategies or overall argument, but find some of his ideas invalid in terms of your own experience. Perhaps you agree with an author’s premise and you want to offer an additional perspective. A thesis with “tension” will help you focus your response and set clear rhetorical goals for your own essay. See the argument templates provided in class. Outcomes for Strong Response: ● To appreciate and understand the relationship between reading and writing ● To read closely and carefully in order to write an informed, purposeful response, using rhetorical concepts ● To write and integrate into your response a concise and accurate summary that demonstrates awareness of distinctions between main and subordinate points ● To develop and sustain an idea through a well-organized, thesis-driven essay supported with relevant evidence and examples ● To demonstrate reasonable sentence-level control, including syntax and grammar competency, and to cite source material using MLA conventions