**ENC1101 - English Composition I**

**Summer Assignment**

**Mr. Dahl**

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**Fall 2025**

**Please be advised that students will be held responsible for the assignments on the first day of the fall semester.**

**Assignment One:** **Writing Revision Sample**

1. Take ANY essay you’ve written in your high school career for any of your previous high school classes. The grade level, subject area, and content of the paper makes no difference.

What I’ll be looking for:

1. One copy of the original essay from a previous high school class: please label this essay “Original Essay”.
	1. Scan it out as is; you do not need to change the formatting in any way.
2. One scanned copy of the revised copy of that essay; please label this essay “Revised Essay”.
3. On the revised copy:
	1. Highlight each change/revision you’ve made.
	2. Label each new revision on the paper itself as: #1, #2, #3, #4, and #5. You might need to bracket or draw lines to help me recognize what exactly has been changed.
4. On the last page of the “Revised Essay” explain what you changed and what concept from the reading you were attempting to utilize. Each revision (#1-#5) should be explained in a paragraph. Walk me through what needed improvement and how you improved it.
	1. Notice your revisions are about your writing style; I’m not looking for improved CONTENT but improved WRITING.
		1. Basically, don’t go back and find more research about your subject of the essay, but improve the thesis, transitions, coherency of argument, the quality of sentences, etc.
		2. Simply changing some punctuation or fixing some misspelled words will not be enough for this assignment.
		3. This is an exercise in elevating your writing from previous levels to something closer to college-level writing.
	2. Suggested areas of improvement:
5. **Sentence Structure**: Utilize complex, compound, compound-complex sentences for variety.
6. **Diction**: Utilize elevated vocabulary to express yourself more precisely.
7. **Syntax**: Employ unique combinations of words to be more precise in your expression of ideas.
8. **Development**: Expand on previous ideas for greater elaboration.

**Assignment 2: Handwritten Sample**.

1. Go to **Google Arts and Culture**. [Google Arts & Culture](https://artsandculture.google.com/)
2. Click on **Artworks**, which will open a collection of classical paintings.
3. Choose a painting that catches your eye. Note: If you can’t navigate this process, any classical painting or painter will do (*Mona Lisa*, Van Gogh, Monet, Picasso, et cetera).
4. Look at the painting for a while.
5. **In your own handwriting, not typed, on old-school paper**, write a reaction to that painting while addressing the following prompts:
	1. **Paragraph 1** **(100 words)**: The **meaning** of the piece. What is the painter trying to say? What is the “story” in the painting?
	2. **Paragraph 2** **(100 words)**: What **colors** are used and what emotions do they evoke?
	3. **Paragraph 3 (100 words)**: Address any **unique features** that you notice. Notice anything odd, out of balance or disturbing or interesting?
	4. **Paragraph 4 (100 words)**: How would you describe the **mood** of the piece? What **emotions** are evoked when viewing it?

Sample: *Franzi in front of a Carved Chair*, Kirchner, 1910

 

1. *The meaning of this piece is definitely about the feeling or mood. It is not so much a story; rather, it is supposed to express the mood of the character that is front and center in the piece. The individual in the center of the painting seems to be young, noted by her hairstyle (ponytails) and her unblemished features. She also seems a bit frail, if not thin. Her clothing seems to underline her youth. Her mood seems to be content though not quite joyful. This mood is somewhat created by the contrast between the “young girl” figure and the sneering character right over her shoulder. There is an uneasiness to the piece.* (**114)**
2. *The colors are shades of green that range from almost yellow and florescent in tone to darker earth tones. The shades of blue are more consistent, remaining darker, an almost royal blue. There are accents of red on the girl’s dress and on her lips (make-up?). The orange hues dominate the upper-left corner of the canvas, one being mustard and the other a more basic orange. Though there are two human figures, there is only one patch of flesh tone in the entire piece. Black frames and outlines the head and body of the secondary human figure in the piece, leaving the viewer to question is this form is truly human or just part of the “carved chair” implied in the title. Overall, the artist uses what can be considered earthy tones in his work.* (**136**)
3. *There are a few unique features in this painting. The first one of note is that the central figure, the young girl; she does not have a traditional flesh tone for her face. The painter has chosen a greenish color that has hints of yellow. This contrasts with the woman behind her who has flesh-colored skin. This makes the young girl seem almost aethereal, as if there’s something not of this earth about her. Another predominant and unique feature is the lack of realistic proportion; notice how the arm of the woman in the rear is elongated, giving a sense that she is reaching for the serene little girl, almost menacing*. (**112**)
4. *If this were a story, there would be situational irony here. The elements in an ironic contrast are the two human, apparently female, figures that dominate the center of the painting. One is painted in flesh tone while the other is created with an eerie shade of yellowish green. This creates a visual conflict immediately upon viewing. The viewer has to question why they’re different. Is there some kind of emotional conflict? Is there a personal conflict? The red colors that the young girl is associated with could be reminiscent of blood which could be interpreted several different ways, depending on the viewer. The mood of this picture is like a horror film: unsettling, creepy, foreboding.* (**116**)

Suggested Reading:

[How to analyze an artwork: a step-by-step guide for students](https://www.studentartguide.com/articles/how-to-analyze-an-artwork)

[Microsoft Word - Writing about Art.docx](https://www.hunter.cuny.edu/pending-migration/rwc/wac/writing-about-art.pdf-1)

[Nine Basic Ways to Improve Your Style in Academic Writing | Student Learning Center](https://slc.berkeley.edu/writing-worksheets-and-other-writing-resources/nine-basic-ways-improve-your-style-academic-writing)