**Anderson/MENTOR TEXTS ASSIGNMENT**

**Due Dates:**

For Monday, March 13—bring a list of ten books that have had an impact on you and reasons why.

For Monday, March 20—bring notes for your mentor texts to share.

For Wednesday, March 22—draft of mentor texts to peer review.

For Monday, March 27—turn in mentor texts assignment with drafts.

Part 1:
Often on social media, we see people asking to name the 10 books that have stayed with you in some way. These are not always the “greatest of all times” or “the ten best classic.” Rather these are books that have made some kind of lasting impression. In his book, *The Art of Slow Reading*, Tom Newkirk uses the term Mentor Texts to refer to those important books that make a mark on a reader, a text that shapes them as a thinker, as a writer, as a person.

So your first step for this assignment is to make your own list of ten books and write done why they have stayed with you. Bring in this list on Monday, March 13.

Part 2:

A question that keeps coming up for us is how do we motivate students who don’t like to read (or write). It can be difficult to achieve this task when we show little interest in reading ourselves. But you are all here wanting to teach English, so somewhere in your journey, you must have found some love of language, reading, and/or writing. Going back to thinking about books that have inspired you may be the spark you need to reignite that passion. So make some notes toward this passion for reading using the mentor texts to guide you. Bring these to class on March 20.

Part 3:
 You will have two options for the assignment—a flash piece or a zine.
 Some of you have likely read flash fiction or flash non-fiction. Generally, these are pieces of writing that are 750 words or under. Here are a couple examples: "[**Where I Learned to Read**](https://www.newyorker.com/magazine/2011/06/13/where-i-learned-to-read)" and "[**Take Me Home**](https://www.newyorker.com/magazine/2012/06/04/take-me-home).” We could even put Sherman Alexie’s “Paragraph Like a Fence” into these examples. To do this well, you want to create a vivid scene that doesn't require a lot of explanation for a reader to get the main idea. There is not a lot of room for explanations, flash is mostly scene and character.

Should you choose this option, you should write a short (500-word) personal essay, or flash non-fiction, about these books that have had meaning for you. How have they shaped you as a reader, writer, thinker, or human being? This may be about the ten books you listed or just one or two. The goal is to home in on a memory where you can say it was this moment, this passage, this scene or character that told me how and why reading can work to change the world and how I was changed.

The second option for this assignment is to create a [zine](https://www.wikihow.com/Make-a-Zine) that does the same thing as the flash piece. A zine offers an opportunity to be creative in other ways in addition to some writing. With a zine you create a small version of a magazine that is about the book(s) that have impacted you. You should have both visuals and text is your zine, and the goal is to home in on a memory where you can say it was this moment, this passage, this scene or character that told me how and why reading can work to change the world and how I was changed. You may want to use a [storyboard](https://www.researchgate.net/figure/A-typical-storyboard-template-with-a-rectangle-for-the-sketches-lines-for-the-text_fig1_273060454) for the initial layout before creating the final zine.

Book Riot also has instructions [here](https://bookriot.com/how-to-make-a-zine/).

The draft for this part is due on March 22 for peer review and on March 27 to hand in.