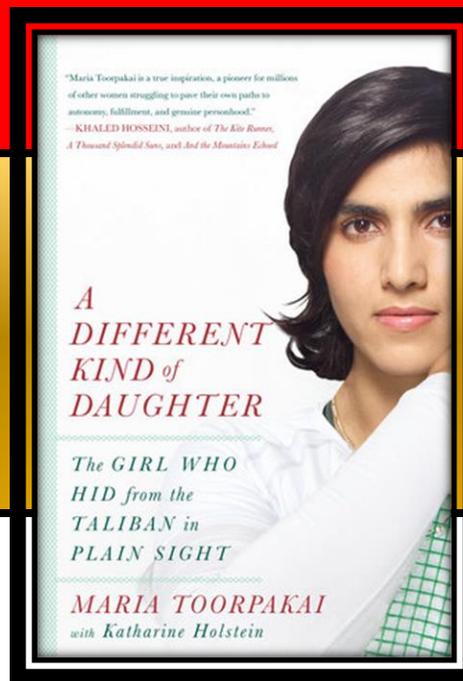


Otterbein University Common Book

2019 Maria Toorpakai



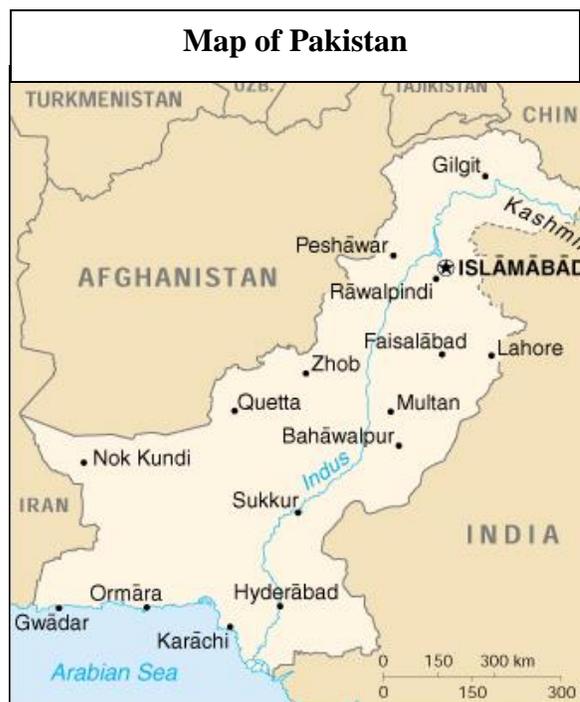
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About the Common Book

Otterbein's Common Book Program, one of the University's signature programs, offers a shared reading experience for all incoming first-year students, and for faculty, staff, and other members of the Otterbein community.

A Different Kind of Daughter, this year's Common Book, tells the story of Pakistani athlete Maria Toorpakai. Her story may surprise American readers. With the enactment of Title IX in 1972, no individual in the United States could be denied "on the basis of sex" the right to participate in any educational program or activity. Sports received special attention with the passage of Title IX because historically, women have faced greater discrimination in athletics than men. Since the US has worked to make sports more inclusive for the last 47 years, we may not be aware that in other countries, this has not been the case. Toorpakai, born in Pakistan in 1990, was not allowed to play sports. With the support of her family, she identified as a boy until she was 16 years old so that she could become an athlete.

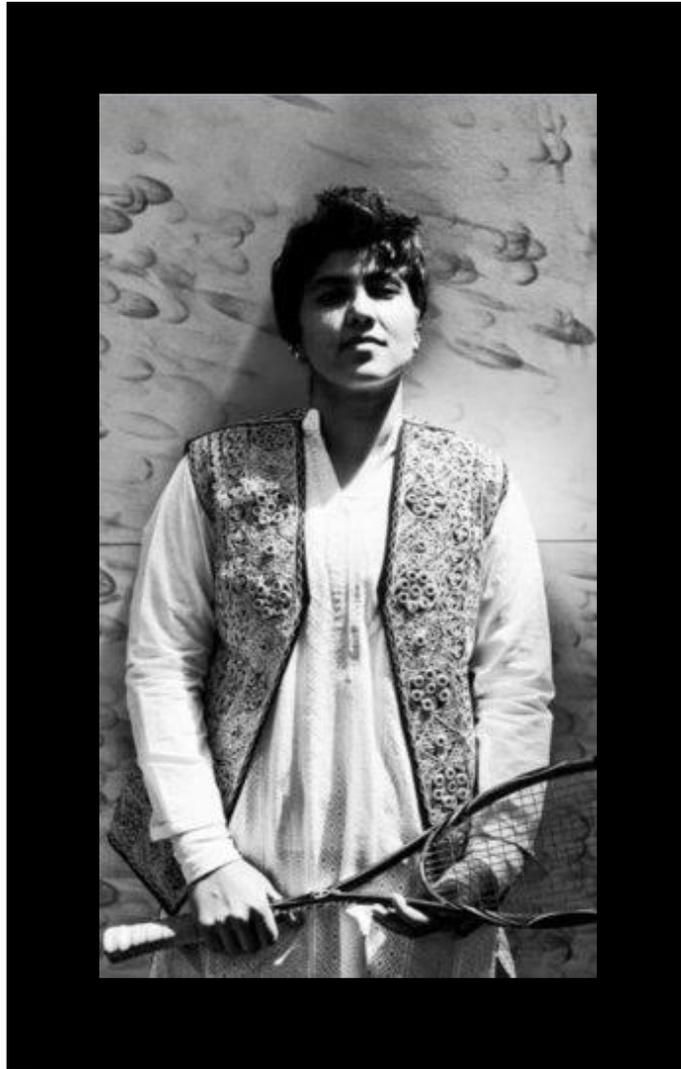


<https://legacy.lib.utexas.edu/maps/pakistan.html>

Respond to the prompt below in an essay unified by a clear thesis or central idea.

Maria Toorpakai's family relocated frequently, and as an athlete, she traveled to tournaments. In the memoir, she describes the many people she met in The Federally Administered Tribal Areas of Pakistan and in various cities where the family lived and where she competed. How did her experiences and encounters challenge her, impact her identity, and help her to define her purpose in life? In responding to this question, choose three key episodes from the memoir that chart Toorpakai's development.

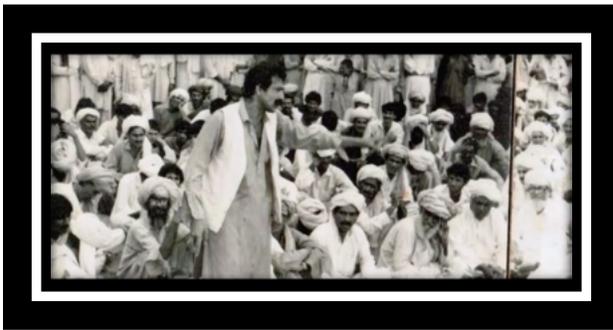
Be sure to analyze and not summarize, or simply re-tell the story, in your essay. Support your thesis with specific evidence from the book, including at least three but no more than five brief quotations. Cite pages for all quotations, and include a Work Cited entry, which you'll find on page 4, Document Design. Respond as a thoughtful and critical reader, using only the book itself, no other sources. Consult the Rubric for the Common Book Essay on page 3 for standards, and see the Document Design, page 4, for formatting.



Rubric

A well-written essay demonstrates the following characteristics:

1. The introduction effectively introduces the book and engages the reader.
2. The thesis clearly presents the main idea of the essay.
3. The essay is an analysis, not a summary, with reasons supporting the thesis clearly presented in topic sentences, and with each reason defended with appropriate evidence from the book.
4. The essay is organized and unified. The writer develops ideas logically, making appropriate and effective connections between them.
5. Supporting paragraphs are illustrated with specific support from the book (summary, paraphrase, and at least 3 direct quotations).
6. Quotations are carefully chosen and used judiciously, correctly introduced, punctuated, and cited.
7. The Work Cited entry is complete and correct.
8. Sentences are varied in length and structure.
9. The writing is economical. Word choice is precise.
10. The writer is consistent in tense, number, and person. Mechanics, usage and grammar are standard. The essay has been carefully proofread.



*Maria's father, Shamsul Qayum Wazir, addressing a Jirga (an assembly of elders)
CNN International*



*Maria with her mother and brother
Sydney Morning Herald*



*Maria and family
POV/PBS*

Important Dates, Fall 2019

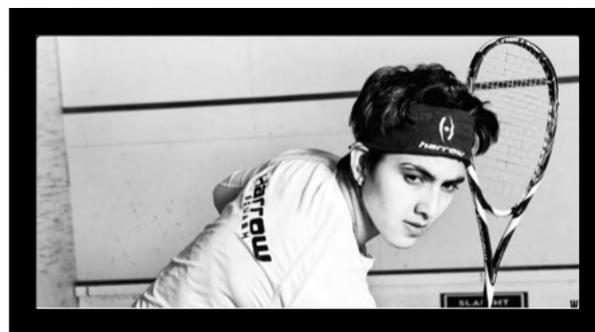
First Flight, Aug. 19 - 25

Classes Begin, Monday, Aug. 26

Campus Author Visit, Oct. 22 - 23

- Common Book Convocation,
Tues., Oct. 22, 3 PM, Cowan Hall

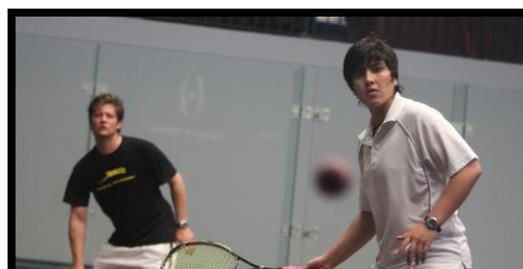
Check for information about other programming.



Squash Magazine



<https://ichef.bbci.co.uk/images/ic/640x360/p0168vq0.jp>



Jonathan Power with Maria Toorpakai
thestar.com

FAQs

How long should the essay be? About 500 – 750 words, or 2 – 3 pages, typed and double-spaced.

What if I don't take my FYS until spring? Your essay will be collected at First Flight and given to your FYS instructor.

Who reads my essay? Your FYS instructor, who might grade your essay, use your writing to begin discussion of the book, or simply offer comments.

Other questions? Contact Regina Kengla at
rkengla@otterbein.edu.

What's Due and When

Your essay will be the first writing that you submit to your ePortfolio, an electronic archive of your academic work as an Otterbein student. Bring your essay in two forms to First Flight: **a printed copy and an electronic version** saved to a USB flash drive. The printed copies of your assignments will be collected and discussed during your FYS course meetings on **Thursday, August 22 and Friday, August 23, 2019.**

Your FYS Peer Mentor will introduce you to ePortfolios and show you how to upload your essay to your ePortfolio from your flash drive.

Aggressive Reading

Reading at the college level is usually much more demanding than reading for high school. As a college student, you can expect **more** reading, reading that **challenges** your thinking, reading that **broadens** your view of the world, reading that **transforms** you. If you are going to read effectively at the college level, you cannot be passive; you must be a **proactive** reader and interact with your text. To help you become that successful, **aggressive** reader, we recommend this strategy:

Locate: Choose a time when and a place where you are alert and focused.

Survey: Look at chapter titles, and in textbooks, section headings, intros, topic sentences, words in bold type, graphics.

Question: Read your text with your assignment, your prompt, or your research question in mind. Answer and respond as you read.

Now, read: Armed with a view of the layout of the text and with questions you're reading to answer, read in chunks of 10 pages. Try to read 100 pages at a sitting. Your reading will be more efficient.

Write: Yes, write as you read—annotate, or take notes in the margins. Use a pen, not a high-lighter, and write in the margins: ask questions, circle

unfamiliar words, connect with prior knowledge or with other parts of the text, list names, and underline key passages.

Annotations work in the present, to help you engage with the text, and in the future, to help you recall when you'll review for a test or collect information for a paper.

Outline or Summarize: Outlining as you read helps you situate what you're reading in a larger context of information. Summarizing after you read a chapter, using your own words, is a good measure of your understanding of the text.

Journal: To help you read Toorpakai's book actively and productively, you might keep a reading journal in which you note observations, reflections, and questions as you read, pausing to write every so often. Summarize events, record images, trace patterns, find connections, describe significant persons, and explain relationships. Keeping the journal should help you to interact with the text, enhancing your understanding of the book and your ability to retain information. The journal serves as a record of your reading that can be useful in class discussions, assignments, and program events during the author's visit. The reading journal can also serve as a reference for the essay that you'll write and bring to First Flight.

. . . I promise to create lasting change in remote regions of the world . . . by working to develop self confident girls and boys and create peaceful communities through sport, education, and access to healthcare.

--Maria's Promise

<http://mariatoorpakai.org/our-promise>



*The Common Book Program is made possible by a generous gift from
Mary B. Thomas, Class of 1928.*

*Our thanks to Beth and Gary Daugherty for their gift to
the Thomas Endowment.*