

William Lewandowski

Dr. Kirchoff

ENGL 491; Literacy Memoir Outline

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### From Hate to Love: Rediscovering my passion for English

#### I. Introduction

- A. Start with younger years and how I learned to hate English. I didn't understand why I couldn't keep up and remember what I was reading. I had such a hard time filling out those recollection questions, like "Who does Huckleberry Finn give his money to?" or "Where do Huck and Jim get their supplies when they're living on the island?"
- B. Working thesis: Reading became my enemy; I detested the books we were assigned and rarely read them. My enjoyment for English near-death, until my senior year.

#### II. Middle School

- A. My relationship with reading. I liked envisioning a movie in my mind, but it was at a slow pace—my pace. It took me a while to absorb the words on the page.
- B. I also had a hard time staying focused. Unless the book grabbed me by the collar and shook me until my brain rattled, I couldn't focus on reading longer than a few minutes. It didn't help that I felt the reading was taking *so* long. I kept worrying more about how much I had to read than what I was actually consuming.
- C. Those stupid comprehension packets. They were the bane of middle school and high school English class and exams.
  - i. Class packets
  - ii. Testing Recollections

#### III. High school

- A. Wasn't much better but I discovered a new skill that I became excellent at that could give me an upper edge on my spiteful relationship with reading: bullshitting.
- B. I seldomly, if ever, read a full novel for English class up until senior English. (I think I only remember getting through all of *Of Mice and Men* without skipping anything.)
- C. I could read bits and pieces, pick out just the right things, and swindle my way through my classes. I could write a paper with just a few key notes and some carefully picked out quotes.

#### IV. Senior English

- A. Something clicked with Senior English. My summer school teacher was able to use so many technological adaptations to lessons and texts. It captured me in so many ways. I found some interest in the readings, and once I had actually read and understood the readings, I could fully participate in the activities in a way that

was extremely enjoyable and creatively stimulating, rather than making sure I didn't give away my secretive bullshitting powers.

- B. I don't remember reading any novels in summer senior English, but the second semester of senior English, which I took in the spring like everyone else, we read novels like *Frankenstein*, *Animal Farm*, and *Lord of the Flies*.
  - C. I needed to explore more with this budding adoration for reading that I found in the summer. I bought my own Tor edition of *Frankenstein*, just like the ones we were using in class
    - i. I could mark up the book, and my student teacher at the time was able to sit down with me and explain why, what, and how we annotate.
    - ii. She also provided me with where I could find the audiobook for *Frankenstein*.
    - iii. Additionally, she began asking me before class, "What did you like about the reading for today?" And soon enough, I was coming up to her and having conversations gushing over the readings and what I found interesting
- V. Going over the relationship with reading.
- A. I can't believe how far I have come since the days of comprehension packets and recollection tests.
  - B. Even today I still struggle with reading. I'm still not the fastest and definitely still need accommodations to help me progress through a novel, but I'm enjoying it.
  - C. I wish I had gotten encouragement and assistance about a decade prior. The resources that have probably doubled since I was in high school have benefited my relationship to reading. Learning not only to enjoy reading again, but to love it, coming from a place where I couldn't stand to even walk through a library, shows me that I can do the same for others.