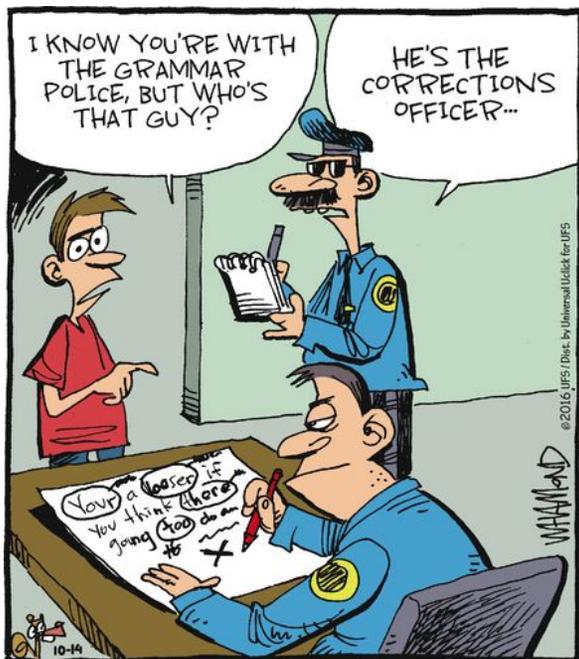


Duke Ellington School of the Arts
English Department

Junior (class of 2021)

Summer Reading Task



The English Department's primary mission is to develop writing proficiency and critical reasoning skills for all students. In addition, the program offers students the opportunity to read and analyze literary works and to develop general knowledge and an appreciation of human values, ideas, and experiences expressed in literature.

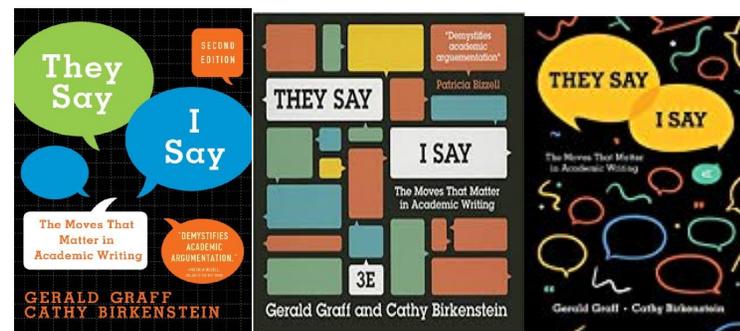
Mr. Cullen Swinson, Department Chair
Mrs. Vanessa Snyder, Assistant Principal of Academics

Duke Ellington School of the Arts * 3500 R St NW * Washington, DC 20007 *(202) 282-0123 *
info@ellingtonarts.org

Summer Reading Task →

For both English III and AP Language and Composition courses

- Every 11th grade scholar will critically **read and annotate** *They Say I Say: The Moves that Matter in Academic Writing* (2nd, 3rd, or 4th ed.) **will be accepted** by Graff and Birkenstein.
 - The text is available-moderately priced- at Amazon.com, Barnes and Nob. bookstores and for free at DC Public Libraries and via PDF online.
 - [PDF link for 2nd Ed: <https://www.iss.k12.nc.us/cms/lib/NC01000579/Centricity/Domain741/They%20Say%20I%20Say%20Full%20Text.pdf>]
 - Scholars should secure a copy of the text they can annotate (i.e. buy it).
 - Scholars should bring text to class the first week of school.



English III	AP Language and Composition
<ol style="list-style-type: none"> Scholars will prepare for a Socratic Seminar style graded class discussion. <ul style="list-style-type: none"> -Scholars should bring completed seminar prep questions to class the first week of school. -Seminar responses should be typed or neatly written and follow the model on the next page. 	<ol style="list-style-type: none"> Scholars will complete ten (10) Dialectical Journal entries to analyze the text. <ul style="list-style-type: none"> -Scholars should bring completed Dialectical Journal task to class the first week of school. -Dialectical Journal entries should be typed or neatly written and follow the model on the next page.
<ol style="list-style-type: none"> Scholars will engage in a Socratic Seminar style graded class discussion the first week of school. <ul style="list-style-type: none"> -See the attached seminar rubric for discussion guidelines and grading. 	<ol style="list-style-type: none"> Scholars will engage in a Socratic Seminar style graded class discussion the first week of school. <ul style="list-style-type: none"> -See the English III directives #2 and 3. You will need to complete the seminar prep questions as well.

Task Guidelines →

Annotation*

When you annotate, you are conversing *with* the text. Any thoughts that you have/questions/comments/connections/images that come to mind you should write on the text, as or after you read. Use the key below if you are unsure of how to start or would prefer an annotation system.

Sight/Aha- !

Must Remember
his- underline or

Question/Confused- ?

earned something NEW-



the text you are
ng is not yours
ase remember to
: post-its when
i are annotating.



*(Responses should be in **complete and concise sentences, void of personal pronouns (I-think), and include evidence from the text to support your answers and insights.**)

Socratic Seminar (sample question response)

6. According to Prose, "To hold up [I Know Why the Caged Bird Sings] as a paradigm of memoir, of thought—of literature—is akin to inviting doctors convicted of malpractice to instruct our medical students" (para. 13). Do you agree with this analogy? Explain your answer. What other examples of figurative language can you find in this essay?

This example of figurative language typifies the strong language Prose uses; some students may think it's exaggeration, but it's sure to generate discussion. Students might cite her criticism of Angelou's metaphor as evidence that she is not exaggerating (paras. 6 and 7). Perhaps this criticism, which takes on a mocking tone with its sheer number of bad examples, has made Prose wary of using figurative language herself. Examples are scarce. A few include:

- Paragraph 3: "... the vision of an artist can percolate through an idiosyncratic use of language, and for the supple gymnastics of a mind..."
- Paragraph 18: "... as is everything that constitutes style and that distinguishes writers, one from another, as precisely as fingerprints or DNA mapping."
- Paragraph 26: "But to treat the geniuses of the past as naughty children, amenable to reeducation by the children of the present, evokes the educational theory of the Chinese Cultural Revolution"
- Paragraph 42: "... love and respect the language that allows us to smuggle out, and send one another, our urgent, eloquent dispatches from the prison of the self."

Socratic Seminar Questions and Grading →

Junior English

Socratic Seminar

They Say, I Say: The Moves that Matter in Academic Writing (3rd Ed) by G and Birkenstein.

1. Consider the **rhetoric** of Graff and Birkenstein and **define Academic Writing**.
2. Which of the writing moves do you wish to **grow** in? How will a dive into this move strengthen your academic writing?
3. The preface states, "At the core of this book is the premise that good argumentative writing begins not with the act of assertion but an *act listening, of putting ourselves in the shoes of those who think differently from us*" (xiii). What does this statement **mean** (figuratively/literally) Why does it **matter** to academic writers?
4. What **questions** do you still have as we further deep dive into the writers' **rhetoric, style and composition**?

Socratic Seminar Rubric

	4	3-1
Conduct	<ul style="list-style-type: none"> *Patient with differing opinions. *Asks for clarification. *Brings others into the dialogue. *Very focused on the dialogue. 	<ul style="list-style-type: none"> *General to Some focus. *Engages in "sidebar" conversation
Speaking	<ul style="list-style-type: none"> *Speaks to all participants. *Articulate. *Takes a leadership role without monopolizing the discussion. 	<ul style="list-style-type: none"> *Reluctant to speak. / *Speaks too softly. / *Does not speak. *Comments do not support point. *Has no sustainable point; uses "so bites." *Monopolizes the discussion.
Reasoning	<ul style="list-style-type: none"> *Cites relevant text. *Relates topic to outside knowledge and other topics. / *Makes connections between own thoughts and others'. *Willing to take an alternate viewpoint. *Asks questions to further dialogue. 	<ul style="list-style-type: none"> *Illogical comments. *Ignores the movement of the semi
Listening	<ul style="list-style-type: none"> *Writes down comments, questions, ideas. *Builds on other's ideas & gives others credit. 	<ul style="list-style-type: none"> *Appears disconnected. *Takes limited notes.
Reading/Preparation	<ul style="list-style-type: none"> *Familiar with text. *Understands major concepts. *Writing assignment completed on time. 	<ul style="list-style-type: none"> *Confused with key concepts of text *Writing assignment may not be completed on time

Dialectical Journal Guidelines and Model →

The term “Dialectic” means “**the art or practice of arriving at the truth by using conversation involving question and answer.**” Think of your dialectical journal as a *series of conversations with the texts we read during this course*. The process is meant to help you develop a better understanding of the texts we read. Use your journal to incorporate your personal responses to the texts, your ideas about the themes we cover and our class discussions. You will find that it is a useful way to process what you’re reading, prepare yourself for group discussion, and gather textual evidence for your **Analysis** assignments.

Procedure:

- As you read, choose passages that stand out to you and record them in the left-hand column of a T-chart (ALWAYS include page numbers).
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
- If you choose, you can label your responses using the following codes:
 - ✓ **(Q)** Question – ask about something in the passage that is unclear (limit to only two) - *be sure to respond to/reflect upon your question if/when you find an answer.*
 - ✓ **(C)** Connect – make a connection to your life, the world, or another text
 - ✓ **(CL)** Clarify – answer earlier questions or confirm/disaffirm a prediction
 - ✓ **(R)** Reflect – think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?
 - ✓ **(E)** Evaluate - make a judgment about the character(s), their actions, or what the author is trying to say
- Provide at least ten (10) entries. **Each entry must be at least 3 sentences long.**
- **Your responses should be typed or neatly written.**

Sample Dialectical Journal entry: *The Things They Carried*, by Tim O’Brien

Passages from the text	Pg#s	Comments & Questions
“-they carried like freight trains; they carried it on their backs and shoulders- and for all the ambiguities of Vietnam, all the mysteries and unknowns, there was at least the single abiding certainty that they would never be at a loss for things to carry”.	Pg 2	(R) O’Brien chooses to end the first section of the novel with this sentence. He provides excellent visual details of what each soldier in Vietnam would carry for day-to-day fighting. He makes you feel the physical weight of what soldiers have to carry for simple survival. When you combine the emotional weight of loved ones at home, the fear of death, and the responsibility for the men you fight with, with this physical weight, you start to understand what soldiers in Vietnam dealt with every day. This quote sums up the confusion that the men felt about the reasons they were fighting the war, and how they clung to the only certainty - things they had to carry - in a confusing world where normal rules were suspended.

Dialectical Journal Guidelines and Model →

Choosing Passages from the Text*:

Look for quotes that seem significant, powerful, thought provoking or puzzling. For example you might record:

- Effective &/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you’ve seen before
- Structural shifts or turns in the plot
- A passage that makes you realize something you hadn’t seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- Passages with confusing language or unfamiliar vocabulary
- Insights/Rhetoric you find surprising or confusing

**Choose passages throughout the text, not just one (1) section.*

Responding to the Text:

You can respond to the text in a variety of ways. The most important thing to remember is your observations should be **specific and detailed**. You can write as much as you want for each entry. Use loose leaf paper for your journals. Students also have the option of typing their responses.

Higher Level Responses*

- Analyze the text for use of literary devices (tone, structure, style, images)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, articles, information text, data)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from a varying perspective

Analyze a passage and its relationship to the text as a whole.

(Responses should be in **complete and concise sentences, void of personal pronouns [I+think], and include evidence from the text to support your answers and insights.)*