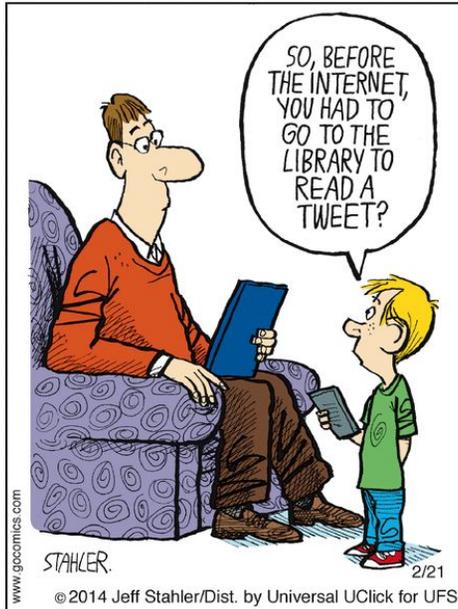


Duke Ellington School of the Arts  
English Department

Senior (class of 2020)

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.

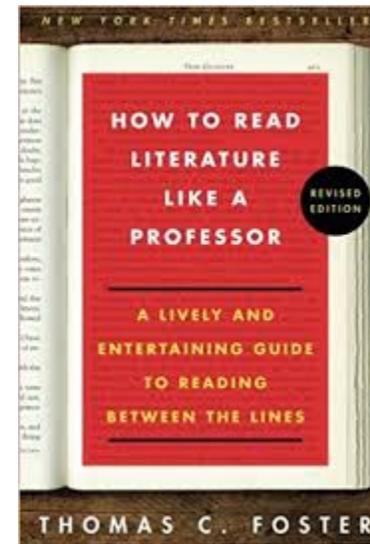
Mr. Cullen Swinson, Department Chair  
Mrs. Vanessa Snyder, Assistant Principal of Academics

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 IV and AP Literature  
and Composition

1. Scholars will critically **read and annotate** How to Read Literature Like a Professor by Thomas C Foster.  
-The text is available, moderately priced, at Amazon.com, Barnes and Nob bookstores and for free at DC Public Libraries. [A PDF can be found at: <file:///C:/Users/tjack/Desktop/Summer%20Reading/How%20to%20Read%20literature%20like%20a%20Professor%202nd.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.



2. Scholars will complete ten (10) Dialectical Journal entries to analyze the text.  
-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.
3. Scholars will engage in a Socratic Seminar style graded class discussion the first week of school.  
-See the attached seminar rubric for discussion guidelines and grading.
4. Scholars will draft of your College Personal Statement.

-Your draft should be in **Google docs** and ready to share with your teacher the first week of school.

	*Writing assignment completed on time.	*Writing assignment may not be completed on time
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## 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.

Insight/Aha- **!**

Must Remember This- **underline** or 

Question/Confused- **?** 

Learned something NEW-

### Socratic Seminar (grading/guidelines)

	4	3-1
Conduct	*Patient with differing opinions. *Asks for clarification. *Brings others into the dialogue. *Very focused on the dialogue.	*General to Some focus. *Engages in “sidebar” conversations.
Speaking	*Speaks to all participants. *Articulate. *Takes a leadership role without monopolizing the discussion.	*Reluctant to speak. / *Speaks too softly. /*Does not speak. *Comments do not support point. *Has no sustainable point; uses “sound bites.” *Monopolizes the discussion.

Reasoning	*Cites relevant text. *Relates topic to outside knowledge and other topics. / *Makes connections between own thoughts and others’. *Willing to take an	*Illogical comments. *Ignores the movement of the seminar.
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Listening	*Writes down comments, questions, ideas. *Builds on other’s ideas & gives others credit.	*Appears disconnected. *Takes limited notes.
Reading/Preparation	*Familiar with text. *Understands major concepts.	*Confused with key concepts of text.

## 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 this 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 only two) - *be sure to respond to/reflect upon your question if/when you 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
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<p>“...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”.</p>	<p>Pg 2</p>	<p>(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.</p>
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## 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 from 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, imagery)
- 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.**)*

## College Personal Statements →

A **personal statement** is a chance for admissions committees to get to know you: your goals and passions, what you'll bring to the program, and what you're hoping to get out of the program.

**Task:** Complete a **draft of your Personal Statement.**

Your draft should be in **Google Docs** and ready to share with your teacher the first week of school.

SAMPLE

**Resources:** *Each year Johns Hopkins University publishes the ten (10) best personal statements and admission counselor's comments. This a perfect resource for structure, inspiration and content!!*

<https://apply.jhu.edu/application-process/essays-that-worked/>

"Musical Movement" [excerpt]- Lukas, collegiate class of 2021

*Whether we are opera singers or shower-wailers, ballet dancers or awkward shufflers, we all understand how music makes us feel, and more importantly, makes us move. Moving to music is so much a part of the human experience that it seems innate to us as a species. A recent study supports this, showing that fetuses react to music with increased motion, and in some cases, open their mouths as if to sing. Once out of the womb, this response only grows: a catchy tune makes hips swing and toes tap, and in certain situations, heads bang.*

*The music that moves us is itself a product of movement. As a musician who is a tactile learner, I'm keenly aware of the way a piece feels as I play it. Despite years of piano teachers telling me to read the page in front of me while I play, my eyes habitually wander to my hands, where the music is really happening. This gap between reading and performing music keeps me from fully expressing my musical ideas.*

*As a way to bridge this divide, I am trying to create a simple instrument that translates movement directly into music, using motion to capture melodic ideas and expressions. I got this idea while watching a lively orchestra conductor, who sometimes overshadowed the players so much that he seemed to be dancing alone, pulling notes through the air with his baton. Enchanted by how effortlessly he stirred the ocean of sound around him, I caught myself swishing my hands back and forth to the beat. As I lifted my arm to match the swelling tempo, I wondered: what if we could turn all kinds of movement into melodies?*

[Admissions Committee](#)

[Comments:](#)

*Lukas's essay effectively combines his passion for art and science, revealing his academic interests and potential. His enthusiasm around music, movement, and computer science offer insight into his potential as a student who is eager to take advantage of the technology and research opportunities here. His essay goes farther to describe how his academic curiosity will translate into new technology that will help individuals and communities.*