

Dear Incoming Sophomores,

Our sophomore year curriculum addresses two objectives: preparing for the AP Language and Composition Exam and refining your critical reading and writing skills in preparation for the International Baccalaureate English. We will read novels, poetry and nonfiction essays during our year together and I will challenge you to think independently and write with your own voice. **Over the summer, I would like you to read one nonfiction book of your choosing and keep a double entry journal of your response to this work.** Please review the directions below.

Choose a book that appeals to you. You are not limited to the selections listed here, but I highly recommend any of the following suggestions:

- *Beyond the Beautiful Forevers* by Katherine Boo
- *Eating Animals* by Jonathan Safran Foer
- *Between the World and Me* by Ta-Nehisi Coates
- *Hillbilly Elegy* by J. D. Vance
- *What I Talk About When I Talk About Running* by Haruki Murakami
- Review the National Book Award in Nonfiction nominees for the past few years. I personally find myself more engaged in nonfiction when it was published recently and connects to the world as I understand it today. Lists can be found here: <http://www.nationalbook.org/nba2017.html#.WwWc9TSUvIU> (scroll down to the nonfiction section. You can also change the year selection on the left for access past years for further suggestions)

*If you decide to choose your own book, take care to select a text that is at least 200 pages and is of significant literary merit (memoirs, biographies, investigations are fine- instruction manuals and text books are not).

Dialogue/Double Entry Journal Instructions:

As you read your chosen book over the course of the summer, record **20 entries in your journal**. An entry consists of one quote or fact (in the left column) and a response/interpretation/reaction (in the right column). Please see formatting instructions below for further clarification.

Goals of the Double Entry Journal:

- To enhance close reading skills
- To help students distinguish between facts (quotations, summaries, paraphrases) and applications, personal responses, and analyses
- To show that making meaning is a process. Ideas can evolve and change as students interact with information
- To help students become active/reflective learners who construct knowledge (rather than passively absorb it), making it their own, and to create the foundation for student-centered learning.

Double-Entry Journal Formatting:

In double-entry journals, facts are written on the left and interpretations or reactions on the right.

- In the left-hand (fact) column, you may include quotations, summaries, or paraphrases.
- In the right-hand (interpretation and reaction) column, you may reflect personally or analyze the information in the right column

- Reflections should include more than "I like this idea." Comments should reflect thoughtful views on the implications of what the author is saying. The why should be explored rather than the *what*.
- Keep your response sincere but brief- a few sentences will suffice.
- Consider the following questions:
 - How does this tie in with my experience, previous readings, class discussions, expectations?
 - What questions do I have? Do I agree/disagree with the author? Why?
 - What do I notice about the author's techniques—how does he or she emphasize a point or evoke a reaction?
 - How does this new information fit with my beliefs, my philosophy, prior knowledge?
 - Where have my ideas been challenged, changed, confirmed?

Formatting example:

Quotes/Facts	Response/Reflection/Interpretation
<i>Frederick Douglass describes his experience of learning to read and write as one that causes him great "anguish." He describes this suffering as causing him to "writhe" under a "curse" (132).</i>	<i>Douglass suggests that his own education comes at a huge mental cost. The weight of learning to read and write is not difficult because of the concepts but because of the burden it puts on him. He knows the full extent of slavery. This language is the opposite how we expect Douglass to see his education.</i>

Due Dates:

- **20 entries in this format (typed OR handwritten) on your chosen book is due on the first day of school 8/13.**
- If you would like to get ahead on your reading for the school year, we will start our study with *The Catcher in the Rye* by J.D. Salinger. Our test on the first half of this novel will be on 8/24.

If you have any questions, please email me at scussele@pcsb.org. I will get back to you within a week over the summer. Enjoy your summer break!!

Thanks,

Ms. Scussel