

Dual Enrollment English 111 (Rising Juniors)

Join Mr. Broyden's Google Classroom with this code: [jxtzfr6](#)

Welcome to Dual Enrollment! This means you're a student at both the high school and the college level, so you're getting college credit for this course!

This course is all about getting you to become a better writer; you'll master the foundations of rhetorical analysis, different types of writing, creating arguments, and, of course, developing research skills typically expected of college students. As a former college teaching assistant, I've taken a big chunk of this course straight from when I taught full-time college kids, so I can guarantee that you're learning practical college-level knowledge and skills!

As you complete the following assignments, you may encounter words and ideas that are unfamiliar to you; when this happens, look up the word in a dictionary or on the internet, discuss the concepts with your peers and family, and generally do your best to understand. The written work you turn in should be your very own, as it will be used to assess your understanding of the concepts AND as a foundation for future learning.

Please read this ENTIRE document so you know what is expected of you. Email me with questions at rbroyden@roanokecatholic.com. Please do not delay doing this work: **it is required** and will likely be the very first thing I put in the gradebook at the start of the school year.

All of your summer work should be typed and submitted to Google Classroom in this format:

- Times New Roman, double spaced, size 12 font
- Correct MLA heading the left hand corner of your document

Instructions

Step 1: Once you join Google Classroom, you should find the Summer Reading Assignment as the first item under the "Classwork" tab. You'll find a series of documents, either for PDF files or for website links.

Step 2: **You must choose 4 readings.** Your options are:

- Molefi Asante's "Markings of an African Concept of Rhetoric"
- David Banner's "Address to Congress Over Hip-Hop Lyrics"
- Frederick Douglass' "Chapter X" from *Narrative of the Life of Frederick Douglass*
- W.E.B. DuBois' "The Talented Tenth"

- Nikki Giovanni's Convocation Address to Virginia Tech
- Anne Lamott's "S***** First Drafts" (this essay sums up my entire approach to how we do writing in this course, which matters since this course is primarily focused on writing)
- Martin Luther King Jr.'s "Letter from Birmingham Jail"
- President Barack Obama's Address on the 50th Anniversary of the Selma, Alabama March
- Booker T. Washington's "The Struggle for an Education"

All of these, except for the essay by Anne Lamott, are famous examples of African American rhetoric, particularly speeches. We'll learn a lot this semester about rhetoric and how to create persuasive, effective writing.

Step 3: **For each reading**, write at least 250 words (about one page of writing double-spaced). This means you need **4 responses for a total of 1000 words**. Don't just summarize the readings; respond, analyze, and even write down what you didn't understand and why it didn't make sense. Use the following questions as a guide:

- What do I know/understand now that I didn't before?
- What still doesn't make sense to me?
- Who could this reading be written for? Who is the audience?
- Why is the author writing this? What is the purpose of this reading?

Please include an MLA-style citation of each source discussed on each response: [MLA Works Cited Page: Basic Format - Purdue OWL® - Purdue University](#).

Criteria	Advanced	Proficient	Basic	Below Basic
Quote Selection (5 pts)	5 meaningful quotes are chosen; each clearly fits one of the five categories (importance, symbolism, key idea, interest, character insight).	4 quotes; most match the intended categories; quotes show insight.	3 quotes; some are too short, vague, or not clearly significant.	Fewer than 2 quotes; little relevance or thought in selection.
Coverage of the Text (5 pts)	Quotes span the entire text (beginning, middle, end); shows full reading.	Quotes cover most of the text.	Quotes mostly from one section or limited in scope.	Quotes clustered in one part; lacks full-text engagement.

Depth of Commentary (5 pts)	Commentary interprets, analyzes, or questions the quote; reveals insight into theme, character, or symbolism. Goes beyond surface-level analysis.	Commentary is thoughtful and connects to the text's ideas, but lacks deeper insight or complexity.	Commentary is mostly summary or vague reaction with little interpretation.	Commentary is minimal, repetitive, or unrelated to the quote.
Connection to Themes & Symbols (5 pts)	Entries thoughtfully connect quotes to broader themes, symbols, or character arcs with evidence.	Some thematic or symbolic connections are made, but not fully developed.	Few or unclear thematic connections; may miss deeper meaning.	No attempt to connect to larger ideas; purely literal.
Clarity, Effort, and Presentation (5 pts)	Entries are neat, clearly formatted with two columns; full sentences; no errors. Reflects strong effort.	Clear format; minor errors; effort is evident.	Format is inconsistent; entries may be brief or disorganized.	Sloppy, hard to follow, or incomplete; lacks effort.