



Palm Harbor University High School
International Baccalaureate Language Arts
2020-21 School Year
Reading List and Summer Assignment

10th Grade Pre-IB English Literature and AP Language and Composition

Hope
Smiles from the threshold of the year to come
Whispering 'It will be happier...'
- from "The Foresters" by Alfred Lord Tennyson

Class Reading List

The Great Gatsby, F. Scott Fitzgerald
Simon and Schuster, ISBN-13: **9780743273565**

Othello, William Shakespeare (Folger Shakespeare Library Series)
Simon and Schuster. ISBN-13: **9780743477550**

Reading the Silver Screen, Thomas C. Foster
HarperCollins. ISBN **978006211399 ****

* *Other works will be determined or provided by specific instructor at the start of the school year*

** *Supplemental (this work is not required, but strongly encouraged)*

Summer Assignment

Annotate *The Great Gatsby* as you read, according to the processes you have been taught. You will have a *Gatsby* reading test (on the novel in its entirety) on the second session upon your return. Complete the dialectical journal writing assignment over the summer and turn in on your first class of the school year.

Dialectical Journal Assignment

Dialectic means "the art or practice of arriving at the truth by using conversation involving question and answer." This is what you must do in your journal -- dialogue with yourself. In the journal have a conversation with the text and with yourself. Write down your thoughts, questions, insights, and ideas while you read. This will be invaluable to you when you prepare for class discussions, presentations, essays, and exams. **You are responsible for 10 journal entries** (~one per chapter) for *The Great Gatsby*. This will be due on the first class back to school.

- Your journal should be a spiral-bound or composition book. You should use your journal for English class only.
- Write in pen and, if the pen doesn't bleed through, you may write on the back of the page
- At the top of the page give the quote or passage you are responding to with its chapter and page number.
- Below, in paragraph form, synthesize your understanding of the details of the texts.
- Each entry is worth 10 points and must be a solid paragraph of 5 or more sentences with integrated quotes.
- Your response may be analytical, critical, or personal (mix these up). No summarizing, please.

Consider this quote and the following sample:

"...more alive, more pulsating than the baby blood that soaked her fingers like oil."

"Oil" stains in a seemingly indelible way, and such a stain is not necessarily apparent to others. When oil gets on your skin, you can feel it, even if you can't see it. It's tacky, somewhat unsettling, difficult to wash away. The oil seems to take up all of your attention until you can get rid of it somehow. This line strikes me not just as visual imagery (for her hands were indeed stained with "blood" on that terrible day), but tactile as well. The "blood" is a stain on the very skin of her conscience. Also consider that oil is often a salve (especially baby oil, perhaps implied in the context of this image), and this statement takes on the paradoxical cast of perversion and reversal.

Note that a certain degree of informality is permitted, perhaps even necessary. However, your diction should be elevated and academic: IB-worthy, in essence. Think of the dialectical journal as an ongoing blog, a living document that evolves along with your understanding of the work.

Grading Guidelines

- 9-10** Detailed, meaningful passages, and quotation selections. Thoughtful interpretation and commentary about the text; avoids clichés. Well-integrated quotes. Includes comments about literary elements such as diction, imagery, syntax, and how these elements contribute to the meaning of the text as a whole. Makes insightful personal connections and asks thought-provoking questions. Journal is neat and organized -- student has followed the directions in the organization of the journal.
- 7-8** Less detailed but good quotation selections. Some intelligent commentary; addresses some thematic connections. Some integrated quotes. Includes some literary elements but less on how they contribute to the meaning. Some personal connection; asks pertinent questions. Journal is neat and readable -- student has followed the directions in the organization of the journal.
- 5-6** Few good details from the text. Most commentary is vague, unsupported, or plot summary. Some listing of literary elements; virtually no discussion on meaning. Limited personal connection; asks few or obvious questions. Not consistent with minimum length requirements. Journal is relatively neat, but may be difficult to read. Student has not followed all directions in journal organization.
- 3-4** Hardly any good details from the text. All notes are plot summary. Few literary elements, virtually no discussion on meaning. Limited personal connections; no good questions. Way too short. Didn't follow directions in organizing journal; difficult to read or follow.

Please be aware that students will be held responsible for the assignments on the first day of the fall semester. If a student chooses to change the level of course or class or program over the summer, the student will be held responsible for the summer assignments for the courses reflected on the schedule for the first day of school.

If you have questions regarding which course your student is enrolled in for the fall, please contact your guidance counselor.

If you have any questions regarding the assignment please contact Scott Bradley at bradleysc@pcsb.org.