



Palm Harbor University High School  
International Baccalaureate Language Arts  
2021-22 School Year  
Reading List and Summer Assignment

**11<sup>th</sup> Grade IB Language A: Literature  
and AP Literature and Composition  
Instructors –S. Bradley, J. Tharin**

*A man cannot understand the art he is studying  
if he only looks for the end result without taking  
the time to delve deeply into the reasoning of the study.*  
- Miyamoto Musashi

### Summer Assignment

Choose and **read three (3) works** from the list below. In a composition book, keep a dialectical journal with **at least five (5) entries for each work** — due the first session of class. That is 15 dialectical journal entries total, to be clear. Be prepared for a writing assignment based on these works the first session of class.

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|---|---|
| 1) <i>Adventures of Huckleberry Finn</i> – Mark Twain   | 18) <i>The Kite Runner</i> – Khaled Hosseini              |
| 2) <i>The Big Sleep</i> – Raymond Chandler              | 19) <i>The Left Hand of Darkness</i> – Ursula K. Le Guin  |
| 3) <i>The Bell Jar</i> – Sylvia Plath                   | 20) <i>The Maltese Falcon</i> – Dashiell Hammett          |
| 4) <i>The Buried Giant</i> - Kazuo Ishiguro             | 21) <i>The Murder of Roger Ackroyd</i> – Agatha Christie  |
| 5) <i>A Canticle for Liebowitz</i> – Walter Miller      | 22) <i>Native Tongue</i> – Suzette Haden Elgin            |
| 6) <i>Catch 22</i> – Joseph Heller                      | 23) <i>One Flew Over the Cuckoo's Nest</i> – Ken Kesey    |
| 7) <i>Catcher in the Rye</i> - J.D. Salinger            | 24) <i>The Poisonwood Bible</i> – Barbara Kingsolver      |
| 8) <i>Cold Sassy Tree</i> – Olive Ann Burns             | 25) <i>Pride and Prejudice</i> – Jane Austen              |
| 9) <i>The Color Purple</i> – Alice Walker               | 26) <i>The Princess Bride</i> – William Goldman           |
| 10) <i>A Confederacy of Dunces</i> – John Kennedy Toole | 27) <i>Rebecca</i> – Daphne du Maurier                    |
| 11) <i>Dracula</i> – Bram Stoker                        | 28) <i>The Secret of Santa Vittoria</i> – Robert Crichton |
| 12) <i>Dream Snake</i> – Vonda N. McIntyre              | 29) <i>The Sign of the Four</i> – Arthur Conan Doyle      |
| 13) <i>Frankenstein</i> – Mary Shelly                   | 30) <i>Slaughterhouse Five</i> – Kurt Vonnegut            |
| 14) <i>The French Lieutenant's Woman</i> – John Fowles  | 31) <i>The Snow Queen</i> – Joan D. Vinge                 |
| 15) <i>Fried Green Tomatoes</i> (etc.) – Fannie Flagg   | 32) <i>The Things They Carried</i> – Tim O'Brien          |
| 16) <i>I, Claudius</i> – Robert Graves                  | 33) <i>The Time of the Butterflies</i> – Julia Alvarez    |
| 17) <i>The Key to Rebecca</i> – Ken Follett             | 34) <i>Watership Down</i> – Richard Adams                 |
|   | 35) <i>Wuthering Heights</i> – Emily Bronte               |

### ***Dialectical Journal Expectations***

- Write by hand in pen in a composition book.
- 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.
- **One suggestion is to start with a personal reaction to the text. Then assume that the author composed these words in a way to purposefully make you have that reaction. Then analyze the words to discover how the author manipulated them to affect you in a certain way.**
- 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.
- See the rubric on the next page.

## ***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.