



Palm Harbor University High School
International Baccalaureate Language Arts
2019-20 School Year
Reading List and Summer Assignment

11th Grade IB English Literature and AP Literature and Composition
Instructors –K. Juergens, 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

2 Parts:

1. IB Assignment
2. AP Literature district-wide summer assignment

1. IB 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. Be prepared for a writing assignment based on these works the first session of class.

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

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.

2. AP Literature district-wide summer assignment

This assignment was determined by the collective team of AP English Literature and Composition teachers in order to strengthen your essay writing skills aligned to the rubric that will be used for this AP exam. Should you have questions or if you would like support with this assignment, please refer to your PCS student email account for information about the AP Summer Assignment Support Sessions (AP SASS) that will be held July 31-August 1 at various locations. You can access your student email account by going to www.office.com and using your PCS username and password to login.

Criteria to Evaluate:

1. Read the prompt and the passage from [*The Street* by Ann Petry](#). See page 3. Link: https://secure-media.collegeboard.org/apc/ap09_frq_english_literature.pdf
2. Print out the sample essays at this link: https://secure-media.collegeboard.org/apc/ap09_english_lit_q2.pdf
3. Using the color coding system below, identify each of the criteria from each of the sample essays for [*The Street \(2009 Form A\)*](#) – Sample A is on pages 2-4, Sample B on pages 5-6, Sample C on pages 7-8).
 - Yellow: Identify the writer's thesis statement in the introduction paragraph.
 - Blue: Where does the essay offer a reasonable analysis of how the author uses literary devices to establish Lutie Johnson's relationship to the urban setting? (elaboration/commentary)
 - Pink: Identify devices such as imagery, personification, selection of detail, figurative language, etc.
 - Orange: Where does the writer present ideas with clarity and control and refer to the text for support?
 - Green: Highlight the writer's use of internal and external transitions.

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 Andrea Weaver at weavera@pcsb.org.