



Palm Harbor University High School
International Baccalaureate Language Arts
2022-2023 School Year
Reading List and Summer Assignment

10th Grade Pre-IB English Literature and AP Language and Composition
Instructors: E. Hodge, E. Peluso

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

Class Novel List

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

(Semester 2) *Othello*, William Shakespeare (Folger Shakespeare Library Series)
Simon and Schuster. ISBN-13: **9780743477550**

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

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 rather than going back at the end of the book**. 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 and a 10th on anything of your choice) for *The Great Gatsby*. This will be due on the first class back to school.

- Your journal should be a **single-subject spiral-bound notebook or composition book**. You should use your journal for English class only the duration of the year.
- **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 short 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:

It was a special pleasure to see things eaten, to see things blackened and changed. With the brass nozzle in his fists, with this great python spitting its venomous kerosene upon the world..." (1).

We meet Guy Montag for the first time participating in what he seems to find a joyous act of destruction. The fire imagery is rampant: "blackened and changed", "blazing and burning", "tatters and charcoal". Perhaps fire will become a motif in this novel. The metaphor of a fire hose as a "great python spitting its venomous kerosene upon the world" provides the reader with the idea that the act of burning is deadly, perhaps even evil as snakes are often associated with Satan and the Garden of Eden. Additionally, the connotation of the word venomous instead of poisonous seems to imply the intention to do ill, as venomous animals use their venom to kill and poisonous plants do not seek out death. The next metaphor of Montag's hands as those of a conductor "playing all of the symphonies" conveys the odd idea that there is some kind of harmony in this act of destruction. It seems that Montag loved this destructive action, but the author's use of figurative language provides the reader with the idea that this is harmful.

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. (You'll be very familiar with the rubric below).**

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 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 us at pelusoe@pcsb.org or hodgel@pcsb.org