



Palm Harbor University High School
International Baccalaureate Language Arts
2017-18 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

Summer Assignment

Choose and read three (3) works from the list below. 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) The Big Sleep – Raymond Chandler
- 2) The Bluest Eye – Toni Morrison
- 3) Cancer Ward - Aleksandr Solzhenitsyn
- 4) A Canticle for Liebowitz – Walter Miller
- 5) Catch 22 – Joseph Heller
- 6) The Catcher in the Rye – J. D. Sallinger
- 7) The Color Purple – Alice Walker
- 8) A Confederacy of Dunces – John Kennedy Toole
- 9) The Crucible – Arthur Miller
- 10) Cyrano de Bergerac - Edmond Rostand
- 11) Frankenstein – Mary Shelly
- 12) Going After Cacciato - Tim O'Brien
- 13) Huck Finn – Mark Twain
- 14) The Key to Rebecca – Ken Follett
- 15) The Kite Runner - Khaled Hosseini
- 16) The Lord of the Flies – William Golding
- 17) The Left Hand of Darkness – Ursula K. Le Guin
- 18) The Maltese Falcon – Dashiell Hammett
- 19) Murder of Roger Akroyd – Agatha Christie
- 20) Our Man in Havana – Graham Greene
- 21) The Princess Bride – William Goldman
- 22) The Poisonwood Bible - Barbara Kingsolver
- 23) Pride and Prejudice - Jane Austin
- 24) Rebecca – Daphne du Maurier
- 25) The Sign of the Four – Arthur Conan Doyle
- 26) Slaughterhouse Five – Kurt Vonnegut
- 27) The Things They Carried – Tim O'Brien
- 28) Fried Green Tomatoes (etc.) – Fannie Flagg
- 29) Cold Sassy Tree – Olive Ann Burns
- 30) The Time of the Butterflies – S. Cisneros

Dialectical Journal Expectations

- * 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.



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12th Grade IB English Literature
Instructors – S. Bradley, K. Juergens

*"Since when," he asked,
"Are the first line and last line of any poem
Where the poem begins and ends?"*
- from "The Fragment" by Seamus Heaney

Summer Reading Assignment

Students should read and annotate both *The Essays of E.B. White* and *Othello* over the summer and be prepared for a test on *The Essays of E.B. White* in its entirety on session 2.

Summer Writing Assignment: Two Commentaries

- Pick *two* passages from the following five essays in *E. B. White's Essays of E. B. White*: "Coon Tree," "Death of a Pig," "World of Tomorrow," "Ring of Time" and "Once More to the Lake."
- Type both passages (approximately 20 lines) and color-mark each.
- On a separate sheet of paper for each of the color-marked passages, provide a color-marking key with each color-mark identified. Also, provide an assertion about each color-mark that expresses how the writer contributed to the meaning of the passage through this specific stylistic choice.
- On separate sheets of paper for each of the color-marked passages, write a commentary (500-word minimum, 750-word maximum). Both commentaries should demonstrate your understanding of the thought and feeling in the passages; analyze the ways in which the writer shapes meaning through specific choices of language, structure, technique, and style; develop an argument in defense of your interpretation; and employ a purposeful (not random) structure. Use clear, appropriate language.
- These are mandatory, graded summer assignments. Both commentaries are due Session 1.