



Palm Harbor University High School
International Baccalaureate Language Arts
2025-26 School Year: *Approved 5/28/2025*

Summer Assignment

11th Grade: IB English Literature / AP Literature and Composition

Instructor – 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

Goal: To explore IB Global Issues that fall under these Fields of Inquiry (see page 8 in your IB English Handbook for more specific descriptions):

- Culture, Identity and Community
- Beliefs, Values and Education
- Politics, Power and Justice
- Art, Creativity and the Imagination
- Science, Technology and the Environment

Task: Read two (2) works that meet the goal of the assignment. Self-select with my approval or see suggested texts 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 10 dialectical journal entries total, to be clear. Conclude each dialectical entry with a connection to a global issue. Be prepared for a writing assignment based on these works the first session of class.

Rationale: This assignment is an opportunity for students to explore books of their choice ranging from canonized classics to non-typical genres like mysteries and sci-fi, to novels that may be culturally relevant to the student. It serves several purposes: 1) these are excellent novels to use to answer the Question 3 essay prompt on the AP Literature exam at the end of junior year; 2) many students who choose to do their Extended Essay in English choose to write about one of these books; 3) as your teacher, I gauge your interest in these books as possible book choices to teach in the course in the future. AP and dates below indicate that the work was a suggested novel on the AP Literature exam in the past. IB indicates that the author is on the IB Prescribed Author's list.

- List:**
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|---|---|
| 1) <i>Adventures of Huckleberry Finn</i> – Mark Twain
AP/IB | 16) <i>Kindred</i> – Octavia Butler IB/AP |
| 2) <i>Anthem</i> – Ayn Rand | 17) <i>The Left Hand of Darkness</i> – Ursula K. Le Guin IB |
| 3) <i>The Bell Jar</i> – Sylvia Plath IB/AP | 18) <i>The Maltese Falcon</i> – Dashiell Hammett |
| 4) <i>A Canticle for Leibowitz</i> – Walter Miller | 19) <i>The Murder of Roger Ackroyd</i> – Agatha Christie |
| 5) <i>Catch 22</i> – Joseph Heller AP | 20) <i>Native Tongue</i> – Suzette Haden Elgin AP |
| 6) <i>The Catcher in the Rye</i> – J.D. Salinger AP | 21) <i>One Flew Over the Cuckoo's Nest</i> – Ken Kesey AP |
| 7) <i>The Color Purple</i> – Alice Walker IB/AP (92, 94, 95, 96, 97, 05, 08, 09, 12, 13, 15, 16) | 22) <i>Pride and Prejudice</i> – Jane Austen AP/IB |
| 8) <i>A Confederacy of Dunces</i> – John Kennedy Toole | 23) <i>The Princess Bride</i> – William Goldman |
| 9) <i>Dracula</i> – Bram Stoker AP | 24) <i>Purple Hibiscus</i> – Chimamanda Adichie AP/IB |
| 10) <i>Dr. Zhivago</i> – Boris Pasternak AP/IB | 25) <i>The Sign of the Four</i> – Arthur Conan Doyle |
| 11) <i>Dune</i> – Frank Herbert | 26) <i>Slaughterhouse Five</i> – Kurt Vonnegut AP/IB |
| 12) <i>Frankenstein</i> – Mary Shelly AP | 27) <i>The Things They Carried</i> – Tim O'Brien AP/IB |
| 13) <i>Fried Green Tomatoes</i> (etc.) – Fannie Flagg | 28) <i>The Time of the Butterflies</i> – Julia Alvarez AP/IB |
| 14) <i>The Island of Sea Women</i> – Lisa See | 29) <i>Watership Down</i> – Richard Adams |
| 15) <i>Jasmine</i> – Bharati Mukherjee IB/AP | 30) <i>White Tiger</i> – Aravind Adiga AP |
| | 31) <i>Wuthering Heights</i> – Emily Bronte AP/IB |
| | 32) <i>Zorba the Greek</i> – Nikos Kazantzakis IB |

Engaging with Controversial Materials:

Some of these books contain sensitive topics. Feel free to google trigger warnings for these books if you need to. The selection of texts is totally up to you. All studies in language and literature courses will provide the opportunity to engage with a broad range of texts, approaches, ideas, stimuli and interpretations that address topics of personal, local and global significance. These works may challenge learners intellectually, personally and culturally, and involve sensitive and mature topics. The courses studied may explicitly address sensitive topics through texts and issues discussed while inviting students to critically reflect on various perspectives offered. In general, approaching sensitive topics in studies in language and literature courses must be done through an intellectually critical lens avoiding gratuitous excess and/or superficial treatment and bearing in mind the IB's commitment to international-mindedness and intercultural respect.

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 text.
- 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.**
- End each entry with a connection to a specific Global Issue.
- 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 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 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.