



Summer Assignments IB HL English Year 1

I'm so happy that you've chosen to take HL English! You won't regret it! :-)

Now let's talk about the summer assignment. This is designed to help you begin to see literary texts with a "new set of glasses" so to speak.

We only have one year together, and the class will be analysis heavy. My job is to give you a strong foundation of conceptual ideas so that when you go into Year 2 you have nothing but confidence. This assignment can help you start that path down the confidence trail. Here are the details of your assignment:

1. **Read and annotate *How to Read Literature Like a Professor* by Thomas Foster.** Consider this book the foundation - the textbook - for the other texts throughout the year. We will refer back to it often. And let's talk annotations. Here's my philosophy on that - annotations are for YOU! I'm not going to ask you to have a certain number per page, and I won't take up your annotations and check them. I'm starting the year trusting that you will indeed annotate. These are your own reflections about what you read (There is a PDF available online if money is an issue or you just like reading online; however, remember that you need to annotate).
2. **Read one fictional text that you haven't previously read, keeping a dialectical journal of the strategies you learned from Foster's book. We're operating on the honor system here; I'm trusting that your choice of text is one that you haven't read before.** After reading Foster's book, put what you learned to use. Keep a dialectical journal for the novel you choose. Have 5 entries noting where you see Foster's ideas at work (you may see the same one several times - that's okay) and your reaction to them. Format your dialectical journals on a Google doc titled Summer Dialecticals (your last name).

Example of format and content of dialecticals (rubric can be found on the next page):

Title of Book: More Happy Than Not Author: Adam Silvera

Foster's strategy	Page number and quote	Your reflection
<p>The "Indiana Jones Principle" (from chapter 22 - "He's Blind for a Reason, You Know") - Things readers need to know are introduced at the beginning of texts</p>	<p>"Leteo Institute - Here today, gone tomorrow! Suffering from unwanted memories? Call the Leteo Institute at 1-800-I-FORGET to learn more about our cutting-edge memory-relief procedure!" (preface)</p>	<p>This is the very beginning of the book - before even the first word of chapter 1. Foster states that things readers need to know are at the beginning of texts, so clearly the Leteo Institute is going to play an important part in this story. I'm especially intrigued by the "unwanted memories" part. The title of the book is <i>More Happy Than Not</i>, so I'm wondering if the "not" part is what the character(s) want/s erased. Someone, though, will undoubtedly visit this institute (that's why we see it first), which raises another set of questions around memory. Are all memories important? Should we erase those that bring us unhappiness and pain? The phrasing of "here today, gone tomorrow" makes the whole process seem trivial, like it's something that's no big deal. But memories are a part of who we are as people. Is it okay to erase part of ourselves? These are questions that the text will more than likely try to answer.</p>

Dialectical Journal Rubric

At Standard (5-4)	Approaching Standard (3-2)	Below Standard (1-0)
<ul style="list-style-type: none">● 5 entries present● Foster's strategy identified● page number and quote are included on all entries● reflections are thoughtful and detailed	<ul style="list-style-type: none">● 4 entries present● Foster's strategy identified● page number and quote are included on most entries● reflections are present, but may lack thoughtfulness and detail	<ul style="list-style-type: none">● 3 or fewer entries present● Foster's strategy identified● page number and quote is included on few entries● reflections are present but don't exhibit thoughtfulness and lack detail