First of all, I’m so happy that you’ve chosen to take HL English! You won’t regret it! :-) Secondly, 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 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. **Purchase, read, and annotate *How to Read Literature Like a Professor* by Thomas Foster.** Trust me here; this book is a pretty enjoyable read. It’s the foundation for our 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 so many per page, and I won’t take up your books and check your annotations. I’m starting the year trusting that you will indeed annotate. These are your own reflections about what you read. Yes, I’ll show you how I annotate things when we get back in the fall, but for the summer you have my permission to annotate as needed.

2. **Read one fictional text of your choosing, keeping a dialectical journal of the strategies you learned by reading Foster’s book.** After reading Foster’s book, put what you learned to use. Keep a dialectical journal for the novel you choose (remember, I’m trusting your choices). Have at least 10 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 HL Summer Assignment. You’ll share them with me before the first day (the half day). Here’s how I would like you to format it (although be sure you have a more thorough reflection than the example):

<table>
<thead>
<tr>
<th>Foster’s strategy</th>
<th>page number</th>
<th>Your reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t stand next to the hero</td>
<td>490</td>
<td>Cedric Diggory is killed in the Tri-Wizard Tournament when he’s with Harry. His death spurs the action forward, as Harry becomes even more determined to kill Voldemort</td>
</tr>
</tbody>
</table>
I cannot even begin to tell you how EXCITED I am about our texts this year!!! It’s going to be a fantastic year. Please go ahead and get these texts now so you’re not scrambling for them at the last minute.

**Fall Semester:  Options Unit (Part 4)**

**Guiding question: What does the South really look like?**

For Part 4, we’re going to take a trip through the South, focusing on Southern Gothic characteristics. In addition to the novels we analyze, we’ll read short stories, excerpts from nonfiction, and poems; listen to podcasts; and examine art. The three anchor texts that you’ll need to have for this unit are:

- *The Ballad of the Sad Cafe* by Carson McCullers
- *Bloodroot* by Amy Greene
- *The Serpent King* by Jeff Zentner

**Spring Semester:  Works in Translation (Part 1)**

**Guiding question: What what is morality and who gets to decide that?**

This unit is dedicated to texts that were written in a language other than English. Each of the texts listed is from a prescribed list of titles given to us by IB. These novels explore what it means to be moral, whose morality is “right,” and what kind of decisions people make based on these morals. The three anchor texts that you’ll need for this unit are:

- *Crime and Punishment* by Fyodor Dostoyevsky
- *Kiss of the Spider Woman* by Manuel Puig
- *The Sorrow of War* by Bao Ninh