



HL IB English I 2019-20 Summer Assignment

Mr. Rhinehart and Ms. Hankins

You will find resources for this assignment, including the copy of the assignment itself, at <http://athertonsummeribenglish.weebly.com>

Students and Parents or Guardians,

Welcome to HL IB English: Literature A. The work is challenging, the expectations are high, and the environment is dynamic. We congratulate you for choosing to take on this rigorous curriculum, and we pledge to do all we can to assist you in achieving your goals this coming year.

Introduction: A person who has developed a literary appreciation is a person who has pondered what it means to be human. Because *IB English Literature A* examines how texts are essentially carrying on long and complex conversation with each other, you will quickly discover why it is important to accumulate a rich and varied list of literary references over the course of your lifetime. In *IB English Literature A*, you eventually build a varied bibliography of cultural knowledge while you explore why a text is worthy of study. As Thomas C. Foster does in *How to Read Literature*, you will spend the next two years learning to appreciate how there is essentially only one story and how every text is intertextually connected in various creative and original ways that give our lives meaning and purpose.

The Assignment:

Step 1: Read *How to Read Literature Like a Professor*, by Thomas C. Foster (any edition). Be prepared for a “quiz” over this book!

Step 2: Select and read any novel from our proscribed IB Summer Assignment reading list, found at <http://athertonsummeribenglish.weebly.com>. You will develop a presentation for this book and the connections you draw between it and *How to Read Literature Like a Professor* (see Step 3).

Step 3: Develop a 4-5 minute presentation that prompts you to draw a connection between *How to Read Literature Like a Professor*, your selected summer reading novel, and yourself, as defined by the IB Learner profile. **Expect to present starting the second day of class.**

[See Back for Presentation Instructions](#)

IB Learner Profile

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

If you have any questions or concerns regarding work contained in this packet, do not hesitate to email Mr. Rhinehart or Ms. Hankins:

Mr. Rhinehart's email address is matthew.rhinehart@jefferson.kyschools.us

Ms. Hankins email address is stephanie.hankins@jefferson.kyschools.us.

Have a great summer!

The Summer Assignment Presentation

Starting the second day of school, you will deliver a 4-5 minute presentation in which you share, explain, and justify an **artifact*** that you created reflecting your understanding of your selected summer reading novel within the context of an assigned chapter from *How to Read Literature Like a Professor*.

To honor the purpose of this assignment as an introduction to the idea that all art, specifically literature, connects to us in various ways, giving our lives meaning and purpose, your choice of artifact should reflect your personality as you can approximately articulate it through the IB Learner Profile. The IB Learner Profile has been provided to you on the front page. Please review it to assist you in this endeavor.

*** What do we mean by an “artifact?”** In the context of this presentation, we generally define an artifact as anything that physically and concretely represents anything abstract, like ideas, personal connections, themes, philosophies, etc.

Artifacts *can* be something as simple as some kind of digital presentation, like Google Slides or Prezi, but in the spirit of the IB Learner Profile, an artifact is encouraged to be something dynamic and creative, and open-ended (*what could an artifact be? How should it work?*).

This is an opportunity to introduce yourself as a thinker to Ms. Hankins and Mr. Rhinehart, both of whom are interested in seeing how you approach your articulation of ideas in an engaging manner unique to your personality, learning style, and way of thinking.

So again, please review the IB Learner Profile for guidance here. Have fun, be creative, be informative, and be you!

General 4-5 minute presentation layout

- 1) First, introduce yourself to your audience formally and maybe informally by sharing something interesting, unique or important about yourself, something that might help contextualize your artifact.
- 2) Second, briefly summarize 3-4 major ideas from one chapter of *How to Read Literature Like a Professor*.
 - Your assigned chapter corresponds with the first letter of your last name: If your last name begins with **A**, you are assigned Chapter 1; if your last name begins with **B**, you are assigned Chapter 2; if your last name begins with **C**, you are assigned Chapter 3; and so on *up to chapter 26*.
- 3) Third, share the title of the novel you read this summer and a 2-3 sentence synopsis.
- 4) Then, in the second and major portion of your presentation, shift into presenting your creative artifact that reflects your analysis of your summer reading novel in connection with your understanding of *How to Read Literature Like a Professor*. Your project should demonstrate your understanding of how your summer reading novel connects with your assigned chapter of *How to Read Literature Like a Professor*. If you cannot find a connection, focus on how your book relates to one of the other chapters from *How to Read Literature Like a Professor*.

Rubric

40 pts.

Artifact:

40 pts. Exemplary:

- Artifact **demonstrates** a thorough and deep understanding of the text.

36 pts. Very Good or Above Average:

- Artifact **illustrates** a fundamentally sound critical textual understanding.

34 pts. Adequate or Average:

- Artifact **merely presents** an appropriate and some critical understanding of the text.

28 pts or less Superficial to Little Knowledge: demonstrated

- Artifact presents a **generic** understanding of the text **with little or no** analytical insight or support.

20 pts.

Thoughtful- evidence of effort and thinking

20 pts.

Accurate- genuine understanding of, and interaction with, the text is evident.

20 pts.

Presentation: how much attention has been given to making the delivery effective and appropriate to the presentation? To what extent are strategies used to interest the audience (for example, audibility, eye contact, gesture, effective use of supporting material)?

