

IB World Authors Summer Reading/Research Assignment

The Summer Reading Project is composed of two separate parts. Each component introduces in-coming IB Diploma students to the internal assessments (IAs) encountered during their Junior year: the Individual Oral Commentary (IOC) and the Individual Oral Presentation (IOP). Below are the texts that will require your attention this summer:

- **Component 1: Read/Analyze**
 - Required:
 - C. Foster's *How to Read Literature Like a Professor* (978-0-06-000942-7)
 - Student's Free Choice: Choose one of the following:
 - Mary Karr's *The Liar's Club* (ISBN 0-1401-7983-6)
 - Rudolfo Anaya's *Bless Me, Ultima* (ISBN 0-446-60025-3)
 - J.D. Salinger's *The Catcher in the Rye* (ISBN 0-316-76948-7)
 - Chaim Potok's *My Name is Asher Lev* (ISBN 1-4000-3104-4)
- **Component 2: Research**
 - Dillard's *An American Childhood* (ISBN 0060915188)
 - Sophocles' *Oedipus Rex* (Perrine textbook)
 - Voltaire's *Candide* (ISBN 0-88295-100-9)

Part I: Summer Reading (IOC Preparation)

A. Foundation for Analysis

First, please read Thomas C. Foster's *How to Read Literature Like a Professor*. While you read the text, please keep a dialectical journal with a total of 12 to 15 entries found throughout the entire book. This word-processed journal should be composed of two columns: the first column being composed of a cited quote/short passage taken from the text, and the second column should include a substantive personal response. For example, "a-ha moments," "new insights," "applications to past readings," "questions," and "comments" are all valid responses. See below for an example.

Dialectical Journal for Foster's <i>How to Read Literature Like a Professor</i>	
Quote/Short Passage	Personal Response
<p>"It may seem at times as if the professor is either inventing interpretations out of thin air or else performing parlor tricks, a sort of analytical sleight of hand.</p> <p>Actually, neither of these is the case; rather, the professor, as the slightly more experienced reader, has acquired over the years the use of a certain 'language of reading,' something to which the students are only beginning to be introduced... a grammar of literature, a set of conventions and patterns, codes and rules, that we learn to employ in dealing with a piece of writing" (xiii).</p>	<p>This passage directly addresses my own frustration with English class and literary analysis in particular. Rather than just blowing-off analysis as nothing more than "I.B.B.S.," Foster takes the time to explain how experience, practice, and referring to an established system of understanding allow for interpretation. This reminds me of mathematical and scientific methods. As a math/science student, this understanding allows me to view literary analysis as a justifiable discipline of study.</p>

B. Application of Analysis (In-class Timed Writing)

The second aspect of Component 1 will be assessed upon your return to school in August. Upon your return, your instructor will have you select and photocopy a one-half to one-page passage from any of the “Student’s Free Choice” selections found under Component 1 that strikes you as significant with respect to insight gained from Foster’s text and/or your journal. Prompts to help guide your writing will be provided by your instructor the day of the essay.

Part II: Summer Research (IOP Preparation)

Please familiarize yourself with the following texts this summer—whether that be reading the texts, researching the texts for major themes, motifs, symbols, etc., or interviewing someone who is familiar with these texts. Each of these texts is an option for the IOP. In brief, each student is asked to make a presentation (analytical or creative) based on a literary aspect taken from one of the pre-determined works (known in “IB speak” as Options or Part 4). As currently designed, the IOP offers students the opportunity to show their understanding of the work they have studied through a wide variety of presentation activities.

Select and prioritize two of the following texts in preparation for your IOP:

- Dillard’s *An American Childhood* (ISBN 0060915188)
- Sophocles’ *Oedipus Rex* (textbook)
- Voltaire’s *Candide* (ISBN 0-88295-100-9)

Be sure to complete the attached IOP Topic Proposal Forms. We’ve also included information that may help guide your choice of presentation structure, as well as the IOP Scoring Criteria/Rubric.

Be prepared to submit your prioritized list of your top two choices, as well as the forms, within the first week of school. *Please understand that although we try to meet everyone’s first choice of work, we also need to make sure that each work is equally represented. Once you’ve submitted your prioritized list and have been assigned a text for your IOP, no changes can be made.*

Should you have any questions, please contact either Stephen Hlawaty (shlawaty@psdschools.org) or Creighton Grof-Tisza (cgroftis@psdschools.org). We will be checking our e-mail periodically this summer.

**IOP Topic Proposal Form – Priority 1
IB World Authors (HL) 1A**

Name: _____

Type of Presentation (circle one): **Creative** **Analytical**

Part 4 “Options” Work(s) Studied: _____

Aspect/Topic of Work(s) Studied: _____

What I aim to reveal about the text: _____

Structure of the Presentation and Rationale: Please summarize what you want to do for your presentation and provide a rationale for your chosen format. For example, rather than use PowerPoint/Prezi as a “go to” or “crutch,” we want you to think about *how* your presentation format is the most effective means of demonstrating your understanding of the text.

**IOP Topic Proposal Form – Priority 2
IB World Authors (HL) 1A**

Name: _____

Type of Presentation (circle one): **Creative** **Analytical**

Part 4 “Options” Work(s) Studied: _____

Aspect/Topic of Work(s) Studied: _____

What I aim to reveal about the text: _____

Structure of the Presentation and Rationale: Please summarize what you want to do for your presentation and provide a rationale for your chosen format. For example, rather than use PowerPoint/Prezi as a “go to” or “crutch,” we want you to think about *how* your presentation format is the most effective means of demonstrating your understanding of the text.

TIPS FOR PREPARING FOR THE IOP.

- **Select a topic that is tightly focused.**
For example not just “Race and Gender” in the novels studied but “How racial hierarchy is set up in the novels and the way it impacts on gender.”

Rather than “Power Relations” you could say “How different characters’ power is presented through the use of language.”

Or - instead of “Death and its consequences” - “The way in which death impacts on other characters in...” (Whatever the choice may be)
- **Select the most appropriate passages to demonstrate your points of view.**
The passages you choose should be the most appropriate to highlight the points you want to make. Make sure that you focus on every literary technique contained and explain their effect as they relate to your point. Include syntax and diction, as well as the more obvious literary techniques used in prose.
- **Make sure that you fulfill the criteria listed on the Assessment Sheet**
This will be provided to you upon entering your Junior year. Look at what marks are awarded for and make sure that you fulfill all of the criteria.
- **Rehearse your presentation - again and again - and TIME IT.**
You should sound confident, self assured. Face the audience. Make sure to make eye contact - throughout. Notes should only be lightly referred to, not read the whole way through. You should sound interested in your own presentation - vary tone and gesture. PowerPoint presentations should be there to refer to **not** to rely on. You must fulfill time requirements or you will be penalized.
- **You will be asked questions at the end of your presentation.** Make sure that you come up with a list of possible questions you might be asked and think about the answers. Make sure you understand how the passage fits into your understanding of the rest of the novel. **PREPARE.**