

IB English Summer Work, Senior Year 2022-2023
Portage Northern High School
IBHL II

Nature of the Subject

“This course is designed to support future academic study by developing a high social, aesthetic and cultural literacy, as well as effective communication skills. Through the study of a wide range of literature, the course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. The course is built on the assumption that literature is concerned with our conceptions, interpretation, and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living.” - IB English HL Course Guide

Rationale and Objective for Summer Work

To continue our preparation for the HL Essay, one of our most significant assessments, we will focus this summer on IB concepts and authorial choices through studying poetry, prose fiction, and prose nonfiction.

The 7 Concepts

Concepts are vital in studies in language and literature courses since they help organize and guide the study of works. Below is a list of the concepts and ideas to help guide your thinking. Of course, you should also have information on the concepts in your Learner Portfolio.

Identity

When reading texts, students will encounter and interact with a multiplicity of perspectives, voices and characters. It is usual when reading and interpreting a text to assume that the views are to some extent representative of the writer’s identity. However, the relationship between an author and the different perspectives and voices they assume when they write is frequently complex, and this makes the concept of identity an elusive one. The figure that emerges from the reading of various texts by the same author adds to the complexity of the discussion. Conversely, the ways in which the identity of a reader comes into play at the moment of reading a text are equally central to the analysis of the act of reading and interpretation.

Culture

The concept of culture is central to the study of language and literature. It raises the question of how a text relates to the context of its production and reception, and to the respective values, beliefs and attitudes prevalent in them. This concept also plays an important role with regard to the relationship that is established between an individual text and the writing tradition preceding it. The application of this concept to the study of a text should prompt reflection on the extent to which it is the product of a particular cultural and literary context and how it interacts with it.

Creativity

Creativity plays an important part in the experience of reading and writing. The concept is fundamental to analyze and understand the act of writing, and the role that imagination plays. When applied to the act of

reading, creativity highlights the importance of the reader being able to engage in an imaginative interaction with a text, which generates a range of potential meanings from it, above and beyond established interpretations. Creativity is also related to the notion of originality and to the question of the extent to which it is important or desirable in the production and reception of a text.

Communication

The concept of communication revolves around the question of the relationship that is established between a writer and a reader by means of a text. The extent to which writers facilitate communication through their choices of style and structure may be an aspect to analyze in this exploration. The writer may also have a particular audience in mind, which may mean assumptions have been made about the reader's knowledge or views, making communication with some readers easier than with others.

Alternatively, the amount of cooperation that a text demands from a reader for communication to take place, and the

readiness of the reader to engage is also important as a topic for discussion. Even with cooperative readers, the meaning of a text is never univocal, which makes the concept of communication a particularly productive, and potentially problematic one in relation to both literary and non-literary texts.

Perspective

A text may offer a multiplicity of perspectives which may, or may not, reflect the views of its author. Readers also have their own perspectives, which they bring to their interaction with the text. This variety of perspectives impacts on the interpretation of a text and, therefore, deserves critical attention and discussion. The fact that the acts of reading and writing happen in a given time and place poses the additional question of how far the contexts of production and reception have influenced and even shaped those perspectives.

Transformation

The study of the connections among texts constitutes the focus of one of the three areas of exploration, namely intertextuality: connecting texts. The complex ways in which texts refer to one another, appropriate elements from each other and transform them to suit a different aesthetic or communicative purpose are evidence of the importance of transformation in the process of creating a text. Additionally, the act of reading is potentially transformative in itself, both for the text and the reader. Different readers may transform a text with their personal interpretation. The text, on the other hand, can have an impact on the reader, which potentially might lead to action and to the transformation of reality.

Representation

The way in which language and literature relate to reality has been the subject of much debate among linguists and literary theorists across time. Statements and manifestos by writers have made claims about this relationship, which range from affirming that literature should represent reality as accurately as possible to claiming art's absolute detachment and freedom from reality and any duty to represent it in the work of art. Irrespective of such a discussion, the concept is a central one to the subject in connection with the way in which form and structure interact with, and relate to, meaning.

Authorial Choices

Throughout the first year of the IBHL program, we often discussed and required you to focus on the "authorial choices" authors make. What does that mean? Simply put: "authorial choices" are the decisions authors make to construct meaning and to present ideas. For example, in his novella *Chronicle*

of a Death Foretold, Gabriel Garcia Marquez utilizes a nonlinear narrative structure and graphic imagery to present his story and themes. Thus, nonlinear narrative structure and graphic imagery are two “authorial choices” we can analyze and appreciate from his work. Authorial choices are somewhat limitless, and these choices are a foundation of how we study and analyze literature as well as discuss an author’s style.

General Directions for Summer Work

This summer you will be reading three pieces of literature — a poem, a piece of prose nonfiction, and a piece of prose fiction. For **each** one, do the following activities:

- 1: Preview the author and title, and then research and take bullet points notes on relevant information in these areas: author background / bio, historical context of the time in which the piece is written and in which it is set, and literary context
- 2: Print the materials and then read and annotate them according to authorial choices, IB concepts, and anything else that you consider important to the understanding of the piece.
- 3: Write an extended, well-organized paragraph of at least 400 words that discusses which IB concept is most relevant to the piece as well as comments on the authorial choices the author uses to present that IB concept.
4. Bring your **printed** annotated works and your **printed** paragraphs with you to the FIRST day of class and be prepared to discuss them at a high level with your classmates.

Criterion for Essays

“A” level work will clearly demonstrate the following IB descriptors:

- 1: The essay shows perceptive knowledge and understanding of the work. Interpretations are consistent with the task and conclusions are supported by the most relevant text evidence.
- 2: The paragraphs demonstrate a consistently insightful and convincing analysis of authorial choices and how those nuances connect to the IB concept. The paragraphs also include well-chosen specific support to develop claims.
- 3: The paragraphs maintain a clear and sustained focus on the task. The development of ideas is thorough, logical, and convincing; ideas are connected in a coherent manner.
- 4: Paragraphs utilize language that is clear, effective, carefully chosen and precise with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the task.

Grading

Item	Points
Background research: thorough and represents a best and careful effort	10
Annotations: thorough and represents and best and careful effort	20
Poetry paragraph	40
Fiction paragraph	40
Non-Fiction paragraph	40
Total	150

The Summer Literature:

The Poem: [“Let America be America Again” by Langston Hughes](#)

Prose Fiction: [“The Bet” by Anton Chekhov](#)

Prose Nonfiction: [“Fair Game” by Madiha Bhatti](#)

A note about academic dishonesty:

Your essays need to be brought to class in printed form, but will also be submitted digitally using Turn it In. This means that it will be plagiarism checked against student and professional work from around the world. Please make sure that the entirety of the thoughts and ideas represented in your essays are your own. What you discover in your research will be common knowledge (so you do not need to cite it), but take extra care to make sure that nothing from online study tools makes its way into your discussion and analysis. Per the student code of conduct, if this assignment is plagiarized and it is a first offense in high school, the result will be a grade of 0 that cannot be recovered. The consequences increase in severity for subsequent offenses.

If you have questions about the summer reading, email your IB2 teacher, Dr. Thorpe, at athorpe@portageps.org.