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|  <p>PROVISO MATHEMATICS AND SCIENCE ACADEMY</p> <p>"A CATALYST FOR GREATNESS"</p> | <p>8601 W. Roosevelt Road Forest Park, Illinois 60130 Office: 708.338-4100 Fax: 708.338-4199</p> |
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**IB English Language and Literature Year 2
Summer Reading Assignment 2020**

Mr. Rutstein

Welcome back to IB English Language and Literature. I couldn't be more pleased to continue working with you as we explore an internationally-oriented study of modes of communication. As you know, an important part of the IB philosophy is student-initiated inquiry. In that spirit, rather than assign you a text, I've prepared a list of 15 varied novels from which you are free to choose. I recommend researching some of the titles online or at your library and even reading into a few of them before settling on your choice.

Once you have selected a book, read it carefully and address the following prompt:

As all narratives are communications from someone living in the world at a particular time and responding to his, her, or their cultural environment, narratives discuss or "present" several of what IB calls "Global Issues." For IB, a Global Issue can be anything that impacts people, irrespective of when or where they live. The following is a list of topics or areas that would make for an enriching Global Issue discussion: Family, Gender, Class, Ethnicity, Immigration, Justice, Inequality, Technology, the Environment, or Creativity. In a 500-word, two page, typed, double spaced essay (12 point font, one inch margins), explore how your novel treats two or more of these areas. Among the questions you might consider are: 1) Where in your novel do you see some of these areas touched on as Global Issues? 2) How are these Global Issues important to the novel – how do they impact the plot, characters, and theme? and 3) Why is the author presenting these Global Issues?

As you read, keep the prompt in mind and take notes that you can later use in composing your essay. Your essay is due on the first day of class and will be worth 50 points. It will be entered in Power School in the "Formative Assessment" grading category. Due to the amount of work we'll be doing once the year begins, **late papers cannot be accepted**. Your essay will be evaluated in accordance with the attached rubric.

If you are interested, I am offering an Early Submission Option. If you email your essay to me before the end of July, you will receive a 5% bonus. If you email your essay to me by the end of June, you will receive a 10% bonus. Also, I am offering an Extra Credit Option. If you read a second book and write a separate essay using the same prompt, you can earn up to an additional 25 points. If you do email your essay, I prefer it as a Word document attachment. If you use Google Docs, you must click on the option that grants me access to both read and edit your document.

I wish you an enriching summer and look forward to working with you.

If you have any questions, please contact me at nrutstein@pths209.com, ndrutstein@gmail.com, or through Microsoft Teams.

IB English Language and Literature Year 2 Summer Reading Assignment Book List 2020:

Doomsday Book by Connie Willis
 The Women of Copper Country by Mary Doria Russell
 Palace Walk by Naguib Mahfouz
 The Glass Palace by Amitav Ghosh
 What Is the What by Dave Eggers
 Amiable with Big Teeth by Claude McKay
 A House for Mr. Biswas by V.S. Naipaul
 The Garlic Ballads by Mo Yan
 The Sellout by Paul Beatty
 Drive Your Plow Over the Bones of the Dead by Olga Tokarczuk
 Cat's Eye by Margaret Atwood
 Snow by Orhan Pamuk
 Nectar in a Sieve by Kamala Markandaya
 Inland by Tea Obreht
 The Underground Railroad by Colson Whitehead

Rubric: IB English Summer Reading Assignment (50 points)

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| Criterion A: Knowledge and understanding • How much knowledge and understanding of the work has the student demonstrated? | Virtually no knowledge is demonstrated. | Little knowledge of the work is demonstrated. | Some knowledge of the work and is demonstrated, but understanding is limited. | Knowledge of the work is adequately demonstrated and shows a general understanding. | Knowledge of the work is substantially demonstrated, and the understanding shown is good. | Knowledge of the work is thoroughly demonstrated, and the understanding shown is very good. |
| Criterion B: Response to the question • To what extent does the student's response answers the question? | There is virtually no recognition of the question. | There is little awareness of the main expectations of the question. | There is some awareness of the main expectations of the question; the response is mainly unsubstantiated generalization. | There is adequate awareness of the main expectations of the question, with a generally relevant response. | There is good understanding and awareness of the main expectations of the question, with a mostly relevant response. | There is very good understanding and awareness of the expectations of the question, with a consistently relevant response |
| Criterion C: Understanding of the use and effects of stylistic features • To what extent does the essay show awareness of how the writer's choice of the stylistic features in the text (for example, figurative language, diction, characterization, structure, tone, etc.) are used to construct meaning? • To what extent does the essay show understanding of the effects of stylistic features? | There is virtually no awareness of stylistic features. | There is little awareness or illustration of the use of stylistic features. | There is some awareness and illustration of stylistic features. | There is adequate awareness and illustration of stylistic features, with some understanding of their effects. | There is good awareness and illustration of stylistic features, with adequate understanding of their effects. | There is very good awareness and illustration of stylistic features, with good understanding of their effects. |
| Criterion D: Organization and development • How coherent and effective is the argument of the essay? • How effective is the formal structure of the essay? | There is virtually no coherent organization or development. | There is little focus, structure and development. | There is some focus, structure and development. | There is adequate focus, structure and development. | There is good focus, structure and development. | There is very good focus, structure and development. |
| Criterion E: Language • How clear, varied and accurate is the language? • How appropriate is the choice of register, style and terminology? ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.) | Language is incoherent and inaccurate. | Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction and little sense of register and style. | Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task. | Language is clear and carefully chosen with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the task. | Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the task. | Language is very 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. |