

IB English Language and Literature Year 1 Summer Reading Assignment 2021

Welcome to IB English Language and Literature. In addition to providing you an excellent reading experience, this assignment will help you develop your ability to identify the main idea in a text, understand unfamiliar words in context, and become conversant in what IB calls Global Issues. We've prepared for you a list of 15 varied novels from which you are free to choose. We recommend researching some of the titles online or at your library and even reading a chapter or two into a few of them before settling on your choice.

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

How does the novel you selected discuss, suggest, or treat **ONE (1)** of the following topics: family, gender, class, ethnicity, inequality, injustice, immigration, politics, education, crime, the environment, or technology?

Type a double-spaced essay of a minimum of 500 words (include the word count) answering the prompt. Your essay is due on the first day of class (Monday, August 23rd) and will be worth 40 points in the "Skills" grading category (25% weight). 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.

To turn in your essay, join our Turnitin.com class by signing in or creating an account, then use the class ID **28990415** and the enrollment key **summer**. Click "submit", then "upload", select your file, and click "confirm." Be sure to check your email to make sure you have received a confirmation email.

If you are interested, we offer an Early Submission Option. If you submit your essay before the end of July, you will receive a 5% bonus. If you submit your essay by the end of June, you will receive a 10% bonus.

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

IB English Language and Literature Year 1 Summer Reading Assignment Book List:

The Grapes of Wrath by John Steinbeck

La Rose by Louise Erdrich

Their Eyes Were Watching God by Zora Neale Hurston

The House of Broken Angels by Luis Alberto Urrea

Cry, the Beloved Country by Alan Paton

Hard-Boiled Wonderland and the End of the World by Haruki Murakami

It Can't Happen Here by Sinclair Lewis

The Bluest Eye by Toni Morrison

The One Hundred Year Old Man Who Climbed Out the Window and Disappeared by Jonas Jonasson

Jitterbug Perfume by Tom Robbins

Uncle Tom's Cabin by Harriet Beecher Stowe

The House of Spirits by Isabel Allende

The Color Purple by Alice Walker

Black Boy by Richard Wright

Rubric: IB English Summer Reading 2021 (40 points)

	0	2	4	6	8	10
Criterion A: Knowledge and understanding <ul style="list-style-type: none"> • 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. Some textual evidence is present, and it somewhat supports the thesis.	Knowledge of the work is adequately demonstrated and shows a general understanding. Textual evidence is sufficient and somewhat supports the thesis.	Knowledge of the work is substantially demonstrated, and the understanding shown is good. Textual evidence is ample and supports the thesis.	Knowledge of the work is thoroughly demonstrated, and the understanding shown is very good. Textual evidence is abundant and supports the thesis.
Criterion B: Response to the question <ul style="list-style-type: none"> • To what extent does the student's response answer 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. Analysis is present and relates to the thesis.	There is adequate awareness of the main expectations of the question, with a generally relevant response. Analysis is adequate and supports the thesis.	There is good understanding and awareness of the main expectations of the question, with a mostly relevant response. Analysis is thoughtful, clearly supporting the thesis.	There is very good understanding and awareness of the expectations of the question, with a consistently relevant response. Analysis is thorough and insightful, clearly supporting the thesis.
Criterion C: Organization and development <ul style="list-style-type: none"> • 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. Ideas are somewhat logically ordered with fairly clear transitions.	There is adequate focus, structure and development. Ideas are somewhat logically ordered with fairly clear transitions.	There is good focus, structure and development. Ideas are mostly logically ordered with clear transitions.	There is very good focus, structure and development. Ideas are logically ordered with clear transitions.
Criterion D: Language <ul style="list-style-type: none"> • 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.