

## Texts

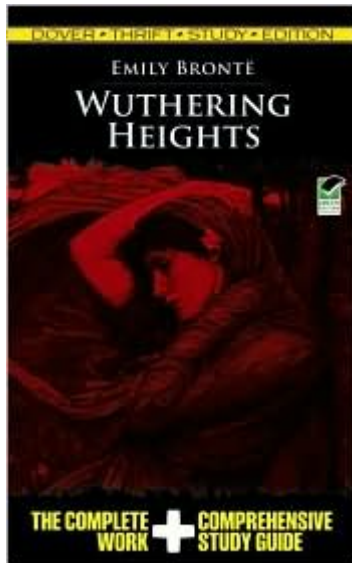
The following core works will be covered in class this year in the following order.

- *Wuthering Heights* by Emily Bronte (Bantam Classic, ISBN 0-553-21258-3)
- *King Lear* by William Shakespeare (Folger edition)
- *My Last Duchess and Other Poems* by Robert Browning (Dover Thrift edition, ISBN 0-486-27783-6)—note, teachers will give students a list of poems which may be printed from the internet in lieu of purchasing a text
- *This Boy's Life* by Tobias Wolff (Grove Press, ISBN 0-8021-3668-0)
- *Wind, Sand, Stars* by Antoine de St. Exupery (Harcourt, ISBN 0-15-602749-6)
- *Black Boy* by Richard Wright (ISBN 978-0061130243)
- *The Woman Warrior* by Maxine Hong Kingston (any edition)

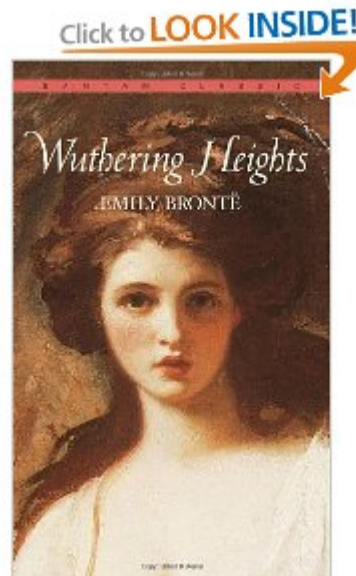
## Summer Assignment

Read *Wuthering Heights*

Suggested texts



The Dover Thrift Study Edition has a study guide built in to the back of the text.



The Bantam Classic Edition was used in a course one of the IB teachers took at the University of Virginia. It has a translation of the dialect of one of the characters, Joseph, in the back.

## Summary

*Wuthering Heights* is the diary of the narrator, Mr. Lockwood. Mr. Lockwood is renting an English estate, Thrushcross Grange, from Mr. Heathcliff who lives at a neighboring estate, Wuthering Heights.

After spending a terrifying night at Wuthering Heights where he is stranded due to a snowstorm, Mr. Lockwood becomes ill upon his return to Thrushcross Grange. While he is recovering in bed, the housemaid at Thrushcross Grange, Ellen Dean (Nelly) tells Mr. Lockwood the history of Mr. Heathcliff and the Earnshaw and Linton families. Mr. Lockwood records this narration in his diary.

IB English 12 Summer Assignment: Summer 2011

**Assignment:** Keep a reading journal/log while reading the book this summer. It is suggested students read the novel over a period of at least 2 weeks. Some students may need more time, others less. The novel is dense and is not easy to skim. Students who save this assignment for Labor Day weekend will not be happy with their decision.

Document the following:

1. Date and time book is read—the purpose of this is so the IB teachers and students will have a clear idea of the amount of time students actually spend reading
2. How many pages/chapters are read—the purpose of recording the number of pages/chapters is so students can begin to monitor their own pace of reading.
3. A brief summary and questions about anything from that section—the purpose of this is so students can write down their immediate understanding and questions/confusions. Note, the length of the summary will depend on the amount a student reads in one sitting. If the student reads 10 chapters, the summary will be longer than if the student reads 1 chapter. This will help them when they participate in class discussions, and help their teachers see what problems students have with the content and the style.
4. Brief explanation of something the student finds interesting or important in this section of reading

Suggested format below. Please use your own paper or notebook. Students may also create a word document using a table.

Date and Time	Pages chapters	Summary/Questions	Something that you think is important and why
---------------	----------------	-------------------	---

As you read, you are to annotate for

- Change in narrators
- Interaction between Nelly and Mr. Lockwood during Nelly's narration

IB English 12 Summer Assignment: Summer 2011

A	<p>In general students:</p> <ul style="list-style-type: none"> <li>• divided the reading into multiple reading sessions</li> <li>• summarized succinctly and clearly what was read</li> <li>• wrote a summary appropriate in length for the amount read without mimicking a study guide</li> <li>• used an appropriate tone</li> <li>• recorded a mix of questions that deal with plot, characterization, theme, writer’s style and are reflective</li> <li>• organized the journal so that it is neat and easy to read</li> <li>• paid great attention to spelling, punctuation and capitalization</li> </ul>
B	<p>In general students:</p> <ul style="list-style-type: none"> <li>• divided the reading into multiple reading sessions</li> <li>• summarized what was read; however, one or more of the summaries may need to be more succinct or one of more of the summaries is unclear to the teacher</li> <li>• wrote a summary; however, one or more of the summaries may not be entirely appropriate for the length of the amount read</li> <li>• used an appropriate tone through the majority of the writing</li> <li>• recorded questions that deal with multiple aspects of writing; however, one style of question may be predominant (plot, theme, characterization, writer’s style). Student demonstrates a movement towards reflective questioning.</li> <li>• organized the journal so it is neat and easy to read</li> <li>• paid attention to spelling, punctuation and capitalization</li> </ul>
C	<p>In general students show that the assignment was completed for the sake of completing the assignment. For many students, the assignment starts off great, and then gets hurried and sloppy.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• didn’t divide the reading into multiple reading sessions didn’t estimate properly the amount of time needed to complete the reading</li> <li>• summarized what was read but the summaries suggest a reliance on a study aid such as Cliff Notes or Spark Notes because of the information the student includes</li> <li>• summary may not be an appropriate length—many may be too long or too short</li> <li>• sometimes used a tone inappropriate for the writing throughout the assignment</li> <li>• organized the journal so that all parts are present</li> <li>• needed to pay more attention to spelling, punctuation or capitalization</li> </ul>
D	<p>In general students who earn a D didn’t complete the entire assignment.</p> <p>Students also:</p> <ul style="list-style-type: none"> <li>• didn’t divide the reading into multiple reading sessions</li> <li>• hastily composed their summaries and overly relied on study aids</li> <li>• wrote inappropriate amounts for multiple summaries</li> <li>• often used a tone inappropriate for the writing assignment</li> <li>• may not have recorded all elements of the assignment</li> <li>• did not pay attention to spelling, punctuation or capitalization</li> </ul>
F	<p>In general students who earned an F did not submit an assignment or submitted an assignment that showed a complete disregard for the directions.</p>