



**Palm Harbor University High School
International Baccalaureate Language Arts
2026-2027 School Year
Summer Assignment**

9th Grade Pre-IB English Instructors:
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*We pressed a thought into the wayside,
planted an impression along the verge.*
- from "Marginalia" by Billy Collins

Summer Assignment

You will need these works for class during the first few weeks of school, and I will be checking your annotations for a grade. On the first or second session of school, students should be prepared to demonstrate their knowledge of these texts by writing either an essay or taking a quote-based test.

- **How to Read Literature Like a Professor**, Thomas C. Foster
 - HarperCollins Publishers, ISBN: 978-0-06-230167-3
- **Choice Text: Select ONE of the following books**
 - *Ender's Game*, Orson Scott Card
 - *The Alchemist*, Paulo Coelho
 - *The Girl Who Circumnavigated Fairyland in a Ship of Her Own Making*, Catherynne M. Valente
 - *The Golden Compass*, Phillip Pullman
 - *The Hobbit*, J.R. Tolkien

Engaging with Controversial Materials: All studies in language and literature courses will provide the opportunity to engage with a broad range of texts, approaches, ideas, stimuli and interpretations that address topics of personal, local and global significance. These works may challenge learners intellectually, personally and culturally, and involve sensitive and mature topics. The courses studied may explicitly address sensitive topics through texts and issues discussed while inviting students to critically reflect on various perspectives offered. In general, approaching sensitive topics in studies in language and literature courses must be done through an intellectually critical lens avoiding gratuitous excess and/or superficial treatment and bearing in mind the IB's commitment to international-mindedness and intercultural respect.

Overview:

The novels are short and engaging. Over the summer you are expected to complete the following for a grade; the assignments are detailed below:

1. Read and annotate the following chapters from ***How to Read Literature Like a Professor***
 - Chapter 1: Every Trip is a Quest (Except When It's Not)
 - Chapter 4: Now, Where Have I Seen Her Before?
 - Chapter 5: When in Doubt, It's from Shakespeare
 - Chapter 6: . . . Or the Bible
 - Chapter 7: Hanseldee and Greteldum
 - Chapter 8: It's Greek to Me
 - Chapter 12: Is That a Symbol?
 - Chapter 19: Geography Matters
 - Chapter 25: It's My Symbol and I'll Cry If I Want To
2. Read and annotate ***choice text demonstrating an application of your knowledge gained from How to Read Literature Like a Professor***. This means you're taking the lessons learned about the hero's journey/quest, intertextuality, symbols, and setting and making connections in the margins of your choice text.

Annotation tips and rubric on pg. 2

Annotating:

First with *How to Read Literature Like a Professor*, and then with *choice text*, you will need to carefully read through and annotate directly in your books by noting pithy quotations, important moments, and literary details. Annotating is a way of forcing yourself to read closely, pay attention to the words, process and remember the concepts, and hopefully engage with and enjoy the text. See [this internet source](#) for ideas on what to annotate. Some annotation every few pages should be considered a minimum.

Do the following:

- Mark things that you like, that puzzle you, that disturb you, that resonate with you.
- Look up words you do not know and write the definitions in the margin.
- Mark any literary devices you are familiar with and any patterns of ideas or images.
- **In choice text, mark connections to *How to Read Literature Like a Professor***
- Jot notes and questions in the margin.
- Talk back to the text by giving your emotional or analytical/critical responses.
- Please don't forget to enjoy the book.

Annotation rubric

Grade A or B: Evidence of copious, helpful annotations, a great deal of which are related to any topics specified by the assignment. (In this case, the Professor chapters)

Grade C: Too few annotations, or the annotations are usually vague or the student neglects assigned topics. The most important sections of the book are not marked. Annotations are not complete enough to amount to a solid tool for the student.

Grade D: Almost all of the annotations are merely highlighting, underlining, or the like. Very little marginal or interlineated writing is present.

Grade F: Very few annotations are present, or annotations are only present in beginning.

Have a great summer. We look forward to meeting you in the fall!