

**Mohsin Hamid's *The Reluctant Fundamentalist*—
Matheny's 12th IB LA Reading Schedule 2019**

Monday	Tuesday or Wednesday	Thursday	Friday
<p>9.16</p> <p>-Introduction to Hamid's <i>The Reluctant Fundamentalist</i></p> <p>HW: Critically read <i>TRF</i> chapter one for the next class (p. 1-15)</p>	<p>9.17/18</p> <p>-Discuss <i>TRF</i> chapter one -First in-class comp-book write</p> <p>HW: Critically read <i>TRF</i> chapter 2-3 for Thursday (p. 16-45)</p>	<p>9.19</p> <p>- Discuss <i>TRF</i> chapter 2-3</p> <p>HW: Critically read chapter 4 for Friday (p. 46-61)</p>	<p>9.20</p> <p>-Discuss <i>TRF</i> chapter 4</p> <p>HW: Critically read chapter five and six for Monday's class (p. 69-92)</p>
<p>9.23</p> <p>-Discuss <i>TRF</i> chapter 5-6</p> <p>HW: Critically read chapters 7-8 for the next class (p. 93-122)</p>	<p>9.24/5</p> <p>-Discuss <i>TRF</i> chapter 7-8 -Second in-class comp-book write</p> <p>HW: Critically read <i>TRF</i> chapter 9-10 for Thursday (p. 123-154)</p>	<p>9.26</p> <p>- Discuss <i>TRF</i> chapter 9-10</p> <p>HW: Critically read chapter 11-12 for Friday (p. 155-end)</p>	<p>9.27</p> <p>-Discuss the resolution to <i>TRF</i> -Partner-write analysis assignment</p> <p>HW: -Culminating Soc Sem on T or W (depending on the hour you have IB LA) next week -Partner-write due Tues, 10.1 at 8AM to turnitin.com</p>
<p>9.30</p> <p>-Partner-write analysis assignment—work time</p> <p>HW: -Culminating Soc Sem on T or W (depending on the hour you have IB LA) next week -Partner-write due Tues, 10.1 at 8AM to turnitin.com</p>	<p>10.1</p> <p>-Culminating Soc Sem/Outer-circle task on T or W (depending on the hour you have IB LA)</p> <p>HW: None.</p>	<p>10.2</p> <p>-Introduce Written Task II</p> <p>HW: -TBA</p>	<p>10.3</p> <p>-Written Task II Work day</p> <p>HW: -TBA</p>

Novel-Specific Essential Questions:

- What was the effect of 9/11 on the world? On individuals? The US? Pakistan?
- What are the effects of Hamid's second-person dramatic monologue narrative voice?
- What is a radical?
- What is a fundamentalist?

Written Task Two Prompt Choices: Choose one to use as you analyze *TRF* for WTII. Before you try to answer your chosen question, consider what the question is really asking.

1. *How could the text be read and interpreted differently by two different readers?*
 - a. What two readers? (be specific, and use context rather than the obvious like gender or place.)
 - b. **How** would reader #1 read and interpret the text? **Why?** (theme/meaning)
 - c. **How** would reader #2 read and interpret the text? **Why?** (theme/meaning)

2. *If the text had been written in a different time or place or language or for a different audience, how and why might it differ?*
 - a. What time **or** place **or** language **or** different audience? (just one!)
 - b. **How** would the text differ? Go beyond obvious plot details like "if Hamlet were written in 1900 it wouldn't have had as many swordfights.")
 - c. **Why** would these differences occur? In other words, what about the context has changed enough to have an impact on the text's theme/meaning?

3. *How and why is a social group represented in a particular way?*
 - a. What social group? (be specific)
 - b. What is the "particular way" the group is represented?

- c. **How** does Hamid represent the group that way? (look at writing style)
 - d. **Why** is the group represented that way? (look at theme/meaning)
4. *Which social groups are marginalized, excluded or silenced within the text?*
 - a. What social group(s)?
 - b. Are you focusing on marginalization, exclusion, or silencing? (one only)
 - c. **How** does Hamid marginalize, exclude, or silence the group(s)? (writing style)
 - d. **Why** is/are the group(s) marginalized, excluded, or silenced? (theme/meaning)
 5. *How does the text conform to, or deviate from, the conventions of a particular genre, and for what purpose?*
 - a. What particular genre?
 - b. Are you focusing on conforming to or deviating from? (pick one)
 - c. **How** does Hamid conform or deviate? (writing style)
 - d. **Why** does he conform or deviate in this way? (theme/meaning)
 6. *How has the text borrowed from other texts, and with what effects?*
 - a. What other text(s)?
 - b. **How** has Hamid borrowed? (writing style)
 - c. **With what effects?** (theme/meaning - effect on reader)

Your work will be assessed on the WTH Rubric:

Criterion A: Outline-Does the outline of the written task clearly highlight the particular focus of the task?

0	The work does not reach a standard described by the descriptors to follow.
1	The outline partially highlights the particular focus of the task investigated.
2	The outline clearly highlights the particular focus of the task investigated.

Criterion B: Response to the Question- To what extent is an understanding of the expectations of the question shown? How relevant and focused is the response to these expectations? Is the response supported by well-chosen references to the text?

0	The work does not reach a standard described by the descriptors to follow.
1-2	The student has a superficial understanding of the expectations of the question. Ideas are frequently irrelevant and/or repetitive. The response is not supported by references to the text(s).
3-4	There is mostly adequate understanding of the expectations of the question. Ideas are generally relevant and focused. The response is generally supported by references to the text(s).
5-6	There is good understanding of the expectations of the question. Ideas are mostly relevant and focused. The response is mostly supported by well-chosen references to the text(s).
7-8	There is thorough understanding of the expectations of the question. Ideas are relevant and focused. The response is fully supported by well-chosen references to the text(s).

Criterion C: Organization & Argument- How well organized is the task? How coherent is the structure? How well developed is the argument of the Written Task? Note: The word length for the Written Task is 800-1,000 words. If the word limit is exceeded, 2 marks will be deducted.

0	The work does not reach a standard described by the descriptors to follow.
1	Little organization is apparent; the task has little structure and the argument is poorly developed.
2	Some organization is apparent; the task has some structure, although it is not sustained. The argument has some development.
3	The task is organized, and the structure is generally coherent. The argument is mostly developed.
4	The task is well organized; the structure is mostly coherent and the argument is clearly developed.
5	The task is effectively organized the structure is coherent and the argument is effectively developed.

Criterion D: Language & Style- How effective is the use of language & style? How appropriate is the task for the choice of register and style? (Register, in this context, refers to the student's use of elements such as vocabulary, tone, sentence structure, and idiom appropriate to the task; registered is assessed on the task itself.)

0	The work does not reach a standard described by the descriptors to follow.
1	There is little clarity, with many basic errors; little sense of register and style.
2	There is some clarity, though grammar, spelling, and sentence structure are often inaccurate; some sense of register, style, and appropriate vocabulary.
3	The use of language and the style are generally clear and effective, though there are some inaccuracies in grammar, spelling, and sentence construction; generally appropriate in register, style, and vocabulary.
4	The use of language and the style are clear and effective, with a good degree of accuracy; sentence construction and vocabulary are varied, showing a growing maturity of style; the register is appropriate.
5	The use of language and the style are very clear and effective, with a very good degree of accuracy; sentence construction and vocabulary are good; the style is confident and the register effective.