**IB Language A: Language & Literature Syllabus**

**Introduction: Welcome to IB DP English!**

The International Baccalaureate Diploma Programme for Language and Literature involves the study of texts of different genres (6 for HL and 4 for SL), as well as many other texts. All examinations of the literary texts require an inquiry-based approach to learning. According to the IB course guide, there will be, “various opportunities 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.”

**Course Aims:**
1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. develop skills in interpretation, analysis and evaluation
4. develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
5. develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
6. develop an understanding of the relationships between studies in language and literature and other disciplines
7. communicate and collaborate in a confident and creative way
8. foster a lifelong interest in and enjoyment of language and literature.

**Course Objectives:** There are four assessment objectives at SL and HL for the IB Language A: Language & Literature Course.

1. **Knowledge and understanding**
   a. Demonstrate knowledge and understanding of a range of texts
   b. Demonstrate an understanding of the use of language, structure, technique, and style
   c. Demonstrate a critical understanding of the various ways in which the reader constructs meaning and of how context influences this constructed meaning
d. Demonstrate an understanding of how different perspectives influence the reading of a text

2. Application and analysis
   a. Demonstrate an ability to choose a text type appropriate to the purpose required
   b. Demonstrate an ability to choose a text type appropriate to the purpose required
   c. Demonstrate an ability to use terminology relevant to the various text types studied
   d. Demonstrate an ability to analyze the effects of language, structure, technique, and style on the reader
   e. Demonstrate an awareness of the ways in which the production and reception of texts contribute to their meaning

3. Synthesis and evaluation
   a. Demonstrate an ability to compare and contrast the formal elements, content, and context of texts
   b. Discuss the different ways in which language and images may be used in a range of texts
   c. Demonstrate an ability to evaluate conflicting viewpoints within and about a text
   d. Produce a critical response evaluating some aspects of text, context, and meaning (HL only)

4. Selection and use of appropriate presentation and language skills
   a. Demonstrate an ability to express ideas clearly and with fluency in both written and oral communication
   b. Demonstrate an ability to use the oral and written forms of the language, in a range of styles, registers, and situations
   c. Demonstrate ability to discuss and analyze texts in a focused and logical manner
   d. Demonstrate an ability to write a balanced, comparative analysis (HL only)

Areas of Exploration

Readers, writers and texts
Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and works are chosen from a variety of literary forms. The study of the non-literary texts and other works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.
Time and space
Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.

Intertextuality: connecting texts
Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.

Academic Honesty
Maintaining the integrity of the Diploma Programme is critical. As such, academic honesty is a top priority. Article 21 in the *General Regulations: Diploma Programme* outlines procedures for investigating cases of suspected academic misconduct and strongly advises that situations be resolved within the school setting prior to IB submission.

If a student has an academic honesty breach on an Internal Assessment (IA), the IA in question cannot be submitted to the IB. However, the student may be given opportunities to re-submit and/or correct the breach up to two weeks before the IB submission in order to give teachers time to assess the work. Teachers will provide feedback on student work in order to prevent such breaches.

If an academic honesty breach occurs, the following procedure will be followed (in the order listed below) and documented using the DP Academic Honesty Form:

1. Notify the student of the breach
2. The DP Coordinator will follow-up with the student, parent/guardian, and student’s counselor. The school will keep a copy of the completed Academic Honesty From on file and coordinate on a plan for ramifications (e.g. getting a zero, re-doing the assignment, doing an alternative assignment).
3. Notify the parent/guardian
4. Notify the DP Coordinator

A copy of completed DP Academic Honesty Forms will be given to the IB Administrator to document in PowerSchool.
**For Essay Assignments**

Essays must be turned into the [Turn It In](https://www.turnitin.com) website by the due date and time and Google classroom. Both sites will automatically flag late submissions. Essays may be revised for a higher grade only if students have had a writing conference with Ms. Z.

**PERIOD CLASS**

Class ID: 25538227  
Enrollment Key: Hurston

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**Year 1 Course Content:**

The four parts to the course develop different skills for every quarter.

<table>
<thead>
<tr>
<th>Unit</th>
<th><strong>Quarter 1</strong></th>
<th><strong>Quarter 2</strong></th>
<th><strong>Quarter 3</strong></th>
<th><strong>Quarter 4</strong></th>
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<tbody>
<tr>
<td><strong>Literary Texts</strong></td>
<td><strong>Language &amp; Race</strong></td>
<td><strong>Language &amp; Gender</strong></td>
<td><strong>Language &amp; Mental Health</strong></td>
<td><strong>Language &amp; Politics</strong></td>
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<tr>
<td></td>
<td><em>Black Boy &amp; Their Eyes Were Watching God</em></td>
<td><em>Othello</em></td>
<td><em>In Cold Blood</em></td>
<td><em>The Crucible</em></td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>Language &amp; culture, identity, community, power, and gender. Text &amp; image analysis, close reading skills.</td>
<td>Understanding literary texts through various contexts (historical, social, political, etc.). Approaches to literature and traditions of literary criticism.</td>
<td>Analyzing how authorial purpose and identity affects writing styles. Image analysis and visual literacy skills, as well as purpose vs. style of interviews.</td>
<td>The media, journalism, propaganda, rhetoric, advertising techniques, bias, sensationalism in language use.</td>
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<tr>
<td><strong>Assessment</strong></td>
<td>Guided Textual Analysis Comparative Essay Group Oral</td>
<td>Argumentative Essay</td>
<td>Group interview analysis presentations Essay</td>
<td>Essay</td>
</tr>
</tbody>
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**Types of Summative Assessments**

<table>
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<tr>
<th>Guided textual analysis (20 points each)</th>
<th>Essay topic contains two previously unseen non-literary passages. Students write a guided analysis of one of these passages. A guided analysis in this context refers to an exploration of the passage supported by a guiding question which asks the students to consider a technical or formal aspect of the passage. The passages for analysis may be either complete pieces of writing or extracts from longer pieces.</th>
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<tbody>
<tr>
<td>Comparative essay (30 points each)</td>
<td>Essay topic contains four questions/prompts of a general nature which require students to write a comparative essay referring to two works studied during the course. Students are required to answer only one question out of the four. The essay is written under examination conditions, without access to the studied works. Students will be expected to compare and contrast two of the works studied in relation to the question chosen. Attention should be paid to the relevance of the argument to the question chosen and to the appropriateness of the works selected by the student to address the question. Students are expected to make detailed reference to the works in their answer, but they are not expected to include quotations from them.</td>
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<tr>
<td>Individual oral (40 points each)</td>
<td>The individual oral is based on the exploration the student has carried out in the learner portfolio. During this exploration process, the student will have investigated a series of non-literary texts and literary works and a variety of global issues. In the lead-up to the individual oral, the student must make a decision about which global issue and which text and work will be explored in the task. One work and one non-literary text must be selected. An extract of no more than 40 continuous lines should be selected from each that is representative of the presence of the global issue in it.</td>
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**Grading Categories:**

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<tr>
<th>Assessment Type</th>
<th>Categories</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Summative</td>
<td>Written Assignments (i.e. Paper 1 &amp; Paper 2)</td>
<td>50%</td>
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<tr>
<td>Summative</td>
<td>Oral Presentations</td>
<td>30%</td>
</tr>
<tr>
<td>Formative</td>
<td>Class Participation and Learner Portfolio</td>
<td>20% (invaluable, really)</td>
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<tr>
<td>Predicted IB Score</td>
<td>Percentage</td>
<td>Letter Grade Equivalent</td>
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<td>-------------------</td>
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<td>------------------------</td>
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<tr>
<td>7</td>
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<tr>
<td>6</td>
<td>76-100</td>
<td>A / A-</td>
</tr>
<tr>
<td>5 (college proficiency)</td>
<td>52-82</td>
<td>B</td>
</tr>
<tr>
<td>4</td>
<td>36-51</td>
<td>C</td>
</tr>
<tr>
<td>3 (possible passing for diploma candidates)</td>
<td>28-35</td>
<td>C-</td>
</tr>
<tr>
<td>2 (no Honors credit)</td>
<td>14-27</td>
<td>D</td>
</tr>
<tr>
<td>1</td>
<td>0-13</td>
<td>F</td>
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**Citizenship (based on online and in class behaviors and participation)**
- O = Outstanding
- S = Satisfactory
- N = Needs Improvement
- U = Unsatisfactory

**Technology is essential, including the daily use of Chromebooks/other computer devices.** Smart phones may be used at the discretion of the teacher for educational purposes when in the traditional classroom.

**Classroom Norms:**
1. Respect yourself, your peers, and the learning environment, in the traditional and online classroom.
2. Use strong interpersonal communication skills with peers and the teacher--this includes showing up to class in person or online classes ready and willing to present work.
3. Be caring and honest demonstrating integrity through digital citizenship and a strong work ethic.

Students are expected to follow school rules at all times and will face appropriate consequences as outlined by the district in the handbook, in addition to consequences from the classroom teacher.
Student Responsibility According to Ed Code 48908

- Every pupil shall comply with all school regulations.
- Every pupil shall pursue the required course of study.
- Every pupil shall obey promptly the authority of the teachers, administrators, and campus security.
- Every pupil shall behave appropriately at school and all school related activities.
- Every pupil shall be respectful to the teachers and others in authority.
- Every pupil shall be kind and courteous to school classmates.
- Every pupil shall refrain from the use of profane and vulgar language.
- Every pupil shall seek peaceful solutions to their problems.
- Every pupil shall refrain from making excuses and will take full responsibility for their own actions.
- Every pupil shall be diligent in study.

Textbook Care

Textbooks are furnished by the school at no cost to the student. All textbooks must be covered and treated with care. These textbooks must be returned promptly when the student is no longer in the course. Students will be charged for any lost or damaged books.

I look forward to sharing my love of literature with the students and creating a positive, learning environment online and in the physical classroom (when deemed safe to do so).

Sincerely,

Ms. Debra Jean Zwicker-Sobrepeña (Ms. Z)
English Teacher (Beginning ELD/English 2/Honors 2/English 3/Lang & Lit HL Year 1)
English Division Lead
B.A. English/B.A. Theatre and Drama/M.F.A. Youth Theatre