

Language A: Literature Year ONE

(a.k.a. IB English 11)

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“Studies in language and literature...[is] built on the notion of conceptual learning in which students engage with central concepts of the discipline to become flexible, critical readers of all types of texts...Students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.”

We focus on: **Readers, writers, and texts**
 Time and space
 Intertextuality: connecting texts

While taking into consideration:

Identity
Culture
Creativity
Communication
Representation
Transformation
Perspective

It is important to:

Be open to new ideas.

Ask questions.

Take the time to look at different perspectives, and share yours.

CLASSROOM COURTESIES

Please be mindful of others in the classroom. The room is a “scent-free” zone, as the teacher is allergic to most perfumes/colognes/scented lotions. There may be other allergies to be aware of as well. Food and beverages are permitted, provided they are not smelly, noisy, messy, or distracting, and everything is cleaned up at the end of class.

Students will need to be in-class, on-time, with all course materials, and prepared to participate in class discussions every day to make the most of the course. Students need to have pens (standard blue or black ink), paper, a duo tang, a straight-edge, and a three-ring binder with them every day, as well as any books that are being used and any homework that was assigned. We will also be using ManageBac, Turnitin.com, Teams, and other internet options as they arise.

The aims of all subjects in studies in language and literature are to enable students to:

- Engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- Develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- Develop skills in interpretation, analysis and evaluation
- 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
- 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
- Develop an understanding of the relationships between studies in language and literature and other disciplines
- Communicate and collaborate in a confident and creative way
- Foster a lifelong interest in and enjoyment of language and literature.

Full descriptions of the course expectations for the IB programme can be found on the IB website.

We will also be covering BC Ministry of Education curriculum requirements such as:

- Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- Recognize and understand personal, social, and cultural contexts, values, and perspectives in texts, including culture, gender, sexual orientation, and socioeconomic factors
- Recognize and understand how language constructs personal, social, and cultural identities

Full Ministry expectations can be found at the following webpages:

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/11/literary-studies>
<https://curriculum.gov.bc.ca/curriculum/english-language-arts/12/english-studies>

THE SYLLABUS

This course will be delivered over two years, and this outline is for the first year only as there are minor variations between teachers and students are not guaranteed to get the same teacher for both years of the DP. Students will study at least 13 works over the two years: a minimum of five in their original language and a minimum of four works in translations, all from the Prescribed Reading List; the other four may be freely chosen by the teachers. Works must be from at least three different time periods, four different countries, and cover at least two continents. Four literary forms must be studied (Drama, Poetry, Prose: Fiction, Prose: Non-fiction).

While the works selection studied will be provided, **I highly encourage you to investigate purchasing your own copies so that you can annotate them freely and not be restricted by the limited number of classroom resources.** The order of texts, and occasionally the texts themselves, are subject to change but should still follow the general periods, forms, and place of texts listed.

FIRST YEAR 2023-2024

AUTHOR	COUNTRY	GENDER	GENRE	CENTURY	Translated?
Ibsen	Norway	Male	Drama	19 th	Yes
Justice	Canada	Male	Non-Fiction	21 st	No
Orwell	Scotland	Male	Fiction	20 th	No
Angelou	USA	Female	Poetry	20 th	No
Sophocles	Greece	Male	Drama	400 BC	Yes
Fitzgerald	USA	Male	Fiction	20 th	No
Yoshimoto	Japan	Female	Fiction	20 th	Yes

SECOND YEAR 2024-2025 (Subject to change)

AUTHOR	COUNTRY	GENDER	GENRE	CENTURY	Translated?
Wagamese	Canada	Male	Fiction	21 st	No
McCarthy	USA	Male	Fiction	21 st	No
Frost	USA	Male	Poetry	20 th	No
Macbeth	England	Male	Drama	16 th	No
Bing Xin	China	Female	Poetry	20 th	Yes
Laurence	Canada	Female	Fiction	20 th	No
Obama	USA	Male	Non-Fiction	21 st	No

PROGRAMME ASSESSMENTS

HL Essay: An essay of 1200-1500 words exploring a line of inquiry in connection with a studied literary text or work. Students submit an essay on one literary text or work studied during the course. 20% of overall mark. **1st submission will be in March. 2nd submission for feedback will be in late May.**

Note: Students will prepare their HL Essay during Year One, for internal projected assessment and feedback, but they may change their paper before it is to be submitted in Year Two. Teachers may not reassess or edit papers for students.

Individual Oral (IA): Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:

Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. 20% of overall mark.

Paper 1: Guided literary analysis – two guided analyses of previously unseen literary extracts or texts. The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Students write an analysis on each of the passages. 35% of overall mark.

Paper 2: Comparative essay—The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. 25% of overall mark.

One should be aware that all marks in the IB programme translate into a different mark breakdown than ministry assessments.

Level 1	0-49% (69%)
2	70-75%
3	76-85%
4	86-89%
5	90-95%
6	96-97%
7	98-100%

Rubrics for each of the programme assessments will be given to students in preparation for each assessment.

Language A: Studies in Literature Grade Descriptors

Grade 7

Demonstrates: excellent understanding and appreciation of the interplay between form and content in regard to the question or task; responses that may be convincing, detailed, independent in analysis, synthesis and evaluation; highly developed levels of expression, both orally and in writing; very good degree of accuracy and clarity; very good awareness of context and appreciation of the effect on the audience/reader; very effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

Grade 6

Demonstrates: very good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that are, mainly, convincing, as well as detailed and independent to some degree, in analysis, synthesis and evaluation; well-developed levels of expression, both orally and in writing; good degree of accuracy and clarity; good awareness of context and appreciation of the effect on the audience/reader; effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

Grade 5

Demonstrates: good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that offer generally considered and valid analysis, synthesis and/or evaluation; good levels of expression, both orally and in writing; adequate degree of accuracy and clarity; awareness of context and appreciation of the effect on the audience/reader; clear structure with relevant textual detail to support an engagement with the thoughts and feelings expressed in the work(s).

Grade 4

Demonstrates: adequate knowledge and understanding of the question or task; responses that are generally valid in analysis and/or synthesis; satisfactory powers of expression, both orally and in writing; few lapses in accuracy and clarity; some awareness of context and appreciation of the effect on the audience/reader; a basic structure within which the thoughts and feelings of the work(s) are explored.

Grade 3

Demonstrates: some knowledge and some understanding of the question or task; responses that are only sometimes valid and/or appropriately detailed; some appropriate powers of expression, both orally and in writing; lapses in accuracy and clarity; limited awareness of context and appreciation of the effect on the audience/reader; some evidence of a structure within which the thoughts and feelings of the work(s) are explored.

Grade 2

Demonstrates: superficial knowledge and understanding of the question or task; responses that are of generally limited validity; limited powers of expression, both orally and in writing; significant lapses in accuracy and clarity; little awareness of context and appreciation of the effect on the audience/reader; rudimentary structure within which the thoughts and feelings of the work(s) are explored.

Grade 1

Demonstrates: very rudimentary knowledge and understanding of the question or task; responses that are of very limited validity; very limited powers of expression, both orally and in writing; widespread lapses in accuracy and clarity; no awareness of context and appreciation of the effect on the audience/reader; very rudimentary structure within which the thoughts and feelings of the work(s) are explored.

The IB Diploma Programme Approaches to Teaching and Learning are deliberate strategies, skills, and attitude that permeate the IB Teaching and Learning environment. The IB believes that a large influence on a student's education is not only what you learn by how you learn. Teaching students how to learn will improve the quality of teaching and learning across the entire IB spectrum of programmes.

The IB **approaches to learning** skills are:

- Thinking skills
- Communication skills
- Social skills
- Self-management skills
- Research skills

The IB **approaches to teaching** are:

- based on inquiry
- focused on conceptual understanding
- developed in local and global contexts
- focused on effective teamwork and collaboration
- differentiated to meet the needs of all learners
- informed by formative and summative assessment.

Approaches to Learning		BC - Core Competencies	
Communication	Communication Skills - Through interaction - Through language	Communication	Connect and engage with others Acquire (research), interpret and present Explain, recount and reflect
Research	Information Literacy Skills Media Literacy Skills	Collaboration	Work together to pursue common purposes and goals
Social	Collaboration Skills	Social Awareness and Responsibility	Contributing to community/environment Problem solving Valuing diversity Building relationships
Self-Management	Organization Skills Affective Skills - Manage your own state of mind Reflection Skills	Personal Awareness and Responsibility	Self-determination Self-regulation Well-being
Thinking	Critical Thinking Skills Creative Thinking Skills Transfer - Skills and knowledge across different disciplines and subject groups	Positive Personal and Cultural Identity	Relationships and cultural contexts Personal strengths, abilities, values and choices
		Creative Thinking	Novelty and value Generating ideas Developing ideas
		Critical and Reflective Thinking	Analyze and critique Question and investigate Develop and design

PLEASE make sure you are familiar with PMSS's IB policies regarding:

Academic Integrity, Assessment, Language, Student/Parent Complaints, and Inclusion

PMSS Work Habits Criteria

For Informal and Formal Report Cards

Criteria	N	S	G
Punctuality	Consistently arrives late to class; not ready to start learning; misses part or the entire class lesson.	Usually arrives on time to class and ready to start learning.	Arrives on time to class and ready to start learning.
Works Independently	Distracts others; not on task; requires close supervision.	Usually focused on task; may need some supervision.	Remains on task without reminders; works quietly and efficiently.
Initiative	Has difficulty starting to work; doesn't ask for help; doesn't get caught up after absence; doesn't participate in class.	Participates when asked; begins to work when assignment given; works hard most of the time.	Volunteers to ask and answer questions; will help others; knows what needs to be done and does it.
Homework	A few assignments and homework complete; answers not checked or corrected.	Homework and assignments usually completed; answers are usually checked and corrected.	Homework and assignments complete; answers have been checked and corrections are made.
Organization	Little attempt to organize notebook or bring textbook, pencils, paper, homework, etc.	Needs some organization of notebook; supplies and materials usually brought to class.	Notebook is organized and complete; supplies and materials present; keeps track of all homework, assignments and important dates.
Teamwork	Interrupts, distracts, or disrupts the learning environment; difficulty working a team.	Usually cooperative; participates and follows the lead of others.	Consistently demonstrates cooperation, respect, and leadership.

It is **never** acceptable to miss a class to study for an assessment or to finish an assignment in another class (that includes finishing assignments for other classes in this class). It is expected that you are able to manage your workload effectively throughout the two-year program. Being unable to manage your time effectively will result in a "Needs Improvement" work habit on your report card, which can jeopardize your standing in the IB Diploma program.

If you need assistance in scheduling your workload, or developing appropriate study habits, please ask.