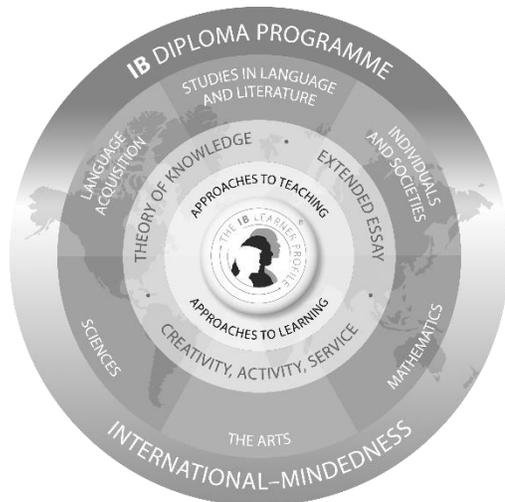


English 12IB–Literature A Syllabus

Port Moody Secondary
300 Albert Street
Port Moody, B.C., V3H 2M5
(604) 939-6656

Mr. Roberts
Room 317
Office: English Office South
Email: eroberts@sd43.bc.ca



The International Baccalaureate program is designed for students who are mature and highly motivated. Students are expected to work on their own or small groups. Students are expected to listen and share ideas. Students are expected to think about concepts from a local and global perspective.

This course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living.

It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works.

Through the study of a wide range of literature, the language A: literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches.

What am I going to learn?

The aims of Language A: Literature are to:

1. introduce students to a range of texts from different periods, styles and genres
2. develop the ability to engage in close, detailed analysis of individual texts and make relevant connections
3. develop the students' powers of expression, both in oral and written communication
4. encourage students to recognize the importance of the contexts in which texts are written and received
5. encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
6. encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
7. promote in students an enjoyment of, and lifelong interest in, language and literature
8. develop in students an understanding of the techniques involved in literary criticism
9. develop the students' ability to form independent literary judgments and to support those ideas

Classroom Expectations

1. **Be present.** This means more than just showing up to class on time and for the entire block.
 - a. No mobile devices or music players at any time. These devices are proven to be a detrimental distraction to focus and attention in a learning environment. I will have a place to store any device brought to class.
 - b. Leaving the classroom during the period will be restricted to appropriate times. Although eating and drinking during class is acceptable, they will not be allowed to interfere with or disrupt the learning environment.
2. **Incremental improvement.** You each bring a wealth of knowledge and understanding to class. It is expected that you improve on this knowledge and understanding each and every day.

- a. Read all texts and supplemental material when assigned. It is recommended that students go beyond the classroom material to seek out connections to subject areas of personal interest.
 - b. Speak up during class. Oral communication is an essential skill to all areas of one’s adult life. This is a skill that can and should be improved throughout high school, so it is expected that you participate assertively in discussions.
 - c. Finish all work on time. Deadlines are set to help students and teachers get through all course material.
3. **Be inspired.** Literature is a playground for the most profound ideas and concepts that humans are capable of.
- a. Find a connection. Even if we find it difficult to enjoy a particular piece of writing, we must recognize that reading literature is an experience in connecting with the imagination of another human from another time and place. We teach these texts for a reason—it is your job to figure out why you are studying them.
 - b. Make it relevant. Creativity has to be worked at, and creating connections between subject material and our personal experience is necessary to making the most of our educational journey. Some of the greatest thinkers were mathematicians, astronomers, microbiologists, teachers, military generals and satirists; literature is a medium that we can all relate to.

English A: Literature Second Year Course Breakdown

	Work	Work’s Author	Work’s Genre	Work’s Period	Work’s Place	IB Assessment
Grade 12	<i>Indian Horse</i>	Robert Wagamese ♂	Prose- Novel	C21	North America	Individual (Oral) Assessment
	<i>The Road</i>	Cormac McCarthy ♂	Prose - Novel	C20	North America	
	<i>1984</i>	George Orwell ♂	Prose - Novel	C20	Europe	
	Poetry of <i>Robert Frost</i>	Robert Frost ♂	Poetry	C20	North America	Exam Paper 1
	<i>A Bird in the House</i>	Margaret Laurence ♀	Prose Fiction	C20	North America	
	<i>Macbeth</i>	Shakespeare ♂	Drama	C17	Europe	
	Poetry of <i>Bing Xin</i>	Bing Xin ♀	Poetry	C20	Asia	
	<i>Paper Shadows</i>	Wayson Choi	Non-Fiction	C20	North America	

While the above works and the poetry selections studied are provided, I strongly encourage you to invest in your own copy of these selections so that you can annotate freely and not be restricted by the limited number of classroom resources.

Assessment

There are three assessment objectives for the Language A: Literature course.

1. Knowledge and understanding
 - Demonstrate knowledge and understanding of individual literary works as representatives of their genre and period, and the relationships between them
 - Demonstrate an understanding of the ways in which cultural values are expressed in literature
 - Demonstrate awareness of the significance of the context in which a work is written and received
 - Substantiate and justify ideas with relevant examples
2. Analysis, synthesis and evaluation
 - Demonstrate an ability to analyse language, structure, technique and style, and evaluate their effects on the reader
 - Demonstrate an ability to engage in independent literary criticism on both familiar and unfamiliar literary texts

- Show an ability to examine and discuss in depth the effects of literary techniques and the connections between style and meaning
3. Selection and use of appropriate presentation and language skills
- Demonstrate an ability to express ideas clearly and fluently in both written and oral communication, with an effective choice of register and style
 - Demonstrate a command of terminology and concepts appropriate to the study of literature
 - Demonstrate an ability to express well-organized oral and written arguments
 - Demonstrate an ability to write a sustained and detailed literary commentary

Classroom Assessment - Grade 12 Year

A variety of assessment instruments will be used throughout the year including, but not limited to, quizzes, presentations, short written assignments, essays, and more! Assessment by teacher, student self-assessment, and student peer-assessment will all be considered in the generation of a letter grade for reporting purposes.

PROGRAM ASSESSMENTS

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. **May 10**

Paper 2: Comparative essay—Paper 2 is removed due to pandemic circumstances for the 2021 end of program.

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. Students will have prepared 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: 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. **Nov 16th-27th**

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; only some 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.

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.