

Language A: Literature (Grad 2022)

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

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.

Mr. Rowe's 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 in time.
3. **Be inspired.** Literature is a playground for the most profound ideas and concepts that humans are capable of imagining.
 - 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 a reason 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.

List of Studied Works for Language A: Literature (Grad 2021)¹

	Work	Work's Author	Work's Genre	Work's Period	Work's Place
Grade 11	<i>Oedipus Rex</i>	Sophocles	Drama	BCE 440	Europe (Classical Greece)
	<i>A Doll's House</i>	Ibsen, Henrik	Drama	C19	Europe (Denmark)
	<i>Kitchen</i>	Yoshimoto, Banana ♀	Prose – Novel	C20	Oceania (Japan)
	<i>The Great Gatsby</i>	Fitzgerald, F. Scott	Prose – Novel	C20	North America (United States)
	Selection of Poetry	Hughes, Langston	Poetry	C20	North America (United States)
Grade 12	<i>Indian Horse</i>	Wagamese, Richard	Prose – Novel	C20	North America (Canada)
	<i>The Road</i>	McCarthy, Cormac	Prose – Novel	C20	North America (United States)
	<i>1984</i>	Orwell, George	Prose Fiction	C20	Europe (Britain)
	Poetry of Robert Frost	Frost, Robert	Poetry	C20	North America (United States)
	<i>Macbeth</i>	Shakespeare, William	Drama	C16	Europe (Britain)
	Selection of Poems	Bing Xin	Poetry	C20	Asia (China)
	<i>A Bird in the House</i>	Laurence, Margaret	Prose – Short story/ Novel	C20	North America (Canada)
	<i>Paper Shadows</i>	Choy, Wayson	Prose – Non-Fiction	C20	North America (Canada)

While the above works and the selection studied will be provided, I highly encourage you to investigate purchasing or finding these selections so that you can annotate them freely and not be restricted by the limited number of classroom resources. In particular, *Kitchen* and *Paper Shadows* are new and limited so classes will be trading off studying these works.

Learning Strategies

Class activities will consist of individual and structured group work, interactive discussion, reflective writing tasks, impromptu writes, online activities, inquiry based problem solving, research and investigation, etc.

There may, on occasion, be field trip opportunities or special guest speakers.

¹ The title and order of works may be adjusted by the teacher at any point throughout the two-year course.

Assessment

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

1. Know, understand and interpret:
 - a range of texts, works and/or performances, and their meanings and implications
 - contexts in which texts are written and/or received
 - elements of literary, stylistic, rhetorical, visual and/or performance craft
 - features of particular text types and literary forms.
2. Analyse and evaluate:
 - ways in which the use of language creates meaning
 - uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
 - relationships among different texts
 - ways in which texts may offer perspectives on human concerns.
3. Communicate
 - ideas in clear, logical and persuasive ways
 - in a range of styles, registers and for a variety of purposes and situations

Classroom Assessment

Learner Portfolio:

- It is an individual collection of student work compiled during the two years of the course and is mandatory for all students.
- Forms the basis of preparation for the assessment. Students will use the portfolio to make decisions about the most appropriate and productive connections between the works they have studied and the assessment components.
- Provides evidence of the student's work and a reflection of his or her preparation for the assessment components.
- A place for a student to explore and reflect on literary texts, as well as establish connections between them and with the areas of exploration and the central concepts in the subject.
- Students will be expected to reflect on their responses to the works being studied in the corresponding area of exploration.
- They will also be expected to establish connections between these works and previous ones they have read, and between their perspectives and values as readers and those of their peers. As they progress through the syllabus, it is expected that these connections will be drawn between works within and across areas of exploration, and that they will provide a foundation for the construction of broader knowledge about the transactions between texts, culture and identity.

Ongoing Assessment:

- A variety of assessment instruments will be used throughout the year including, but not limited to, quizzes, presentations, short written assignments, essays, and more!
- The rubrics created by IB for the specific course assessments will be used to assess student work and to generate an accurate predicted IB score. Assessment by teacher, student self-assessment, and student peer-assessment will all be considered in the generation of a letter grade for reporting purposes.

IB Diploma Assessment:

	Higher Level Essay	20 marks, 4 Criteria worth 5 marks each 20% of overall Language A: Literature score.
Grade 11 year		<ul style="list-style-type: none"> Write a formal essay of 1,200-1,500 words, which develops a particular line of inquiry of their own choice in connection with a literary text or work studied in class. Offers students an opportunity to develop as independent, critical, and creative readers, thinkers, and writers by exploring a literary topic, refining their ideas by means of a process of planning, drafting, and re-drafting. Requires students to construct a focused, analytical argument, examining the work from a broad literary perspective. Requires adherence to the formal framework of the academic essay, using citations and references. Refer to Rubric for assessment components. Students receive formal feedback on a final draft only once from their grade 11 teacher. This assignment will be used to help determine a predicted grade in their grade 12 year.
	Individual Oral	40 marks, 4 criteria worth 10 marks each 20% of final Language A: Literature score
		<ul style="list-style-type: none"> Perform a 15-minute oral presentation responding to this prompt: <i>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.</i> The student needs to make a decision about which global issue and which works will be explored in the task. Two works must be selected: one of them must be a text written originally in the language A studied and the other one must be a work in translation. An extract of no more than 40 lines should be selected from each work, which is representative of the presence of the global issue in it.
	Paper 1	2 x 20 marks, 4 criteria worth 5 marks each 35% of final Language A: Literature score
Grade 12 year		<ul style="list-style-type: none"> write a separate guided analysis of two previously unseen literary passages considering a technical or formal aspect of the passage. The passages could be taken from any of the four literary forms on the <i>Prescribed reading list</i>. Each of the passages will be from a different literary form. One guiding question will be provided for each passage on a central technical or formal element that may provide an interesting point of entry into the text. Students may propose an alternative point of entry about any other technical or formal element of the text they feel important in order to provide such a focus. The time given to complete this assessment is 2 hours and 15 minutes
	Paper 2²	30 marks, 2 criteria worth 10 marks each and 2 criteria worth 5 marks each 25% of final Language A: Literature score
		<ul style="list-style-type: none"> Under examination conditions, students are required to write a comparative essay in response to one of four questions of a general nature provided in the IB exam booklet. Students will be expected to compare and contrast two of the works studied in the course in relation to the question chosen. Students are expected to make detailed reference to the works in their answer, but they are not expected to include quotations from them. Potentially any work studied can be used by students for paper 2. Under no circumstances can students use for paper 2 a work that has been already used for another assessment component, be it the Individual Oral or the HL essay.

² This assessment has been removed by IB for the May 2021 examination period.

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.

It is **never** acceptable to miss a class to study for an assessment or to finish an assignment in another class. It is expected that you are able to manage your work load effectively throughout the two-year program. Doing so will result in a "Needs Improvement" work habit on your report card, which can jeopardize your standing in the IB Diploma program.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Resources

We will make extensive use of real-world materials such as newspapers, magazines, scholarly journals, internet and the World Wide Web, movies, documentaries, YouTube, TED talks and other relevant media.