IB English IV
Language A: Literature HL
Syllabus, 2014-2015
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IBDP WordPress Website
http://hillsboribdp.wordpress.com/

IB Mission Statement
The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and life-long learners who understand that other people, with their differences, can also be right.

Nature of the Subject
The 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. In view of the international nature of the IB and its commitment to intercultural understanding, the language A: literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response
to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.

Course Aims

1. Introduce students to a range of texts from different periods, styles and genres
2. Develop in students 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

Assessment Objectives

There are three assessment objectives at SL and at HL 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

Parts of the Syllabus

Language A: Literature is divided into four compulsory parts—two to be completed in the junior year and two in the senior year. Parts I and IV will be assessed during the junior year with the Written Assignment and Individual Oral Presentation, respectively. Parts II and III will be assessed during the senior year with the Individual Oral Commentary and the written exams—Papers 1 and 2.

1. Part I: Works in Translation (study of three works in translation)
2. Part II: Detailed Study (study of three works—each of a different genre, one of which must be poetry)
3. Part III: Literary Genres (study of four works of the same genre)
4. Part IV: Options (study of three works freely chosen)

Assessment Outline

The following assessments contribute to the official IB mark for Language A: Literature and, thus, impact the overall IB diploma score. This score may also determine whether a student earns college credit for corresponding university coursework (depending on specific college requirements). Please note that 60% of the total IB score comes from assessments completed during the senior year.

External Assessment 70%

- *Paper 1 Literary Commentary*  
  exam - senior year in May  
  20%
- *Paper 2 Essay*  
  exam - senior year in May  
  25%
- *Written Assignment*  
  junior year - second semester  
  25%

Internal Assessment 30%

- *Individual Oral Commentary*  
  senior year - first semester  
  15%
- *Individual Oral Presentation*  
  junior year - first semester  
  15%

Senior Year Assessment Details

The Oral Commentary is an internal assessment that focuses on poetry studied in Part 2 with subsequent questions (10 minutes) followed by a discussion based on one of the other Part 2 works (10 minutes).

Oral Commentary Objectives

- A poetry extract or complete poem is used; the discussion assesses students’ knowledge and understanding of one other Part 2 work.
- Students are required to analyse a short extract from a studied work and to evaluate the effectiveness of the literary techniques in that extract.
- Students are required to deliver a structured and focused commentary using a formal spoken register.

There are two Examination Papers that are set and assessed externally. They are designed to allow students to demonstrate their competencies in relation to the Language A: Literature assessment objectives and to specific parts of the syllabus. Paper 1 is linked to the skill of literary analysis and to demonstrate their competency in writing a literary commentary. Paper 2 is linked to the works studied in Part 3: Literary Genres. In both examination papers students are expected to support their answers with specific references to literary texts—in Paper 1 with references to the unseen passage, and in Paper 2 with references to the works studied in Part 3. Retelling of the plot or content of a work or extract is not expected in any component of the assessment.

Paper 1 Objectives

- The response to a previously unseen passage requires students to show how they, as readers, have made their own meaning from the text.
- Students are required to analyse a previously unseen passage and produce an interpretation supported by evaluation of the writer’s choice of language, structure, technique and style.
- Students are required to construct a literary commentary.
Paper 2 Objectives

- The essay on at least two works from one literary genre requires students to show understanding of the works and the way in which meaning is conveyed through literary conventions.
- Students are required to synthesize ideas from at least two works and to apply that knowledge to a question on conventions used in one literary genre.
- Students are required to write a formal essay comparing at least two works in response to one question.

Grading Policy and IB Marks

Please note that the grade a student earns in the class is not dependent on one’s performance on external and internal assessments. Class grades are determined by quality of work completed in preparation for these assessments. Grades will reflect student mastery of the course’s assessment objectives. Every nine weeks, students will have multiple opportunities to demonstrate proficiency in each of the course’s assessment objectives; therefore, retakes will not be offered.

In practice for IB assessments, several designated class assignments will be evaluated using the IB rubric for the corresponding IB prescribed task. For these assignments, students can expect an IB conversion grade along with a corresponding class grade.

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<tr>
<th>Grade</th>
<th>IB Conversion</th>
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<tr>
<td>7</td>
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Due to the rigorous nature of the course, five points will be added to each student’s grade at the end of each grading period.

Academic Honesty

This course upholds the academic honesty and malpractice policies of the IBO and school policies. Students should expect to submit work to TurnItIn.com to ensure authenticity of authorship and appropriate attribution of ideas and work of others. Violations of the academic honesty and malpractice policies will be managed according to IBO and school regulations.

Work Expectations

It is expected that all students will submit work by the deadline assigned; those who do not complete their work on time will be assigned to OverTime. Because this class involves the development of skills that require practice to acquire, failure to complete assignments significantly decreases the likelihood of success on future projects and assessments. It is important to remain up-to-date on the assigned work to enjoy success in the class and IB assessments. If a student has difficulty completing and submitting an assignment, he/she should contact Ms. Liu well in advance (at least 24 hours) of the deadline for submission to receive assistance.

Assignments must be printed before the class period they are due. Students will not be allowed to leave class to print an assignment, and the instructor will not print it for a student during class.

Attendance

Students are expected to be in class on time every day. The school’s tardy policy will be followed. Attendance is recorded for every class; a student’s absence will be noticed and noted. An absent student should present a document of excuse written and signed by a designated adult upon return to class.
Make-Up Work

A student who is absent from class (for any reason) is responsible for make-up work and should expect to complete the work within two class periods upon return to class.

Technology Policy

Cell phones, tablets, laptops, and other technology should be put away unless the instructor explicitly states that they may be in use. Failure to comply with this policy will lead to the confiscation of the contraband item and a call to the student’s parent or guardian. Repeat offenders will be referred their academy principal.

E-mail Policy

Students should usually expect a reply to e-mails within 12 hours; however, I will not respond to e-mails from the hours of 8:00PM to 6:00AM.

Course Texts

Whenever possible, students are strongly encouraged to purchase their own hard copies of the course texts. Ms. Liu will make every effort to assist students who have difficulty obtaining texts.

Senior Year, Semester One—Part II, Detailed Study

The following texts will be studied in preparation for the Individual Oral Commentary and Paper 1:

- *In Cold Blood* Truman Capote
- *The Things They Carried* Tim O’Brien
- Selected Poems of Margaret Atwood Poem Packet (distributed by instructor)

Senior Year, Semester Two—Part III, Literary Genres

The following texts will be studied in preparation for Paper 2:

- *Othello* William Shakespeare
- *Pygmalion* George Bernard Shaw
- *The Glass Menagerie* Tennessee Williams
- “Master Harold” and the Boys Athol Fugard

Materials Needed

1. Organizational system of the student’s choice
2. Independent Reading Journal
3. Pack of colored pencils with at least 6 distinct colors
4. Pens, pencils, highlighters
5. Post-It Notes

Examples of Learning Strategies and Class Assignments for Language A: Literature

- Journal Writing
- Timed and Extended Writing
- Modeled Writing
- Socratic Seminar
- Purposeful Talk
- Collaborative Discussion

- Close Reading
- Reading Comprehension Quiz
- Annotation of Texts
- Color-marking
- Oral/Spoken Commentary
- Peer Review
I have read the IB English IV, Language A: Literature syllabus and have shared it with my parent/guardian.

___________________________  ___________________________  ____________
Student Name                  Student Signature             Date

___________________________
Student Email Address

My student has shared the IB English IV, Language A: Literature syllabus with me and we have discussed the terms of the course.

___________________________  ___________________________  ____________
Parent Name                   Parent Signature             Date

___________________________
Parent Email Address           Parent Phone #

Parents/Guardians: Please feel free to write any questions you have about the syllabus here below. I will promptly reply to you via email or phone. Please also feel free to email me: diana.liu@mnps.org if that is more convenient for you. I look forward to working with you and your student this year!