



## **IB Language A: Language and Literature**

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### **COURSE OVERVIEW**

Studies in language and literature are built on the notion of conceptual learning in which students engage with central concepts of the discipline in order to become flexible, critical readers of all types of texts. The model below represents the relationship between the three courses in studies of language and literature, their main topics of study, their central concepts, and the way they relate to the principles at the core of the IB DP.

At the heart of the study of all three courses are the domains of language, literature and performance. Each course stresses these elements to a different degree, but all engage with them to some extent. The study of language, literature and performance, and the development of the relevant skills, is divided into three areas of exploration—the exploration of the nature of the interactions between readers, writers and texts; the exploration of how texts interact with time and space and the exploration of intertextuality and how texts connect with each other. Although these three areas seem to offer an ordered approach to progression through the course, they are, as represented in the diagram, inherently over-lapping, iterative or circular and allow for flexibility in course design. Syllabus Syllabus content Language A: language and literature guide 19 The entire pursuit of studies in language and literature is tied to core elements of the DP and to the overarching principles of IB learning, theory of knowledge (TOK), creativity, activity and service (CAS), the extended essay, the approaches to teaching and approaches to learning, and international-mindedness.

### **WHAT WILL STUDENTS LEARN IN THE COURSE**

In the language A: language and literature course students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. Students will engage in activities that involve them in the process of production and help shape their critical awareness of how texts and their associated visual and audio elements work together to influence the audience/reader and how audiences/readers open up the possibilities of texts. With its focus on a wide variety of communicative acts, the course is meant to develop sensitivity to the foundational nature, and pervasive influence of language in the world at large.

## COURSE REQUIREMENTS

Across the three areas of exploration at least six works must be studied in the HL course. The IB has created an extensive Prescribed reading list of authors in a wide range of languages to accompany studies in language and literature courses. This searchable online list provides teachers with a resource from which they will be able to select a group of authors that guarantees diversity and compliance with course requirements. Six authors have been suggested as a starting point in the exploration of the literature of each language. Teachers can decide whether to follow this recommendation or not.

Each area of exploration must involve the study of both literary works and non-literary texts, with equal time devoted to the study of each. Texts and works must be chosen from a variety of cultures and languages. In selecting them, teachers should attempt to achieve a balance in relation to text-type, literary form, period and place, and endeavor to include a variety of forms the human and artistic experience can take.

### Selection of literary works

HL students must study at least six works of which:

- a minimum of two must be written originally in the language studied, by authors on the Prescribed reading list
- a minimum of two must be works in translation written by authors on the Prescribed reading list
- two can be chosen freely—from the Prescribed reading list or elsewhere—and may be in translation.

### AIMS (14)

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 relationship between studies in language and literature and other disciplines
7. communicate and collaborate in a confident and creative way
8. foster a lifelong interest and enjoyment of language and literature.

### OBJECTIVES

1. Know, understand and interpret:
  1. a range of texts, works and/or performances, and their meanings and implications
  2. contexts in which texts are written and/or received
  3. elements of literary, stylistic, rhetorical, visual and/or performance craft
  4. features of particular text types and literary forms.

(Numbers in parentheses refer to page numbers from the *Language A: language and literature guide First assessment 2021*)

2. Analyze and evaluate:
  1. ways in which the use of language creates meaning
  2. uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
  3. relationships among different texts
  4. ways in which texts may offer perspectives on human concerns.
3. Communicate:
  1. ideas in clear, logical and persuasive ways
  2. in a range of styles, registers and for a variety of purposes and situations
  3. (for literature and performance only) ideas, emotion, character and atmosphere through performance.

## ASSESSMENT OUTLINE - HL (34)

### External Assessment (80%)

Paper 1 - Guided literary Analysis 35%

Paper 2 - Comparative Essay 25%

Higher level (HL) Essay 20%

### Internal Assessment (20%)

Individual Oral 20%

## LITERARY WORKS Higher Level (20)

6 works

- Minimum of 2 literary works written by authors on the *Prescribed Reading List* (PRL) in the language of study
- Minimum of 2 literary works in translation written by authors on the PRL
- 2 literary works may be chosen freely from the PRL or elsewhere, and may be in translation

Minimum of 2 works for each of the areas of exploration

Must cover 3 literary forms

Must cover 3 periods

Must cover 3 places as defined on the PRL covering at least 2 continents

## LITERARY WORK DEFINED

**Literary forms** include fiction, nonfiction, poetry, and drama.

A **work** is defined as one literary text, such as a novel, autobiography or biography; two or more short literary texts such as novellas; 5-10 short stories; 5-8 essays; 10-15 letters; or a substantial section or the whole of a long poem (at least 600 lines) or 15-20 shorter poems.

Where more than one text is studied as part of a work, texts must be from the same author. One author cannot be studied twice within the course. Additionally, students may not study an author that they may already be studying as part of another studies in language and literature or language B course (21)

Non-literary texts		
Advertisement	Encyclopedia entry	Parody*
Appeal	Film/television	Pastiche*
Biography*	Guide book	Photographs
Blog	Infographic	Radio broadcast
Brochure/leaflet	Interview	Report
Cartoon	Letter (formal)*	Screenplay
Diagram	Letter (informal) *	Set of instructions
Diary*	Magazine article	Speech*
Electronic texts	Manifesto*	Textbook
Essay*	Memoir*	Travel writing*
*Although some of these can be considered a literary form in various manifestations, they will be regarded in this course as non-literary texts, unless a collection of texts by a single author is studied as a literary work (21).		
Areas of Exploration		
<p><b>Readers, Writers and Texts (22)</b></p> <p>Conceptual questions</p> <ol style="list-style-type: none"> <li>1. Why and how do we study language and literature?</li> <li>2. How are we affected by texts in various ways?</li> <li>3. In what ways is meaning constructed, negotiated, expressed and interpreted?</li> <li>4. How does language use vary amongst text types and amongst literary forms?</li> <li>5. How does the structure or style of a text affect meaning?</li> <li>6. How do texts offer insights and challenges?</li> </ol>	<p><b>Time and Space (23)</b></p> <p>Conceptual questions</p> <ol style="list-style-type: none"> <li>1. How important is cultural or historical context to the production and reception of a text?</li> <li>2. How do we approach texts from different times and cultures to our own?</li> <li>3. To what extent do texts offer insight into another culture?</li> <li>4. How does the meaning and impact of a text change over time?</li> <li>5. How do texts reflect, represent or form a part of cultural practices?</li> <li>6. How does language represent social distinctions and identities?</li> </ol>	<p><b>Intertextuality: connecting texts (24)</b></p> <p>Conceptual Questions</p> <ol style="list-style-type: none"> <li>1. How do texts adhere to and deviate from conventions associated with literary forms or text types?</li> <li>2. How do conventions and systems of reference evolve over time?</li> <li>3. In what ways can diverse texts share points of similarity?</li> <li>4. How valid is the notion of a classic text?</li> <li>5. How can texts offer multiple perspectives of a single issue, topic or theme?</li> <li>6. In what ways can comparison and interpretation be transformative?</li> </ol>

<b>Concepts (27)</b> <ul style="list-style-type: none"> <li>● Identity</li> <li>● Culture</li> <li>● Creativity</li> <li>● Communication</li> <li>● Perspective</li> <li>● Transformation</li> <li>● Representation</li> </ul>	<b>Principles of Course Design (28)</b> <ul style="list-style-type: none"> <li>● Variety</li> <li>● Integration</li> <li>● Autonomy</li> <li>● Accountability</li> </ul>	<b>Development of Linguistic Skills (26)</b> <ul style="list-style-type: none"> <li>● Receptive skills</li> <li>● Productive skills</li> <li>● Interactive skills</li> </ul>
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<b>Global Issues (55)</b>	
<p><b>A global issue incorporates the following three properties:</b></p> <ul style="list-style-type: none"> <li>• It has significance on a wide/large scale</li> <li>• It is transnational</li> <li>• Its impact is felt in everyday local contexts</li> </ul> <p><b>fields of inquiry for guidance on how to choose a global issue</b></p> <ul style="list-style-type: none"> <li>● Culture, identity, and community</li> <li>● Beliefs, values, and education</li> <li>● Politics, power, and justice</li> <li>● Art, creativity, and the imagination</li> <li>● Science, technology, and the environment</li> </ul>	<p><b>UN Sustainable Development Goals</b></p> <ol style="list-style-type: none"> <li>1. poverty</li> <li>2. hunger</li> <li>3. health and wellbeing</li> <li>4. quality education</li> <li>5. gender equality</li> <li>6. clean water and sanitation</li> <li>7. affordable and clean energy</li> <li>8. decent work and economic growth</li> <li>9. industry, innovation, and infrastructure</li> <li>10. reduced inequalities</li> <li>11. sustainable cities and communities</li> <li>12. responsible production and consumption</li> <li>13. climate action</li> <li>14. life below water</li> <li>15. life on land</li> <li>16. peace, justice, and strong institutions</li> </ol>

**International Mindedness and the Learner Profile (10)**

The way that studies in language and literature courses contribute to the development of international- mindedness in students is linked to the way that they contribute to the development of the attributes of **the IB learner profile**. By reading texts which offer perspectives which may be different from their own, students will:

- use critical thinking skills to be able to understand the nature of the experience that is communicated in a text and the ways in which such an experience is communicated (**thinkers**)
- nurture their curiosity in connection with the different views and experiences of life present in a text (**inquirers**)
- engage with issues and ideas of global significance of which they might have been unaware (**knowledgeable**)
- be encouraged to appreciate the ideas, values and traditions of others in an inquiring way (**open-minded**)
- understand that the dignity and rights of people everywhere must be respected (**principled**)
- show empathy, compassion and respect for other people (**caring**)
- recognize interdependence among people and between people and the world in which they live (**balanced**)
- listen carefully to the perspectives of other individuals and groups and express as articulately as possible their own perspectives (**communicators**)
- question their own views about the world (**reflective**)
- be open to transforming such views and consider how this transformation can lead to action (**risk-takers**).

<p><b>Approaches to Teaching (60)</b></p> <ul style="list-style-type: none"> <li>● based on inquiry</li> <li>● focused on conceptual understanding</li> <li>● developed in local and global contexts</li> <li>● focused on effective teamwork and collaboration</li> <li>● differentiated to meet the needs of all learners</li> <li>● informed by formative and summative assessment</li> </ul>	<p><b>Approaches to Learning (63)</b></p> <ul style="list-style-type: none"> <li>● thinking skills</li> <li>● communication skills</li> <li>● social skills</li> <li>● self-management skills</li> <li>● research skills</li> </ul>
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## ASSESSMENT

The purpose of grading is to communicate achievement to students, parents, and other institutions about the work students do in class. The only feedback on students' work that will be entered in the gradebook on RenWeb is evaluative. The evaluation of student work is based on a set of standards, in line with the criteria for IB assessments.

As an IB course, students will complete both internal (assessed by Gretchen Nordleaf-Nelson) and external (assessed by International Baccalaureate) assessments.

### Students will be assessed in the following areas:

- Criterion A Understanding and interpretation
- Criterion B Analysis and evaluation
- Criterion C Focus and organisation
- Criterion D Language

### Formative Assessment 40%

**Weekly Assignments:** You may expect **3 types of homework assignments a week** in addition to long-term quarterly projects. Weekly assignments in this class will be a combination of the following:

1. **Individual writing assignments** – These include your weekly blog posts reflecting on notes and/or specific prompts (to be completed in class and on your own).
2. **Assigned reading**- The week's reading assignment.
3. **Project work** – work on the ongoing group or individual projects.

### Student Portfolio

This is a handwritten assignment book, which includes the class opener, class notes, and class session reflections for each class session. This routine writing assignment collection will be checked weekly and earn up to 10 points per week for completion. There will also be weekly blog posts in this portion.

### Class Discussion Content & Academic Demeanor

This is an essential component of student work. Students earn points for speaking in class discussions. The scores reflect the length and depth of student contribution. The individual student spoke at least twice.

## **Summative Assessment (60%)**

### **Practice External Assessments**

**Paper 1: Guided textual analysis (1 hour 15 minutes)** The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)

### **Paper 2: Comparative essay (1 hour 45 minutes)**

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. (30 marks) This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.

### **Internal Assessment - Final Exam 2020**

**Individual oral (15 minutes)** Supported by an extract from one non-literary text and one from a literary work, 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 texts that you have studied. (40 marks)

**ACCOMMODATIONS:** Individual students may receive official accommodations from the school. The instructor will modify assignments for individual students according to the WSA accommodations letter signed by administration, faculty, student, and parents in the meeting.

### **DIFFERENTIATION AND MODIFICATION FOR THE ELL LEARNER**

- Classroom content, processes and products are adjusted to reflect the unique needs of the ELL learner
- Instruction is scaffold to enable ELL students to achieve grade-appropriate outcomes
- Teacher offers a variety of resources, grouping arrangements, assignments and tasks
- Teacher uses various strategies to build background knowledge, make connections and encourage communication
- Teacher embeds modified learning strategies into instruction
- Students can demonstrate understanding in alternative ways with teacher-applied modifications to assignment

Proposed Course Schedule posted in Google Classroom.

PRINT Student NAME \_\_\_\_\_

DUE THURSDAY, September 5, 2019

**IB Language and Literature  
Course Syllabus 2019-2020  
Verification of Receipt**

After you have read the course syllabus, please sign below and have your parents complete their portion. Then return on the due date.

\_\_\_\_\_  
Student Signature Date

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I have read and understand the expectations in the Syllabus. I have looked over the homework assignments and understand what my son/daughter is responsible for to complete their homework.

\_\_\_\_\_  
Parent Signature Date

Parent Name (Please Print) \_\_\_\_\_

Parent Home Phone: \_\_\_\_\_ Parent Cell Phone: \_\_\_\_\_

Parent Work Phone: \_\_\_\_\_ Parent E-Mail: \_\_\_\_\_

Thank you,  
Ms. Nordleaf