

IB Language & Literature

YR1 & YR2 2024-25

Gretchen Nordleaf

gnordleaf@westsoundacademy.org



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Course Description

from IB Language A: Language and Literature Guide

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to studying in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies, and critical discourse analysis among others (7).

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 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 affect 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 (20).

A Note from Your Instructor

I am not interested in the parroting of ideas; I would much rather you risk being incorrect rather than risk appearing authentic. As your instructor, my aims are twofold: to prepare you to the best of my ability to perform well on the I.B. assessments and, more importantly, to encourage your development as a critical and independent thinker.

Aims

The aims of 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.

Objectives

Know, understand, and interpret:

- 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 (14-15).
- 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.

Analyze 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.

Communicate:

- Ideas in clear, logical, and persuasive ways
- in a range of styles, registers, and for a variety of purposes and situations.

Engaging with Sensitive Topics

Studies in language and literature offer various opportunities for students to examine the ways in which their personal world, identities, and relationships are represented in texts and how these relate to their own perspectives of their reality. They also enable students to experience representations of other realities and people that might differ from their own.

In this way, studies in this course provide fertile ground for deep reflection on the interaction between the personal, the local, and the global and are a pathway to intercultural critical thinking and consciousness.

As such, texts may challenge learners intellectually, personally, and culturally, and will involve sensitive and mature topics. Engaging with sensitive topics—whether re-receptively or productively—must be done with every reasonable effort to encourage students to respond with respect for their peers and larger learning communities (11).

Providing a safe environment in which discussion may be facilitated is an important role for the teacher and students alike.

Our Approach

The following are planned units of study however, we may make changes based on the prior reading experiences and ongoing needs of the learners.

The literary works selected here represent a variety of perspectives, genres, and geographical and historical contexts, as well as using the required number of works from the Prescribed Reading List (PRL). All literature books will be distributed to learners from the WSA library.

Semester 1	Semester 2
<p><i>A Chronicle of a Death Foretold</i> <i>Statement of Inquiry: In what ways do we have a responsibility to our community?</i> IB Area of Exploration: Politics, Power, and Justice Conceptual Understanding: Identity and Culture Geographical context: South America</p>	<p><i>Swasi Banzi is Dead by Anthol Fugard</i> IB Area of Exploration: Politics, Power, and Justice Conceptual Understanding: Culture and Representation Yr2 - HL Essay AND Yr1 - Mock HL Essay Geographical context: South Africa</p>
<p><i>Lemonade</i> IB Area of Exploration: Art, creativity, and the imagination Conceptual Understanding: Representation Geographical context: United States - contemporary</p>	<p><i>The God of Small Things</i> IB Area of Exploration: Culture, identity and community Conceptual Understanding: Creativity and Communication Geographical context: India</p>
<p><i>Their Eyes Were Watching God</i> IB Area of Exploration: Culture, Identity, and community Conceptual Understanding: Perspective Geographical context: United States</p>	<p>Assessment Preparation: Y2 - Papers 1 & 2 preparation/course review Y1 - Individual Oral Presentation – Preparation and recordings</p>

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 grade book in TODDLE 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) 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 organization
- Criterion D Language

ACADEMIC DEMEANOR (10%)

Student skills including focus, preparation, responsibility, cooperation, collaboration, and time management are strongly correlated with academic success. These are also marked using the student skills rubric each week. Full participation requires conscientious and consistent preparation. Consistently turning quality work in on time and participating actively in classroom activities will lead to earning the full mark.

Focus:

- Listens Attentively
- Participation Enhances Classroom Learning

Responsibility:

- Comes to class prepared & engaged
- Treats others with kindness

Follow-Through:

- Completes work and turns in work on time
- Strives to produce quality work

Collaboration:

- Listens to presenters & classmates offers ideas and shares the workload on project-based assessments.

Growth Mindset

- Demonstrates persistence and resilience, open-minded in the face of challenge

FORMATIVE ASSESSMENT (50%)

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), Learning Experience Assignments and Quick Tasks.
2. Assigned reading- The week's reading assignment.
3. Project work – work on ongoing group or individual projects.

LEARNER PORTFOLIO

This is a Folder in Toddle, a Google site, or a handwritten journal that includes any class opener, class notes, and class session reflections. This routine writing assignment collection will be checked weekly for completion. There may also be weekly blog posts in this portion.

SUMMATIVE ASSESSMENT(40%)

All summative assessment work in this course is based on learning the practical, analytical, and critical thinking skills needed for the IB assessment pieces.

EXTERNAL ASSESSMENT

External Assessment (4 hours for exams) I.B. Exams YR 2 Students (May 2025)

Paper 1: Guided Literary Analysis (2 hours 15 minutes) (35%)

The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks).

Paper 2: Comparative Essay (1 hour 45 minutes) (25%)

The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied second semester of senior year (30 marks).

HL Essay YR2 (Winter 2024) (20%)

Students submit a 1,200-1,500 word essay on one non-literary text or a collection of non-literary texts by one author, or a literary text or work studied during the course (20 marks). Students will conference with and receive guidance from Ms. Nordleaf throughout this process.

INTERNAL ASSESSMENT (IA) – YR1 Final Exam May 2025 YR 2

Individual Oral (20%) - The 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)

Academic Integrity

Students are expected to produce their own work in an ethical manner, with instructor support. Students will use only the tools and resources permitted for each assignment. Students will turn in original work for each assignment, and will not allow another student to turn in work that they did not complete as their own. The instructor will provide students with clear guidelines on a given assignment. The instructor will explain, demonstrate and model specific expectations on how to incorporate researched information into specific assignments.

Statement from the IB about ChatGPT and artificial intelligence in assessment and education

Latest developments in artificial intelligence (AI) software, such as ChatGPT, that can write sophisticated essay responses have generated a great deal of interest and discussion. The IB will not ban the use of AI software. The simplest reason is that it is an ineffective way to deal with innovation. However, the use of AI tools should be in line with the IB's academic integrity policy. We expect all our schools to discuss the various types of academic misconduct with their students.

The IB believes that artificial intelligence (AI) technology will become part of our everyday lives—like spell checkers, translation software, and calculators. We, therefore, need to adapt and transform our educational programs and assessment practices so that students can use these new AI tools ethically and effectively. The IB is not going to ban the use of such software but will work with schools to help them support their students on how to use these tools ethically in line with our principles of academic integrity.

Students should be aware that the IB does not regard any work produced—even only in part—by such tools, to be their own. Therefore, as with any quote or material from another source, it must be clear that AI-generated text, image, or graph included in a piece of work, has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. As with current practice, an essay that is predominantly quoted will not get many, if any, marks with an IB mark scheme.

Required Materials for each class:

- laptop or tablet
- charging cord for laptop
- a folder or binder for keeping class materials
- computer storage device for your assignments
- your WSA Binder
- pencils or pens (blue or black)
- internet access

Texts for the Course

All texts, both literary and non-literary, will be provided to the student by the West Sound Academy Library or the instructor. Library materials that are lost or damaged will be charged a fee to a student's account for the purposes of replacement.

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 the administration, faculty, students, and parents in the accommodations meeting.

**Course Expectations, Guidelines, and Procedures
are presented in a separate document.**

IB Language and Literature Course Syllabus 2024-25 Verification of Receipt

You will return this page ONLY and keep the syllabus in your folder for the course.

Please PRINT

STUDENT NAME _____

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

I have read and understand the expectations laid out in the IB Language and Literature syllabus. I have looked over the homework assignments and understand what my son/daughter is responsible for completing.

Parent Name (Please Print) _____

Parent Signature Date

Parent Home Phone: _____ Parent Cell Phone: _____

Parent Work Phone: _____ Parent E-Mail: _____

Thank you, Ms. Nordleaf

