



Washburn High School:

IB Language A: Language & Literature

Ms. Molly Vasich & Ms. Anaceli Coyoc Room 209

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Course Description

Language A: Language & Literature is a two-year, International Baccalaureate course in which students study both literary and nonliterary texts in order to actively explore the power of language and culture. By extension, students will produce written and digital projects that reflect how they see and understand the world.

In year 1 of this course, students will develop critical thinking skills as they read, view, discuss and analyze both written texts and various types of media including podcasts, advertisements, documentaries, commercials, movies, and the vast world of the Internet. They will discover the ways in which formal elements and techniques are used to create meaning in a text while simultaneously examining how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

Students will practice exercises that stretch their creative minds, including keeping an online journal (blog), discussing language and culture, and producing digital projects. This course stresses critical thinking, written and production skills, and the study of traditional and media texts for ***empowerment***. Students will learn to examine these texts critically so they are aware of the political, social, and economic effects of the messages that bombard them every day, and so they can learn to write and use media effectively and wisely.

Expectations:

Student: The most important expectation of students is that they become *empowered* about their own learning. Learning should be approached with a sense of discovery. Students should be prepared to question and hypothesize, teach each other, and avoid simple regurgitation of information to the teacher. Every student in this class is capable of succeeding. I expect you to put forth your best effort at all times. It is important that you grow as a reader, writer and thinker. I expect you to behave in a scholarly manner, to do the work to the best of your ability and to approach learning with enthusiasm.

Teacher: As your teacher, you should expect that I will put forth my best effort, come to class with enthusiasm, and help all students to succeed. **Do not hesitate to come to me with questions, concerns, or for additional help on course work.**

IB Language & Literature 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 how language, culture, and context determine the ways in which meaning is constructed in texts.

9. Encourage students to think critically about the different interactions between text, audience, and purpose.

Requirements/Grading:

As an IB course, students will complete both internal (assessed by Ms. Vasich) and external (assessed by International Baccalaureate) assessments. **Students will be assessed in the following areas:**

1. Knowledge and understanding
2. Application and analysis
3. Synthesis and evaluation
4. Selection and use of appropriate presentation and language.

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 Mechanic Monday work (to be completed in class), on-going reading log in notebook (to be completed in class and on your own), and 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 must be completed by Friday.
3. **Shared Inquiry Discussion/Socratic Seminar-** Every Friday, we will have a full class discussion on the week's reading assignment. All students are expected to participate and will be graded on their contribution to the discussion.

Long-term Papers/Projects: Each quarter, you will have **2-3 major assignments**. These assignments are developed from the IB curriculum; some of the completed assignments may be included in a student's final IB portfolio, while other assignments will prepare students for upcoming assessments required in year 2 of the course.

Long-term assignments will include the following:

1. **Written Tasks:** In IB, students need to complete a variety of written assignments. Some tasks intend to be creative and focus on craft and message, while other tasks focus critical commentary. Two of these written tasks will be selected and submitted to IB during year 2.
2. **Further Oral Activities** (Group or Individual):
 - Presentations – media critiques, advertising campaigns, photography, podcasting, and imovie projects.
 - Student-led shared inquiry discussion on assigned text or chosen article.
3. **Individual Oral Commentary-** This assignment will prepare students for the individual oral commentary that they will complete during year 2 of the course.
4. **Papers-** These include a comparative essay and a second essay that analyzes a text within specific cultural contexts. These essays are preparation for assessments completed in year 2.

******Please be aware that attendance also affects your grade. Many of the projects in the class are GROUP projects. If you have poor attendance, you affect everyone in the group, and you may NOT be able to make up the work without the group. Group participation is required!***

Behavior Expectations & Classroom Environment

As part of a positive classroom community, you are expected to be respectful and supportive of students and teachers. We must work together to create an environment where everyone can speak, listen, teach, learn, and share ideas. This means:

- Being in your seat and prepared for the start of class and remain focused until the bell rings.
- Staying on task and getting involved in class discussions and activities.
- Respecting our room by leaving food/drinks, cell phones, hats, ipods/headphones and other distractions at home. *If you use personal electronics irresponsibly in class, they will be taken away.*

- Being responsible and organized by bringing your materials (notebook, pencil/pen, texts, etc.) and completed assignments to class every day.

We expect you to exercise **Miller PRIDE** in this classroom.

- **P=Professionalism.** Professionalism means you are in your assigned seat when the bell rings, work without prompting, and bring all the necessary materials to class.
- **R=Respect.** Respect means you are kind to yourself, your classmates, your teachers, and the school environment.
- **I=Integrity** Integrity means you maintain academic honesty.
- **D=Determination** Determination means you give your best effort at every opportunity.
- **E=Excellence** Excellence means you demonstrate and pursue high expectations for yourself and others

Attendance, Tardies, & Passes

You are expected to be in class on time every day. If you are late or absent, you will miss class activities and essential information that will affect your grades. You are responsible to **make an appointment with me before or after school** in order to get filled in and make up your work. *Please communicate about your absences!* Feel free to stop by my room before or after school or email me! You can also view and download all class work and assignments from the class website (see page 1).

Passes: Each quarter, you will receive two passes (see last page of syllabus) that you can use at any point during the quarter. If you don't use your passes during the quarter they were given, they will carry over into the next quarter.

Course Outline

Part I: Language In Cultural Context

Part I Learning Outcomes:

- Analyze how audience and purpose affect the structure and content of texts.
- Analyze the impact of language changes.
- Demonstrate an awareness of how language and meaning are shaped by culture and context.

Unit 1: Advertising, Happiness, and The End Of The World)

Anchor Text: Feed

Assessment focus for unit:

- Written Task 1: (creative piece w/rationale)
- Further Oral Activity w/reflective statement

Unit 2:

Anchor Text: White Noise

Assessment focus for unit:

- Further Oral Activity w/reflective statement
- Paper 1 (Comparative Paper, not for external assessment)
- Individual Oral (not for external assessment)

Part II: Language and Mass Communication

Part II Learning Outcomes:

- Examine different forms of communication within the media
- Show an awareness of the potential for educational, political, or ideological influence of the media
- Show the way mass media use language and image to inform, persuade, or entertain.

Unit 3:

Anchor Text: Zeitoun

Assessment focus for unit:

Written Task #1
Further Oral Activity
Paper #2 (not for external assessment)

Unit 4:
Anchor Text: Their Eyes Were Watching God
Assessment focus for unit:
Written Task #2
Further Oral Activity
Individual Oral (not for external assessment)

RETURN BY FRIDAY, September 7, 2012
I have read and understand the expectations in the IB Language & Lit syllabus:

Student Signature

Date

Student Phone: _____ Student E-Mail: _____

Dear Parent/Guardian,
Parent involvement is very important to me. Please include as much information as possible for the sections below.
Something you should know about my son/daughter... _____

In the past, my son/daughter has felt _____ about school because... _____

In the future, I hope that my son/daughter has the opportunity to... _____

I have read and understand the expectations in the IB Language & Lit syllabus. I have looked over the course materials, expectations, and understand that my son/daughter may need my help to complete their assignments:

Parent Signature

Date

Parent Name (Please Print) _____
Parent Home Phone: _____ Parent Cell Phone: _____
Parent Work Phone: _____ Parent E-Mail: _____

Thanks,
Molly Vasich