

## Sandia High School

### Language A: Language and Literature HL for the IB Diploma—2023 Graduating Class (Year 1)

**Teacher:** Mrs. Gloria Reeves

**Room Number:** E-2

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**Remind Code:** @h872g2

“A word after a word after a word is power.” — Margaret Atwood

“Ever tried. Ever failed. No matter. Try again. Fail again. Fail better. — Samuel Beckett

#### **Aims:**

**Students should be aware of the course aims. There are 8 aims that enable students to:**

- Develop awareness and understanding of different text types across space and time
- Develop skills in reading, writing, listening, speaking, viewing, and presenting
- Develop interpretative skills, including understanding, critical evaluation, and analysis
- Develop an aesthetic sensibility, understanding that texts may elicit pluralistic understandings
- Understand that texts acquire meaning in social, cultural, and temporal contexts, and that this contributes to pluralistic meanings
- Understand the relationship and interconnections between studies in this discipline and studies in other disciplines
- Develop skills in communication and collaboration, with opportunities for creativity
- Become lifelong learners, fostering interest and enjoyment of language and literature.

#### **Course Overview:**

The course has **3 areas of exploration**. These areas of exploration are key to framing and structuring a course of study. These areas of exploration are called:

- **Readers, writers and texts**  
The focus is on both non-literary texts and literary works. Texts and works should come from a range of sources. Students consider how language creates meanings, emphasizing, through close reading, the choices writers make. In addition, students come to understand that contexts of production and reception influence meanings.
- **Time and space**  
The focus is on both non-literary texts and literary works. Texts and works should come from a range of sources. The emphasis is on things like time, space, culture, society, and politics, where students consider the ways in which such contextual factors influence meanings in texts and works. Students understand that texts and works are shaped by and, in turn, shape their contexts. Students also understand that ideas and concerns potentially transcend time, whilst being contested within and between historical periods, and within and between cultural space.
- **Intertextuality: connecting texts**  
The focus is on both non-literary texts and literary works. Texts and works should come from a range of sources. The key emphasis is on making comparisons. Students understand that texts and works may have particular qualities, but that they also exist in dialogic conversation with other texts and works. Understanding this dynamic exchange between texts and works within spatial, temporal, cultural, social, and aesthetic contexts enhances how students understand and appreciate texts and works.

### **Conceptual Understanding:**

Concepts help students to establish connections across the three areas of interaction and between other academic disciplines, enhancing learning, and promoting critical thinking and international mindedness. There are 7 concepts that will be embedded across the course of study. These are:

- Identity
- Culture
- Creativity
- Communication
- Perspective
- Transformation
- Representation

### **IB Assessments: – HL for English Language and Literature**

**There are 4 assessment components:**

- **Higher Level Essay.** This is weighted at 20%, is externally assessed, and is an academic essay of 1200 – 1500 words. Students write on one non-literary text, a collection of non-literary texts by the same writer, or a literary work studied during the course.
- **Individual oral.** This is weighted at 20%, is internally assessed and externally moderated, and lasts 15 minutes. The first 10 minutes is a prepared response, the following 5 minutes are questions by the teacher, and the assessment is framed by this 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.*** The individual oral has a total of 20 marks.
- **Paper 1: Guided textual analysis.** This is weighted at 35%, is externally assessed, lasts 2 hours and 15 minutes, and has a total of 40 marks.
- **Paper 2: Comparative essay.** This is weighted at 25%, is externally assessed, lasts 1 hour and 45 minutes, and has a total of 30 marks.

### **Additional Assessments:**

These assessments will be generated by the teacher in the classroom. They will include quizzes, journals, essays, reflections, Socratic Seminar, debates, panels, individual and/or group presentations/projects, hands on activities, visual comprehension and analyses, etc. These assignments will be graded by the classroom teacher.

### **Materials:**

- Binder with college-ruled loose-leaf papers and dividers for the different course components. This will house all course notes and handouts. **Nothing is to be discarded as the exit exams senior year will require you to use material from your junior year.**
- Blue or black pens/highlighters in various colors
- Sandia-issued Google Chromebook with necessary Chrome extensions.
- Sandia Planner or other daily homework planner
- Appropriate texts and/or handouts which should be brought to class each day
- Post-it notes and/or post-it flags

**With all reading in this course, I require you to be “actively” reading which includes marking the text or marking post-its placed within the text. This can also take the form of using an extension like Kami or highlighting/commenting in Google Docs. This ensures that you are “actively” processing your own critical thoughts about a book, paying close attention to textual details, and compiling a collection of useful notes to refer back to during discussions or writing tasks.**

## Course Content - YEAR 1: (Texts are subject to change/modification)

Area(s) of Exploration	Concepts	Texts	Assessment
<b>Readers, Writers, and Texts</b>  <b>Intertextuality</b>	Identity Culture Representation	Albert Camus- <i>The Stranger</i>  Selection of non-literary texts and works: TBD Blog posts	Mock Individual Oral  Paper 2-type In-class assessment  The Learner Portfolio
<b>Readers, Writers, and Texts</b>  <b>Time and Space</b>	Culture Creativity Perspective Representation	Margaret Atwood – <i>The Handmaid's Tale</i>  Selection of non-literary texts and works: P&G gender ad campaigns, Greta Thunberg climate change speeches Liza Donnelly cartoons	The Learner Portfolio
<b>Intertextuality</b>  <b>Readers, Writers, and Texts</b>	Perspective Communication Culture	Marjane Satrapi – <i>Persepolis</i>  Selection of non-literary texts and works: <u>Understanding Comics</u> by Scott McCloud Anthony Bourdain Parts Unknown (Iran) Ugur Gallenkus photography	Paper 1-type In-class assessment and semester exam  The Learner Portfolio
<b>Time and Space</b>  <b>Intertextuality</b>  <b>Readers, Writers, and Texts</b>	Culture Transformation Perspective Representation	Toni Morrison – <i>Song of Solomon</i>  Selection of non-literary texts and works: Black-ish “The Word” episode P&G “The Talk” and “The Look” “The People Could Fly” by Virginia Hamilton, Jean-Michel Basquiat artworks	Mock Individual Oral  The Learner Portfolio
<b>Readers, Writers, and Texts</b>  <b>Time and Space</b>	Culture Representation Perspective Transformation	Wislawa Szymborska-- Selection of poems  A selection of non-literary texts and works: Banksy street art Martha Gellhorn war correspondent articles	Individual Oral  Mock HL Essay  The Learner Portfolio

### Procedures:

- Students are expected to follow all school rules and to treat others with respect and courtesy.
- Come to class on time and prepared with appropriate materials.
- Cell phones and personal electronics should be turned off and stored in your backpacks. If your phone is out in the classroom during instruction time without teacher approval, it will be confiscated and taken to administration as per district policy.
- All written homework and essays should be word processed in MLA format (see the end of this syllabus for a sample MLA heading).
- Do not discard any graded or returned assignments. These need to be kept in your binders for the entire year.
- Students have a responsibility to keep track of their grades and any missed work and to keep parents informed of their progress.

**Late Assignment Policies:** Class and/or homework assignments are due as posted. Late work (without an excused absence) will be docked 10% per day. Students are responsible for determining missed assignments and tests via Google Classroom and for completing work in a timely manner. Tests/quizzes can be made up before/after school by mutual agreement.

**Academic Integrity:** I expect high academic integrity on all assignments. Plagiarism is defined as presenting the work of another as one's own. There is much information available on the Internet that is inaccurate or easily accessible to present as one's own work and I expect students to get in the habit of verifying sources and trusting their own writing. When students are allowed to work together on assignments, they will be notified clearly. Each student must complete all other work independently. Students should always quote phrases used from other writers and use in-text citations correctly to avoid stealing another person's work. Written assignments will be checked through Google Classroom or "TurnItIn" to check for plagiarism.

Ultimately, plagiarism will not be tolerated. Refer to the Sandia High School Agenda/Handbook for guidelines on academic honesty. If an assignment is plagiarized, a zero will be assigned. For larger assignments, like essays, the student may be given the opportunity to rewrite for possible half credit.

**Sample MLA Heading:**

Use Arial or Times New Roman and 12 pt font. Everything is double spaced (with 0 level spacing before and after paragraphs) with 1" margins. If there is more than 1 page, they must be numbered like the example (Smith 1). Consequently, there is no need to repeat the heading after the first page. If the paper has only one page, there is no need to use the abbreviation (Smith 1). Reference the following website for information regarding MLA headings and MLA citations:

<https://owl.english.purdue.edu/owl/resource/747/01/>

Smith 1

John Smith

Mrs. Reeves

IB Language and Literature, Period \_

1 September 2021

Title of Assignment (no bolding, italics, etc)

■ ***Please review this syllabus with your parent(s) or guardian(s), sign below, and  
return this page for a grade. Keep this syllabus in your notebook for future reference.***

I have read and understand Mrs. Reeves' syllabus for IB Language and Literature, agree to abide by the rules, procedures and deadlines (student), and to support the teacher in upholding his expectations for the course (parents).

Student's name (printed) \_\_\_\_\_

Student's e-mail (printed) \_\_\_\_\_

Student signature \_\_\_\_\_

Parent name (printed): \_\_\_\_\_

Parent signature: \_\_\_\_\_

Parent's e-mail (printed) \_\_\_\_\_

Parent phone number \_\_\_\_\_