

# Language & Literature

## DP Syllabus

### Course Description

IB Language & Literature is a two-year, DP course in which students study both literary and non-literary texts to 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.

Throughout this two-year 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, films, and the vast array of online content. Scholars will conduct a critical study of literature through close reading, a fundamental skill in understanding and interpreting literature. By examining the details of literary texts closely, scholars can develop an awareness of their rich complexities and the intricacies of their construction.

Students will practice exercises that stretch their creative minds, including responding to an online blog, discussing language and culture, and producing digital projects. This course emphasizes critical thinking, reading, and writing skills, as well as the study of traditional and media texts for **empowerment**. Students will learn to critically examine these texts, becoming aware of the political, social, and economic effects of the messages that bombard them daily. As a result, they can develop the skills to write and use media effectively and wisely.

## DP Language & Literature Course Aims

1. Introduce scholars to a range of texts from different periods, styles, and genres.
2. Develop in scholars the ability to engage in close, detailed analysis of individual texts and make relevant connections.
3. Develop the scholars' powers of expression, both in oral and written communication.
4. Encourage scholars 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 diverse perspectives of people from other cultures and how these perspectives shape meaning.
6. Develop an understanding that meaning from text is constructed by the author, cultural context, and the reader through purposeful communication and individual interpretation.
7. Encourage scholars to appreciate the formal, stylistic, and aesthetic qualities of texts.
8. Promote in scholars an enjoyment of, and lifelong interest in, language and literature.
9. Develop in scholars an understanding of how language, culture, and context determine ways in which meaning is constructed in texts.
10. Encourage scholars to think critically about different interactions between text, audience, and purpose (TAP).



## **Year One**

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I. The Power of Language & Expression

II. *Persepolis*

III. The Language of Persuasion & Advertising

*Assessments: Critical Literary Analysis, HL Essay, Paper 1, IO prep*

## **Semester One**

**5 weeks**

**6 weeks**

**6 weeks**

## **Year One**

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I. *Taming of the Shrew*

II. *Pride & Prejudice*

III. HL Essay Final/Introduction & Paper 2 Summer Assessment

*Assessments: HL Essay, IO prep, Intro to Paper 2*

## **Semester Two**

**6 weeks**

**7 weeks**

**3 weeks**

## **Year Two**

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I. IO Preparation & Sign-up

II. *Cyrano*

III. A Study of Non-Literary Texts /Paper 1 Final Prep

*Assessments: IO assessment, HL Essay, Paper 1*

## **Semester One**

**2-3 weeks**

**6 weeks**

**5 weeks**

## **Year Two**

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I. *Purple Hibiscus*

II. *A Thousand Splendid Suns*

III. Review for Exams

*Assessments: IO assessment, Paper #2, Paper #1*

## **Semester Two**

**6 weeks**

**7 weeks**

**4 weeks**



## **DP Program Content Description**

**Readers, Writers, & Texts:** In our literary and non-literary explorations, we will examine the nature of language and literature and participate in a critical study of literature. The investigation undertaken involves close attention to the details of texts in a variety of types and literary forms so that scholars learn about the choices made by creators and how meaning is communicated through words, image, and sound. At the same time, the study will focus on the role receivers play in generating meaning as scholars move from personal response to understanding and interpretation influenced by the classroom community. Scholars will learn to understand the creativity of language, the relationship between language and thought, and the aesthetic nature of literature. They will see that texts are powerful means of expressing individual thoughts and feelings, and that their perspectives, as experienced users of language, are integral to the effect and success of a communicative act.

**Time & Space:** We will focus on the idea that language is a social capacity and, as such, is intertwined with community, culture, and history. Context is king, and there are a variety of cultural contexts in which texts are produced and read across time and space, as well as the ways texts themselves reflect or refract the world at large. Scholars will examine how cultural conditions can influence language and how these conditions, in turn, are shaped by language. They will also consider the ways culture and identity influence reception. Scholars will investigate how texts may represent and be understood from various cultural and historical perspectives. Through this exploration, scholars will recognize the role of relationships between text, self, and other, as well as how the local and the global

connect. These relationships are complex and dynamic. The background of an author and the makeup of an audience are not necessarily transparent or easily described. Texts are situated in specific contexts and deal with or represent social, political, and cultural concerns particular to a given time and place. For example, a text written to address the problems of an author in contemporary society can be set in ancient times. Cultures that are geographically separated can share mores or ideas, while people living in proximity can embrace disparate traditions. Scholars will examine the intricacies of communication within such a complex societal framework and the implications that language and text have when produced and read in shifting contexts.

**Intertextuality:** Finally, we will also focus on the concerns of intertextuality, which involves the connections between and among media, texts, and audiences across diverse traditions and ideas. This involves the comparative study of texts, allowing scholars to gain a deeper appreciation of both the unique characteristics of individual texts and the complex systems of connection. Throughout the course, scholars will be able to see similarities and differences among diverse texts. Scholars will gain an awareness of how texts can provide critical lenses for reading other texts and of how they can support a text's interpretation by expanding on it or questioning it, offering a different point of view.

## Assessments (Internal and External)

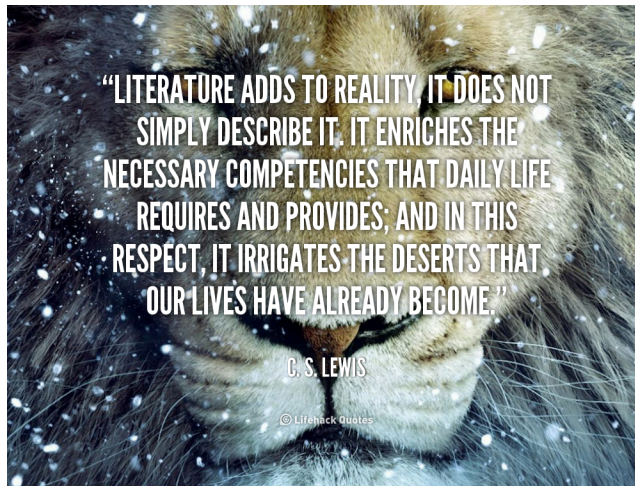
**Paper #1: Guided textual analysis** (2 hours 15 minutes) The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each passage. (40 marks- 20 marks each analysis)

**Paper #2: Comparative essay** (1 hour 45 minutes) The paper consists of several general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)

**HL Essay: A formal essay** on one non-literary text or a collection of non-literary texts by the same author, or a literary text or work studied during the course. The essay must be 1,200-1,500 words in length. (20 marks)

**Individual Oral (15 minutes):** Supported by an extract from both 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 how the global issue of your choice is presented through the content and form of two of the works that you have studied.* (40 marks)

*Specific Criteria will be provided to scholars for the assessment of each, and are available on the class website, Assessments tab at the bottom of the page.*





## **Policies:**

Academic Honesty must be adhered to in all aspects of this course. **The scholar is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.** Scholars are expected to comply with all internal school deadlines; this is for their benefit and may allow time for revising work of doubtful authorship before submitting the final version. Any behavior deemed academically dishonest will result in a zero for the assignment and may lead to removal from the course. As your instructor, I take academic responsibility seriously, and so does IB.



**This is a DP Level course.** Therefore, any graded assignments or assessments **MUST** be turned in to me on time. **Deadlines are critical to us in this course as they will be at the university level, for which I am preparing you.** Formatives and Summatives will be deducted 10% after one day late, and then 50% after one week. After one week has passed, they will no longer be accepted for credit. I do understand that life happens. **Any special situations that may affect adherence to deadlines *must* be communicated in advance of the due date for consideration.**

**Respectful and honest behavior will be expected in our class at ALL times.** Proper listening and speaking etiquette are a must. This is a language and literature course; therefore, the language we use in our many discussions and debates will be appropriate and respectful to one another. This demonstrates the IB profile attributes of **caring, principled, and open-mindedness.**

**Regular attendance is a MUST for this class.** Failure to maintain a good attendance record *may* result in removal from the course. IB requires a specific number of hours of instruction per part of the course. Additionally, this course requires a strong work ethic and commitment from the scholar. Work must be turned in on time, original, and of exceptional quality. Scholars in the DP Language and Literature course should always take pride in their work and put forth their best efforts. Scholars are expected to attend mandatory sessions on Friday as we approach exams.

**Final Exams are directly linked to IB Exam Preparation. Please note that the high school campus will give final exams AS SCHEDULED in December and May. Scholars must plan to be present to take these finals as scheduled; otherwise, they will not receive credit for them.**

To maintain optimal communication, I have created a website for this course, where I will post weekly updates, homework and assessment due dates, and resources for you to download, should you need additional materials. This website may be accessed [HERE](#). I also have a blog where I will post queries, comments, observations, and quotes for you to read, comment on, and discuss actively. This link is also on my website, but may be accessed [HERE](#).

## **Materials:**

*You will need....*

- ☐ All required novels (No PDFs)
- ☐ A one-subject spiral notebook or composition book for note-taking
- ☐ A 1-inch binder to be housed in the classroom (provided by IB)
- ☐ highlighters, pencils, pens, sticky notes/tabs for annotating texts.

*Please let me know if you have any difficulties acquiring these resources.*

I look forward to a brilliant year with all of you! Should you have any questions, please do not hesitate to contact me at **[kcaraway@topamail.com](mailto:kcaraway@topamail.com)**.





**Please sign below to indicate you have read and understood the syllabus and return it to Mrs. Caraway.**

*I have read and understand the DP syllabus for IB Language & Literature. I will acquire ALL necessary materials and abide by the policies of this class.*

**Scholar Name (Printed):**\_\_\_\_\_

**Scholar Signature:**\_\_\_\_\_

**Parent Name (Printed):**\_\_\_\_\_

**Parent Signature:**\_\_\_\_\_

**Date:**\_\_\_\_\_