

IB Diploma Programme
English A: Language and Literature Syllabus
Teacher: Drew Sparkman
Year 1 and Year 2

Course Aims:

- introduce students to a range of texts from different periods, styles, and genres
- develop skills in textual analysis
- develop understanding that literary and non-literary texts are simultaneously unique creations and the result of culture
- develop students' power of expression, both in oral and written expression
- encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
- encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- promote in students an enjoyment of, and lifelong interest in, language and literature.

What is the definition of texts?

“Texts are anything that is produced with the intent of conveying a meaning to an audience, incorporating both spoken and written acts of communication, and the associated use of images and visual and aural stimuli.” – *IB, Language and Literature Course Overview*

Texts under this definition can be literary or non-literary. They include any communicative device used to convey a message or idea, for example:

- single images
- films
- voice recordings
- books
- blogs
- tweets
- poetry
- prose.

Course Overview:

* See Course Overview Diagram at the end of the document.

Course Outline:

The structure of the course is based on a holistic approach. That is, we will not undertake a typically linear path. Instead, we will mix and match requirements from each of the four parts of the course. The reasoning behind this is to promote a deeper understanding of the material studied, the topics connected to the material, and the learning outcomes for the course.

Unit 1: Introduction and Text in Context (September 1st, 2016 ~ November 11th, 2016)*	
Unit Aims	
<ul style="list-style-type: none"> • Promote in students an enjoyment of and lifelong interest in language and literature (7) • Introduce to students a range of texts from different styles, periods, and genres (1) • Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning (5) • Develop the students' power of expression, both in oral and written communication (3) • Encourage students to recognize the importance of context in which texts are written and received (4) • Develop in students an understanding of how language, culture, and context determine the ways in which meaning is constructed in texts (8) 	
Assessment Focus for Unit	
<ul style="list-style-type: none"> • Paper 1 (practice) • Individual Oral (practice) • FOA (potentially summative) • Written Task 1 (potentially summative) 	
Materials to Be Covered	Text Types
<ul style="list-style-type: none"> • <i>Language A: Language and Literature Guide</i> (February 2011) • <i>Pygmalion</i> by George Bernard Shaw (Part 3) • Language, Identity, and Social Relations (Part 1) • Stereotypes (Part 2) • (HL Only) Language and Gender 	<ul style="list-style-type: none"> • Presentation (and oral presentation skills) • Essay – analytical (HL comparative) • Drama (play text) • Drama (film) • Poem • Speech • Cartoon • Manifesto • Interview • Magazine Article • Diary • Letter (formal and informal) • Parody and pastiche • Textbook
Unit 2: Language and Audience Impact (November 14th, 2016 ~ February 3rd, 2017)*	
Unit Aims	
<ul style="list-style-type: none"> • Promote in students an enjoyment of and lifelong interest in language and literature (7) • Introduce to students a range of texts from different styles, periods, and genres (1) • Develop the students' power of expression, both in oral and written communication (3) • Develop the students' ability to engage in close, detailed analysis of individual texts and make relevant connections (2) • Encourage students to recognize the importance of context in which texts are written and received (4) • Develop in students an understanding of how language, culture, and context determine the ways in which meaning is constructed in texts (8) • Encourage students to think critically about the different interaction between text, audience, and purpose (9) 	

Assessment Focus for Unit	
<ul style="list-style-type: none"> • Paper 1 (practice) • Paper 2 (practice) • Individual Oral (practice) • Further Oral (potentially summative) • Written Task 1 (potentially summative) • (HL Only: Written Task 2 - potentially summative) 	
Materials to Be Covered	Text Types
<ul style="list-style-type: none"> • <i>Language A: Language and Literature Guide</i> (February 2011) • <i>Slouching Towards Bethlehem</i> by Joan Didion • Language and Political Campaigns (Part 2) • Use of Persuasive Language (Part 2) • (HL Only) Language and Gender (Part 1) • (HL Only) Textual Bias (Part 2) 	<ul style="list-style-type: none"> • Presentation (and oral presentation skills) • Essay – analytical (HL comparative) • News report • Blog • Editorial • Memoir • Opinion Column • Instructions • Textbook
Unit 3: Authorial Intention and Interpretation (September 1, 2017~December 22, 2017)*	
Unit Aims	
<ul style="list-style-type: none"> • Promote in students an enjoyment of and lifelong interest in language and literature (7) • Introduce to students a range of texts from different styles, periods, and genres (1) • Develop the students' power of expression, both in oral and written communication (3) • Develop the students' ability to engage in close, detailed analysis of individual texts and make relevant connections (2) • Encourage students to recognize the importance of context in which texts are written and received (4) • Encourage students to appreciate the formal, stylistic, aesthetic qualities of texts (6) • Develop in students an understanding of how language, culture, and context determine the ways in which meaning is constructed in texts (8) • Encourage students to think critically about the different interaction between text, audience, and purpose (9) 	
Assessment Focus for Unit	
<ul style="list-style-type: none"> • Paper 1 (practice) • Individual Oral (REAL) • Further Oral (potentially summative) • Written Task 1 (potentially summative) • (HL: Written Task 2 – potentially summative) 	
Materials to Be Covered	Text Types
<ul style="list-style-type: none"> • <i>Language A: Language and Literature Guide</i> (February 2011) • <i>Beloved</i> by Toni Morrison (Part 4) 	<ul style="list-style-type: none"> • Presentation (and oral presentation skills) • Essay – analytical (HL comparative) • Drama (play text)

<ul style="list-style-type: none"> • (HL Only: <i>Topdog/Underdog</i> by Suzan-Lori Parks – Part 4) • Language and the Individual (Part 1) • Language and Power (Part 1) • (HL Only: Language and Communities – Part 1) • (HL Only: Language and Gender – Part 1) 	<ul style="list-style-type: none"> • Novel • Biography • Radio Broadcast • Encyclopedia Entry • Letter (formal and informal) • Report • Chart • Database • Diagram • Appeal • Song lyric
Unit 4: World Literature – Translation and Interpretation (February 6th, 2017 ~ June 15, 2017)*	
<p>Unit Aims</p> <ul style="list-style-type: none"> • Promote in students an enjoyment of and lifelong interest in language and literature (7) • Introduce to students a range of texts from different styles, periods, and genres (1) • Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning (5) • Develop the students' power of expression, both in oral and written communication (3) • Develop the students' ability to engage in close, detailed analysis of individual texts and make relevant connections (2) • Encourage students to recognize the importance of context in which texts are written and received (4) • Encourage students to appreciate the formal, stylistic, aesthetic qualities of texts (6) • Develop in students an understanding of how language, culture, and context determine the ways in which meaning is constructed in texts (8) • Encourage students to think critically about the different interaction between text, audience, and purpose (9) 	
<p>Assessment Focus for Unit</p> <ul style="list-style-type: none"> • Paper 1 (practice) • Paper 2 (practice) • Further Oral (potentially summative) • Written Task 1 (potentially summative) • (HL Only: Written Task 2 – potentially summative) 	
<p>Materials to Be Covered</p> <ul style="list-style-type: none"> • <i>Language A: Language and Literature Guide</i> (February 2011) • <i>Persepolis</i> by Marjane Satrapi • Language and Social Relations (Part 1) • Language and Power (Part 1) • (HL Only: Language and Communities – Part 1) • HL Only: Language and Gender – Part 1) <p>HL and SL Review</p>	<p>Text Types</p> <ul style="list-style-type: none"> • Presentation (and oral presentation skills) • Essay – analytical (HL comparative) • Graphic Novel • Drama (play text) • Advertisement • Brochure/Leaflet • Guide Book • Photographs • Radio Broadcast • Screenplay

<ul style="list-style-type: none"> • <i>Pygmalion</i> by George Bernard Shaw (Part 3) • Stereotypes (Part 2) • Language and Political Campaigns (Part 2) • Use of Persuasive Language (Part 2) 	<ul style="list-style-type: none"> • Travel Writing
Unit 5: Revision (January 2, 2018~April 27, 2018)* (During this unit, the oral grades should be prepared for submission to the moderator, and the written tasks should be sent to the examiner.)	
Unit Aims <ul style="list-style-type: none"> • Promote in students an enjoyment of and lifelong interest in language and literature (7) • Introduce to students a range of texts from different styles, periods, and genres (1) • Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning (5) • Develop the students' power of expression, both in oral and written communication (3) • Develop the students' ability to engage in close, detailed analysis of individual texts and make relevant connections (2) • Encourage students to recognize the importance of context in which texts are written and received (4) • Encourage students to appreciate the formal, stylistic, aesthetic qualities of texts (6) • Develop in students an understanding of how language, culture, and context determine the ways in which meaning is constructed in texts (8) • Encourage students to think critically about the different interaction between text, audience, and purpose (9) 	
Revision of Course Material and Preparation for Assessment	
Assessment Focus for Unit <ul style="list-style-type: none"> • Paper 1 (FINAL EXAM at end of this unit) • Paper 2 (FINAL EXAM at end of this unit) • Further Oral (Select oral marks to be submitted for moderation) • Written Tasks (Choose tasks for submission and prepare portfolio) 	
Material to Be Covered <ul style="list-style-type: none"> • <i>Language A: Language and Literature Guide</i> (February 2011) • Review Part 3 literary texts and prepare for Paper 2 • Review all texts types studied and prepare for Paper 1 	

Teacher's Role

I am here primarily to be a supporter of student learning, rather than a transmitter of knowledge, and will strive to promote the IB learner profile in students and their work in the following ways:

- **Providing an inclusive, positive, and safe class ethos.** Students should feel confident to explore and experiment with their own responses and to challenge those of others.

- **Empowering students.** They will have a variety of opportunities, both critical and creative, to demonstrate their understanding of skills through a wide variety of active learning approaches, including discussion, debate, role play, reading, writing and oral presentation.
- **Recognizing that students learn in different ways.** Students will experience a range of activities and assessment tasks that best advance their understanding and enjoyment of the texts they encounter.
- **Facilitating critical discourse.** I will try to ensure from the very beginning of the course that students acquire, in an integral and practical way, the language of critical discourse for language and literature.
- **Promoting the appreciation of language as an art form.** Students will have opportunities to go beyond the mere “decoding” of texts towards a wide and humane appreciation of the texts studied.
- **Enabling student to explore a wide variety of texts.** A wide range of texts that are diverse in convention, culture, and complexity will be made available.
- **Providing opportunities for student inquiry into the subtleties and implication of cultural contexts.** This will include such dimensions as the geographical, the historical and the ethnic situations of texts.
- **Providing opportunities for writing about language and literature.** Effective feedback will support students in writing in a structured and analytical manner.
- **Scaffolding the processes necessary for making reasonable comparative judgements about texts.** Students will be able to express these both orally and in writing.
- **Ensure students acquire core skills.** These are the skills that are particular to the study and expression of students’ experience of literature and language.
- **Clarify learning goals for students.** This will be done on a regular basis and will refer to the requirements and learning outcomes of the course.
- **Provide systematic formative assessment.** There will be regular feedback to students about their performance against specified assessment criteria, which will consider the question “What do I need to do to improve?”
- **Ensure practice of rhetorical skills.** These are the skills that students require in order to deliver effective oral presentations to a variety of audiences.

Assessments

External assessment (3-4 hours) 70%

Paper 1: Comparative textual analysis (SL: 90 mins./HL: 120 mins.) 25%

- Standard level students receive two unseen texts. SL students must choose one text and write an analysis on it.
- Higher level students receive two pairs of unseen texts. HL students must choose one pair and write a comparative analysis on it.

Paper 2: Essay (SL: 90 mins./HL: 120 mins.) 25%

- Standard level students choose one of six questions and write an essay based on both the literary texts studied in Part 3. The questions are the same at HL but the assessment criteria are different.
- Higher level students choose one of six questions and write an essay based on at least two of the literary texts studied in Part 3. The questions are the same as SL but the assessment criteria are different.

Written Tasks 20%

- SL students produce at least three written tasks based on material studied in the course. SL students submit one of these written tasks for external assessment. Each task must be 800-1,000 words in length plus a rationale of 200-300 words.
- HL students produce at least four written tasks based on material studied in the course. HL students submit two of these written tasks for external assessment. One of the tasks submitted must be a critical response to one of the prescribed questions for the HL additional study. Each task must be 800-1,000 words in length plus a rationale of 200-300 words.

Internal assessment 30%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Individual Oral Commentary 15%

- SL and HL students comment on an extract from a literary text studied in Part 4 of the course. SL and HL students are given two guiding questions.

Further oral activity 15%

- SL and HL students complete at least two further oral activities, one based on Part 1 and one based on Part 2 of the course. The mark of one further oral activity is submitted for final assessment.

Miscellaneous

Close Reading Strategies

The course focuses on developing the literacy skills necessary for reading, understanding, and analyzing a variety of texts. Students learn strategies for effectively annotating texts.

Students are taught to use strategy when confronted with text and to choose a close reading application appropriate for that text. For example, if the text is a photograph, they should use the Photograph Deconstruct strategies; For analyzing texts for rhetorical purpose, students can use any of the following: **SOAPSTone Plus**, which is the preferred method in the **course (Speaker, Subject, Occasion, Audience, Purpose, Tone, Plus Stylistic Devices and Rhetorical Techniques)**.

Style and Rhetorical Analysis

Using close reading strategies, students develop the skills necessary to write effective style and rhetorical analysis. Students learn to view style as a component of rhetoric rather than some “alien” or separate element. Students learn to discern the connection and nuances between purpose, meaning, style, effect, and structure. The oftentimes challenging task of moving students from close reading application to the actual writing of analysis paragraphs and essays led me to create an analysis helper packet (presented in Week 3 of Boot Camp) entitled, “From SOAPSTone to Style Analysis Paragraphs and Essays.” We use these packets throughout the course, as they remind students that analysis is not the mere identification of the writer’s techniques, but rather the effect of those techniques. Here also, students learn to realize that writers are using various techniques and devices to achieve their purpose and that this is the root of analysis. The helper packets break analysis into manageable “ingredients” that must present and be sustained throughout their analysis. In addition to

the teacher-made packets, we use activities from Nancy Dean’s *Voice Lessons: Classroom Activities to Teach Diction, Detail Imagery Syntax, and Tone*. Formulaic writing is discouraged, and the six week basic training period in the first semester will help students to write analytically under the Toulmin and Rogerian models.

Discussion (Listening and Speaking)

Discussion is a key component of the course. Students participate in Think-Pair-Share and Socratic seminar discussions throughout the course. Students learn to develop their listening and speaking skills and to make relevant contributions to these conversations. During these activities, students are provided with a variety of texts such as film, speeches, letters, essays, research, and photographs. Students learn to identify the assertions made in the texts and to take positions, ask questions, and share ideas. This process includes refuting the ideas of others, accepting the ideas of others, and meaningfully engaging in conversations that lead them to be better listeners, speakers, and writers. Discussions are student or teacher lead. Divergent thinking and multiple viewpoints are encouraged.

Argumentative Writing Skills

The introduction, development, and refining of argumentative writing skills serve as a curriculum power piece throughout the course. Students are taught the Toulmin as well as the Rogerian model of argumentation as they appear in *The Norton Reader* and in *Everything’s an Argument*. This process includes learning the terminology such as syllogism, data, claim, warrant, logos, ethos, pathos, concession, refutation, etc. More importantly, students learn to view the rhetorical triangle as the relationship between speaker, audience and text. Further, students learn to SOAPStone their own arguments and to use strategy in order to construct an effective argument.

Students participate in interactive writing intensive workshops in order to develop their argumentative compositions. Here, students read and discuss the works of authors from the reading list as well as give peer response to student samples. Students learn to revise and refine their drafts modeling the good work of others as well as by using the writing process. Student-generated samples from within the class are also used as “masterpiece” models. The competition and desire to create a “masterpiece” serve as an incentive to strive for improvement.

Narrative, Expository, and Descriptive Writing

Opportunities to write in the argumentative mode are balanced with assignments that require students to use narrative, expository and descriptive writing. Most of the writing takes place in an on-demand, in-class timed setting; however, some writing assignments are completed as homework. Major essay assignments require students to use the writing process and to show evidence of this process through prewriting and drafts. Following all major writings, students are required to reflect, revise, and refine their work.

Sentence Composing

During the revising and refining of drafts, students learn to deconstruct and rebuild their own writing. This step is a sentence-by-sentence process. Here, we teach the value and power of sentence variety and techniques for constructing simple and compound sentences into complex structures. Here, we teach the use of polysyndeton, asyndeton, gerunds, infinitives, inverted sentences, loose sentences, period sentences, etc. We analyze the sentence structures of some of the representative authors and require students to model their techniques. These imitation exercises help them when they are assigned

full-blown style-modeling essays. As an aid in this process we will incorporate various lessons from Don Killgallon's *Sentence Composing for High School* throughout the year.

Writing Journals

Each student is expected to obtain and maintain a composition notebook or a comprehensive digital file on a personal computer (students can choose) which they will use throughout the entire year for in-class timed writings. Keeping a journal such as this will allow the student to take ownership of his/her own writing and track their progress over the course of the year.

Vocabulary

Vocabulary development is another vital element to the course taught in every unit. Most of the vocabulary comes from the content of the texts; however, literary terms and possible exam preparation vocabulary are also taught. A variety of strategies are used to develop vocabulary. Some of these include flash cards, Vocabulary Episodes, student-generated vocabulary lists, sentence completion activities, and analogies.

Behavioral Expectations

Since this is a university-level class, students should conduct themselves in a manner appropriate to the best universities' standard; careful listening, mutual respect, and extreme courtesy are essential in maintaining a class where all members feel comfortable participating.

Coursework and Grade Expectations

In a university-level course students are expected to be the primary responsible party in keeping up with coursework and grades. As the teacher I will do all that I can to assist students in maintaining or raising scores or keeping up with coursework, but true success at the university level does not happen unless the student him/herself take personal responsibility.

Grading System

50% - Quizzes, Homework, Class-work, and General Class Participation

25% - Tests and Exams

25% - Essays and Projects

Late Work

The fast pace of the IB Language A: Language and Literature course does not easily lend itself to a student who wishes to turn in work late. I will review each late work request on a case-by case basis, taking a 5 point deduction per calendar day.

* The dates listed for each unit is a rough estimation. I will decided when to terminate each unit, therefore moving on to new material, based upon various factors.