

Course Outline Organizer

Course Title: International Baccalaureate Language A: Literature Higher Level 1

Department: English

Course Number:

Grade Levels: 11

Length of Course: First year of a two-year course

Prerequisite(s) (if applicable): Grade B or better in English II or Grade C with teacher recommendation or grade C or better in AP English Language

UC/CSU Reg (if applicable): yes

Brief Course Description:

As prescribed by the IB curriculum, the English A1: Literature course assembles literature from four genres, three periods of time, and three places in the world. The course prepares students to excel in literature or related studies at the university level. Assessments allow students to display their knowledge, critical thinking skills, and understanding of other cultures. The following IB assessment is conducted in the first year of the course: HL Essay; this assessment targets research, editing, and citation skills. The HL Essay asks students to write a 1200-1500 word formal essay, following a line of inquiry of their own choice into one of the texts studied in the course. This is a college level course, and as such, mature material may be read and discussed. The IB exam will be offered in the second year of the course.

Goals:

It supports the IB philosophy of international awareness with a rigorous course of study spanning three (3) areas of explorations (Readers, Writers, and Texts, Time and Space, and Intertextuality: connecting texts) as well as seven (7) concepts which interact with the AOE: identity, culture, creativity, communication, perspective, transformation, and representation.

What students will learn in the language A: literature course

In the language A: literature course, students will learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. They will explore and develop an understanding of factors that contribute to the production and reception of literature, such as:

- the creativity of writers and readers
- the nature of the interaction with the writers' and readers' respective contexts and with literary tradition
- the ways in which language can give rise to meaning and/or effect
- the performative and transformative potential of literary creation and response.

Through close analysis of literary texts in a number of forms and from different times and places, students will consider their own interpretations, as well as the critical perspectives of others. In turn, this will encourage the exploration of how viewpoints are shaped by cultural belief systems and how meanings are negotiated within them. Students will be involved in processes of critical response and creative production, which will help shape their awareness of how texts work to influence the reader and how readers open up the possibilities of texts. With its focus on literature, this course is particularly concerned with developing sensitivity to aesthetic uses of language and empowering students to consider the ways in which literature represents and constructs the world and social and cultural identities.

(IBO, February 2019)

Goals

1. Know, understand and interpret: [CCSS.ELA-LITERACY.RL.11-12.1-12.10]
 - 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.

2. Analyse and evaluate: [CCSS.ELA-LITERACY.W.11-12.1, CCSS.ELA-LITERACY.W.11-12.4, CCSS.ELA-LITERACY.W.11-12.5, CCSS.ELA-LITERACY.W.11-12.10]
 - 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.

3. Communicate [CCSS.ELA-LITERACY.SL.11-12.1, CCSS.ELA-LITERACY.SL.11-12.4, CCSS.ELA-LITERACY.L.11-12.1, CCSS.ELA-LITERACY.L.11-12.3]
 - ideas in clear, logical and persuasive ways
 - in a range of styles, registers and for a variety of purposes and situations

(IBO, February 2019)

Outline of Content for Major Areas of Study:

It is important to note that the literature chosen for the course will determine all assignments and assessments. Since there will be a rotation of texts, the specific activities will only apply to them.

Year long: The Higher Level Essay, written at the end of the junior year, consists of 1,200–1,500 words exploring a line of inquiry in connection with a studied literary text or work from the entire course.

Assessment Objective	How is the assessment objective addressed?
Know, understand and interpret	Students are required to demonstrate knowledge and understanding of one of the literary texts or works studied and interpret it in relation to a line of inquiry they have selected.
Analyse and evaluate	Students are required to analyse and evaluate one of the literary texts or works studied in relation to a line of inquiry of their own choice.
Communicate	Students are required to write a formal essay exploring a line of inquiry in relation to a literary text or work. The essay should be formal, well-structured and should evidence good citation and referencing skills.

(IBO, February 2019)

Year long: The Learner Portfolio is a central element of the language A: literature course and is mandatory for all students. It is an individual collection of student work compiled during the two years of the course.

The learner portfolio is a place for a student to explore and reflect on literary texts, as well as establish connections between them and with the areas of exploration and the central concepts in the subject. In the learner portfolio, students will be expected to reflect on their responses to the works being studied in the corresponding area of exploration. They will also be expected to establish connections between these works and previous ones they have read, and between their perspectives and values as readers and those of their peers. As they progress through the syllabus, it is expected that these connections will be drawn between works within and across areas of exploration, and that they will provide a foundation for the construction of broader knowledge about the transactions between texts, culture, and identity.

The learner portfolio is also a space in which students can prepare for assessment. They will use the portfolio to make decisions about the most appropriate and productive connections between the works they have studied and the assessment components. It should be introduced at the beginning of the course and become increasingly important as students' progress and prepare for external and internal assessment. The learner portfolio must consist of a diversity of formal and informal responses to the works studied, which may come in a range of critical and/or creative forms, and in different media. It is the student's own record of discovery and development throughout the course. It could be used to document:

- reflections related to the guiding conceptual questions of the course
- reflections on the assumptions, beliefs, and values that frame a response to texts
- explorations of texts and the insights they offer into social, global and real-world issues
- detailed evaluations and critical analyses of works, texts or extracts, which explore the potential meanings for language used in them
- reflections on the connections across a range of texts studied
- experiments with form, media and technology
- creative writing tasks for exploration of different literary forms and development of the student's personal responses to works
- reading, research and inquiry carried out beyond the classroom experience
- records of valued feedback received
- reports of classroom or group activities or discussions that explore the diverse values and perspectives negotiated and the process of negotiation in itself
- challenges faced and achievements
- selections of suitable extracts that could form the basis of the individual oral • instances of self-assessment to evaluate the student's own progress.

(IBO, February 2019)

Semester 1

Unit One Description: The Graphic Novel

The concept of culture is central to the study of language and literature. It raises the question of how a text relates to the context of its production and reception, and to the respective values, beliefs and attitudes prevalent in them. This concept also plays an important role with regard to the relationship that is established between an individual text and the writing tradition preceding it. The application of this concept to the study of a text should prompt reflection on the extent to which it is the product of a particular cultural and literary context and how it interacts with it.

Unit One Key Assignment Summary:

Students will be given a page from the text to analyze for author's purpose. This will include not only the words of the author, but also the techniques used in both non-fiction texts as well as specialized graphic novels.

Unit Two Description: The Novel I and II

The study of the connections among texts constitutes the focus of one of the three areas of exploration, namely intertextuality: connecting texts. The complex ways in which texts refer to one another, appropriate elements from each other and transform them to suit a different aesthetic or communicative purpose are evidence of the importance of transformation in the process of creating a text. Additionally, the act of reading is potentially transformative in itself, both for the text and the reader. Different readers may transform a text with their personal interpretation. The text, on the other hand, can have an impact on the reader, which potentially might lead to action and to the transformation of reality.

Unit Two Key Assignment Summary:

In order to look at intertextuality, students will explore these ideas in a Socratic Seminar.

Unit Three Description: The Drama

A text may offer a multiplicity of perspectives which may, or may not, reflect the views of its author. Readers have also their own perspectives, which they bring to their interaction with the text. This variety of perspectives impacts on the interpretation of a text and, therefore, deserves critical attention and discussion. The fact that the acts of reading and writing happen in a given time and place poses the additional question of how far the contexts of production and reception have influenced and even shaped those perspectives.

Unit Three Key Assignment Summary:

Students will act out parts of the drama in the form of Hot Seats. This will allow students to better understand not only characterization, but also staging (director v. playwright).

Semester 2

Unit One Description: The Short Story

The concept of culture is central to the study of language and literature. It raises the question of how a text relates to the context of its production and reception, and to the respective values, beliefs and attitudes prevalent in them. This concept also plays an important role with regard to the relationship that is established between an individual text and the writing tradition preceding it. The application of this concept to the study of a text should prompt reflection on the extent to which it is the product of a particular cultural and literary context and how it interacts with it.

Unit One Key Assignment Summary:

Students will choose another short story by the author to then present to the rest of the class using a lesson plan format. This will include a portion of guided annotations for theme/motif/duality.

Unit Two Description: Works in Translation I and II

When reading texts, students will encounter and interact with a multiplicity of perspectives, voices and characters. It is usual when reading and interpreting a text to assume that the views are to some extent representative of the writer's identity. However, the relationship between an author and the different perspectives and voices they assume when they write is frequently complex, and this makes the concept of identity an elusive one. The figure that emerges from the

reading of various texts by the same author adds to the complexity of the discussion. Conversely, the ways in which the identity of a reader comes into play at the moment of reading a text are equally central to the analysis of the act of reading and interpretation.

Unit Two Key Assignment Summary:

This unit will be in a form of literature circles. Students will be given reading assignments and journal entries to complete prior to discussion. These questions will be the springboard to the group discussion.

Unit Three Description: Poetry

The way in which language and literature relate to reality has been the subject of much debate among linguists and literary theorists across time. Statements and manifestos by writers have made claims about this relationship, which range from affirming that literature should represent reality as accurately as possible to claiming art's absolute detachment and freedom from reality and any duty to represent it in the work of art. Irrespective of such a discussion, the concept is a central one to the subject in connection with the way in which form and structure interact with, and relate to, meaning.

Unit Three Key Assignment Summary:

Students will choose another poem by a taught poet to teach to the class. These poems are accessible to the students. Teacher guidance will be given.

Unit Four Description: The Higher Level Essay

The HL essay offers students an opportunity to develop as independent, critical and creative readers, thinkers and writers by exploring a literary topic over an extended period of time, refining their ideas by means of a process of planning, drafting and re-drafting. The essay requires students to construct a focused, analytical argument, examining the work from a broad literary perspective. It also requires them to adhere to the formal framework of the academic essay, using citations and references.

Unit Four Key Assignment Summary:

Students will write a 1200-1500 worded essay exploring a line of inquiry in connection with a studied literary text or work from the entire course. This is a process paper allowing time for both teacher and student to work together. This will be assessed by both the teacher as well as externally by IB.

Assessment Methods:

- Timed Writing
- Rhetorical Précis
- Guided Reading Journal
- Process Essay (Higher Level Essay)
- Oral Presentation
- Socratic Seminar

Required Textbook(s):

Please see attached.

These texts will not be read every year. The list is long so the course may alternate its chosen works to prevent academic dishonesty while fulfilling IB's Prescribed Reading List and expectations.

Supplemental Materials:

N/A

Instructional Methodologies:

- Teacher lecture
- Seminars
- Tedtalks
- Annotations
- Class discussions
- Group projects/presentations
- Class activities and games
- Reading from text and journals
- Peer edits of writing
- Individual student presentations