

International Baccalaureate English: Literature

Higher Level

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Course Content:

IB is a two-year, vertical program encompassing 4 parts (World Literature, Detailed Study, Genre Study and School Choice). The IB English curriculum leads students through an intensive study of world literature, which will expand students' awareness of the international focus of IB. The course promotes analysis of broad topics and how an author uses his craft to communicate ideas. Students will be asked to think creatively and independently about controversial issues related to gender, age, race, religion, and social class. In addition to the influx of ideas, students will concentrate on the manipulation of words to create understanding. The manipulation of words must occur both orally and in written form, which requires a proficiency in the English language.

Course Objectives:

This is a course designed to provide students with extensive experiences and training in the study, interpretation, and analysis of literary works. We will read a variety of texts, both in translation and in our native language. Students will be required to take all related International Baccalaureate assessments. Skills in the area of oral presentation, formal academic writing, and critical analysis will be developed as we read and study literary texts.

Types of Assessments:

- participation in class
- vocabulary
- unit tests
- quizzes
- formal papers
- informal papers
- projects
- final exam
- journals/responses
- homework assignments
- IB assessments (detailed below)

Grading Scale:

Your grade will be based on the card marking assessments listed above. The grading scale is as follows:

A	92.5-100%	B-	79.5-83.4%	D+	66.5-69.4%
A-	89.5-92.4%	C+	76.5-79.4%	D	62.5-66.4%
B+	86.5-89.4%	C	72.5-76.4%	D-	59.5-62.4%
B	83.5-86.4%	C-	69.5-72.4%	E	0-59.4%

Each marking period is worth 43% of the total grade. The final exam is worth 14% of the overall grade. The point system is based on the honor point system in the student handbook. It will be extremely difficult to pass the class if you do not pass both card markings.

Class Expectations and Procedures:

I. Behavior:

- Committed: Students should expect to be held to a high standard of critical thought and work ethic. This might require extra time and effort on your part. Be ready to work hard!
- Curious: Seek to better understand the world around you, yourself, and your peers through literature and discussions. Those students willing to engage in contemplating other perspectives will emerge successful.
- Eager to Participate: Participation in class activities and discussion is required. I want to hear you ask questions, express valid opinions, and seek help where needed.
- Fits the IB Learner Profile

II. Late Assignments:

- Homework or daily assignments will **not** be accepted for late credit.
- Papers are due on time. Send it with a friend, e-mail me (sweber4@livoniapublicschools.com) the final draft, have a parent drop it off...but get it in on time. Papers that are not turned in on the assigned day by 2:30 will result in a loss of two grades and will not be accepted after one day late.
- Projects will only be accepted late in **EXTREME** cases. There will be no exceptions!

Junior Year Class Outline: Each unit will build upon the concepts discussed previously.

Topic of Unit: Style Analysis

Approximate Timeline: 4 weeks

Anchor Text: *Life of Pi* by Yann Martell

Related Readings: various prose and poetry passages including but not limited to:

- “Willing to Be Disturbed” by Meg Wheatley
- “The Rattler”
- Excerpts from Narrative of the Life of Frederick Douglass by F. Douglass
- “Black Men and Public Space” by Brent Staples
- “Shooting an Elephant” by George Orwell
- Selected Maya Angelou poems
- Excerpt from “Notes of a Native Son” by James Baldwin
- “The Lesson” by Toni Cade Bambara
- “Girl” by Jamaica Kincaid
- Selected Thomas Hardy poems
- “A Modest Proposal” by Jonathan Swift

Overview: We will use selected pieces of text to examine author style in both prose and poetry. The unit focuses on elements of style and requires students to analyze author style, consider the effect of the author’s style on the reader, and incorporate elements of style into their own writing. Students will be challenged to examine how stylistic choices have an impact on the overall meanings of particular works.

Focus of assignments and discussion include:

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|-----------------|------------------------------|-----------------------------|
| • Tone/Attitude | • Connotation vs. Denotation | • Syntax/Sentence Structure |
| • Shifts | • Detail/Figurative Language | • Poetry Terms |
| • Diction | • Point of View | |
| • Organization | | |

Assessments:

- Various homework paragraphs and response assignments
- Essay using all pieces of style analysis

Topic of Unit: Role of Women in Society

Approximate Timeline: 12 weeks

Related Readings:

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| • <i>Annie John</i> | Jamaica Kincaid |
| • <i>The House on Mango Street</i> | Sandra Cisneros |
| • <i>Family</i> | Pa Chin |
| • <i>Persepolis</i> | Marjane Satrapi |

Overview: The selected texts deal with characters who are trying to figure out who they are and how they fit into the world around them. Students will be expected to

put their newly developed knowledge of author style into practice while studying the novels and related readings.

Focus of assignments and discussion include:

- Literary devices
- Grammar implementation
- Treatment of women across the world
- Literary analysis

Assessments:

- **Individual Oral Presentation - IB ASSESSMENT**
- Reflection pieces
- Tests and essays over each work
- Daily homework and reading assignments

Topic of Unit: Accepting the Consequences of Your Actions

Approximate Timeline: 15 weeks

Related Readings:

- *Chronicle of a Death Foretold* Gabriel Garcia Marquez
- *The Stranger* Albert Camus
- *A Day in the Life of Ivan Denisovich* Aleksandr Solzhenitsyn

Overview: Students will look at the effects of realism in literature. Students will explore how a character's actions affect everything around him and how literature is a reflection of the culture or time period.

Focus of assignments and discussion include:

- Literary devices
- Grammar implementation
- Realism
- Consequences of actions
- Literary analysis

Assessments:

- **World Literature Assignment -IB ASSESSMENT**
- Tests and essays over each work
- Daily homework and reading assignments

Senior Year Class Outline: Each unit will build upon the concepts discussed previously.

Topic of Unit: Racism

Approximate Timeline: 15 weeks

Related Readings:

- *Othello* William Shakespeare
- *Heart of Darkness* Joseph Conrad

- Assorted Poems

Derek Walcott

Overview: Racism is evident all over the world, not only in history but in modern events. Students will examine how authors address controversial topics, the stylistic devices that they use to confront the reader and relate these experiences to a modern context.

Focus of assignments and discussion include:

- Literary devices
- Grammar implementation
- Racism
- Literary analysis

Assessments:

- **Individual Oral Commentary - IB ASSESSMENT**
- Tests and essays over each work
- Daily homework and reading assignments

Topic of Unit: Life Experience

Approximate Timeline: 15 weeks

Related Readings:

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|--|---------------------|
| • <i>Hamlet</i> | William Shakespeare |
| • <i>The Importance of Being Earnest</i> | Oscar Wilde |
| • <i>Death of a Salesman</i> | Arthur Miller |
| • <i>Rosencrantz and Guildenstern are Dead</i> | Tom Stoppard |

Overview: Gender issues are evident all over the world, not only in history but in modern events. Students will examine how authors address controversial topics and the stylistic devices that they use to confront the reader.

Focus of assignments and discussion include:

- Literary devices
- Grammar implementation
- Drama techniques
- Literary analysis

Assessments:

- **IB World Exams - IB ASSESSMENT**
- Tests and essays over each work
- Daily homework and reading assignments