



**Stony Point High School
IB Diploma Programme
Course Syllabus
Language and Literature HL**

Lesley Eblen B103
lesley_eblen@roundrockisd.org



Tutorials / Office Hours:

- Tiger Time. Flex in!
- Before school on Tuesdays and Thursdays.

- I. Course Description:** This course features the analysis of American, British, and world literature written in a variety of periods, disciplines, and rhetorical contexts and emphasizes expository and argumentative nonfiction texts.
- II. Prior Learning for Course:** English II
- III. Course Aims & Objectives:** The aims of all subjects in studies in language and literature are to enable students to. . .
1. Engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures.
 2. Develop skills in listening, speaking, reading, writing, viewing, presenting and performing.
 3. Develop skills in interpretation, analysis and evaluation.
 4. Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings.
 5. Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings.
 6. Develop an understanding of the relationships between studies in language and literature and other disciplines.
 7. Communicate and collaborate in a confident and creative way.
 8. Foster a lifelong interest in and enjoyment of language and literature.
- IV. How the course will address TOK:** Links to TOK in this area are related to the question of how the interaction of a text with other texts, brought about explicitly by the author or established by the reader in the act of reception, influence the perception of them and their meaning.
- What are the boundaries between a literary text and a non-literary text, and how are these boundaries determined?
 - What kind of knowledge about a text is gained when compared and contrasted with other texts?

- Does knowledge of conventions of form, text type and of literary and rhetorical techniques allow for a better and deeper understanding of a text?
- How are judgements made about the merit of a text? What makes a text better than others?
- Is the study of texts better approached by means of a temporal perspective, grouping texts according to when they were written, or by means of a thematic approach, grouping them according to the theme or concern they share? What impact does each one of them have on knowledge of the discipline?
- How useful are classifications of texts according to form, text type and period? How do they contribute to the understanding of communication and its development?

V. How the course will address CAS:

Studies in language and literature courses offer significant potential to complement creativity, activity, service (CAS). In their engagement with the characters or the situations portrayed in the texts, students achieve a better understanding of others and of themselves while developing the capacity for empathy. The tasks involved in these courses are also instrumental in developing critical-thinking skills. As students interact with the texts and with each other, they continuously check their hypotheses against the evidence in the texts and against other readers' interpretations to reflect and evaluate how their own assumptions and beliefs frame possible textual meanings. As a result, they acquire the ability to take a critical distance and inspect a statement or hypothesis to determine the extent to which it is supported by fact. These skills are useful for CAS as students reflect on the effect their experiences and projects had, and subsequently plan for future action.

VI. How the course will address approaches to learning skills:

This course will address the ATL skills in the following ways:

1. Thinking--through interpretation, analysis and evaluation and appreciation of texts, intertextuality, cultural diversity, and author's purpose.
2. Communication--through listening, speaking, reading, writing, viewing, presenting and performing.
3. Social--through student-guided discussion, collaborative projects, and learning strategies for giving constructive criticism in peer-to-peer feedback.
4. Self-management--through learning appropriate note-taking, citation, and organization strategies, as well as, developing one's writing process.
5. Research--through contextualizing literature for time, place, and meaning.

VII. The approach to teaching the course is. . .

1. Based on inquiry, encouraging lines of inquiry to guide student choices.
2. Focused on conceptual understanding, moving from concrete to abstract.
3. Developed in local and global context, contextualizing through the sharing of experiences, research, and literature.

4. Focused on effective teamwork and collaboration through group projects, presentations, performances, literature circles.
5. Designed to remove barriers of learning through challenging yet accessible multimodal texts, student choice, and differentiated activities.
6. Informed by assessment (formative and summative), using rubrics, written feedback self & peer reflections & assessment, and conferencing.

VIII. **How the course will address the Learner Profile.**

Studies in language and literature are designed for students from a wide variety of linguistic and cultural backgrounds (open-minded), who have experience of using the language of the course in an educational context. They will also deepen their understanding of a wide variety of concepts explored through literary and non-literary texts in order to interpret, analyze, evaluate (knowledgeable), and then communicate this understanding in clear, organized and developed products. Performance based projects (risk-takers), textual creation, analysis, and response are key elements of the course. The study of literary, non-literary, visual and performance texts provides a focus for understanding how meaning is constructed within belief or value systems, and how it is negotiated across multiple perspectives generated by single or multiple readers. Thinking critically about texts, as well as responding to, producing or performing them, leads to an understanding of how language sustains or challenges ways of thinking and being (principled / reflective). The study additionally builds an awareness that all texts may be understood in relation to their form, content, purpose, audience and their associated contexts, such as social, historical and cultural circumstances.

IX. **Assessment details for Internal and External Requirements**

Paper 1 – 35%

Paper 2 – 25%

Individual Oral – 20 %

Higher level essay – 20 %

Internal assessment This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Individual oral (February of Year 2)

Supported by an extract from 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 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.

External Assessments

All of the essays will prove the student's ability to compose a formal, well-structured paper with significant evidence, and appropriate citation and referencing skills.

Paper 1 (Exam, May of Year 2): The response to a previously unseen non-literary passage requires students to show their knowledge and understanding of texts and text types and their ability to establish their own interpretation from the text and to come to conclusions about how the writer's choices have contributed to meaning. HL students will be presented with two passages and will compose two responses.

Paper 2 (Exam, May of Year 2) The essay on two works requires students to write a comparative analysis and evaluation to show their knowledge and understanding of the works and interpret their implications, and their similarities and differences, in connection with a given focus in terms of the demands of a given question. These texts include one non-literary text and one literary work studied in terms of a global issue present in both of them, and analyze and evaluate how their unique perspectives are constructed by means of the authors' choices.

HL essay (May of Year 1)

Students are required to analyze, evaluate, and demonstrate knowledge and understanding of one of the texts or works studied in relation to a line of inquiry they have selected.

- X. **Grading Policy & Scale:**
Major grades (at least 2 per marking period): 40%
Daily grades (6-8 per marking period): 60%

XI. Course Sequence:

Syllabus component	Teaching hours*	
	SL	HL
<p>Readers, writers and texts Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and literary works are chosen from a variety of literary forms. The study of the non-literary texts and literary works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.</p>	50	80
<p>Time and space Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.</p>	50	80
<p>Intertextuality: connecting texts Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.</p>	50	80
Total teaching hours	150	240

XII. IA Dates: IB HL Individual Oral will take place in February of Year 2.

XIII. Sample exam questions

Paper 1: Write a guided analysis of two non-literary texts.

Sample guiding question for a website analysis: Discuss how different features are used in this web page to persuade the user to take action.

Sample question for a comic strip analysis: How do text and image work together to shape meaning in this comic strip?

Paper 2: Answer one question. Compare and contrast two of the works that you have studied.

- a. How do two of the works that you have studied portray the struggle to be understood?
- b. Some literary texts, although set in a particular place or time, convey ideas that are universal. In what ways is this true in two of the works you have studied?
- c. Discuss how two of the works that you have studied present concepts of good and bad, not as absolute notions but as matters of individual perception.
- d. Referring to two of the works that you have studied, discuss how the author has created a convincing “world.”

XIV. Stony Point Academic Honesty Policy: All students are expected to abide by the SPHS Academic Honesty Policy. This policy is available on the SPHS IB website at www.stonypointib.com under Handbooks. The password is Tiger2021.

Acceptable Study Behavior: While students may help each other study, all assignments and exams that are not explicitly assigned by the teacher as group work are expected to be the product of the student’s individual effort. Students may ask for feedback or editing help from other students, but they may not use another student’s words or ideas as their own. Students should not use ideas taken from homework help sites such as Shmoop or Sparknotes in any graded work.

Assignments that Must Be Entirely the Students’ Own Work:

All essays and presentations that are submitted for IB scores must be entirely the students’ own work. Students may receive feedback and peer editing from other students, but all ideas and words must originate from the student who is submitting the work.

Plagiarism:

Plagiarism is of particular concern in Language and Literature. Using the words, ideas or research of another person without accurate citations is considered plagiarism, as is submitting essays or other assignments which primarily use words and ideas taken from other sources, rather than the student’s own, even if these words and ideas are cited. To avoid plagiarism, students should accurately cite all sources using MLA format and should ensure that they are the primary author of any work submitted. No more than thirty percent of any submitted essay should be taken from secondary sources.

XV. Writing an Extended Essay in Studies in Language and Literature

An extended essay (EE) in studies in language and literature gives students an opportunity to undertake independent research into a topic of special interest to them within the subject. It is intended to promote advanced research and writing skills, intellectual discovery and creativity. Students may write in one of three categories described in the chart below:

Category 1	Studies of one or more literary works originally written in the language in which the essay is presented.
Category 2	Studies of a literary work or works originally written in the language of the essay compared with one or more literary works originally written in another language. (The work originally written in another language may be studied in translation.)
Category 3	Studies in language based on one or more texts originally produced in the language in which the essay is presented. Texts can be compared with a translated text originally written in another language.

In Studies in Language and Literature, students should use both primary and secondary sources for their research.

Primary sources refer to the novels, poems, stories, plays or essays by the author whose work is the focus of the student's research.

Secondary sources are scholarly works about:

- the primary author's work and biography
- the genre the student is focusing on
- literary techniques.

Secondary sources include:

- books
- academic journal articles
- edited essays in book collections
- reviews incorporated in the publication that is the focus of the student's research.

Categories 1 and 2—literature

Students should always consider how the text(s) work as literature, dealing with aspects such as the effects they achieve, the devices they use and the way they are written. Students should aim for a compromise between building on the wisdom of experienced critics and introducing new personal elements. An essay that simply repeats the views of established literary critics will not receive a high mark.

Category 3—language

Students should give focused and critical attention to the text or texts being considered. The approach should aim to be balanced, coherently argued, and illustrated by relevant supporting examples.

Students are encouraged to:

- adopt an analytical, critical position
- show awareness of potentially conflicting viewpoints on the text(s) and their meaning in a wider social context.

Their analysis must include a wider discussion of the contexts in which the text(s) are produced and understood.

Databases that may be useful for students pursuing an essay in Studies in Language and Literature include: JSTOR, Academic Search Complete (Ebscohost), eBook Academic Collection (Ebscohost), and Gale Literature Resource Center.

Policies and procedures for Ms. Eblen’s classroom appear on the next page.

XVI. Classroom Policy & Procedure

****All policies and procedures below are subject to change. Any changes will be explained in class and posted to Schoology.****

Make-up work: After any absence, the student is responsible for making up missed work. **Check Schoology** for missed readings and assignments, and see me if you have any questions about what you see there. **Do not ask “what did I miss?” if you have not already checked Schoology.**

Retake/redo/corrections: If you would like to correct an assignment to improve your grade, please contact me to discuss your plan for improvement and establish a due date for the corrected assignment.

Late work:

- Late work will be subject to a grade reduction at instructor discretion. Late work will not be accepted after 10 school days.
- If you are absent on the day an assignment is due, you may submit it on the following class day without penalty. (Please note that if you are absent during the course of working on a larger project, you do not automatically get extra time. This policy only applies if you are absent the day an assignment is due.)
- **If you need extra time due to extenuating circumstances, please contact me to ask for an extension of the due date.** Extensions are granted at instructor discretion.

Phones and laptops: Stony Point has adopted a schoolwide policy of no cell phone usage during instructional time, so I need your help to make sure we are following this policy. APs do not want to see phones out in class, or students walking the hallways with their phones during class time.

Use laptops for relevant class-related activities only.

Independent work time: Please use independent work time only for tasks related to our class. Plan ahead and use Tiger Time to complete tasks for your other classes.

On Time vs. Tardy

To be counted present and on time, you must be seated in our classroom when the bell rings. Putting your backpack in the room and then going back out into the hallway does not count.

Food and drink: Please do not be hungry! Eat and drink as needed, but please avoid snacks that are messy, smelly, or loud. Always clean up after yourself.

Independent reading:

- We will have time in class for SSR, sometimes with assigned whole-class texts and sometimes with choice texts. Please devote this time solely to reading, not to any other tasks.

- Due to the volume of reading required for this course, you will probably not be able to complete all readings during class time. During our whole-class studies of literary texts, plan to read during Tiger Time and / or after school.

Please Bring to Class Every Day:

- A notebook dedicated to English class. This is your learner portfolio for this course, so don't lose it!
- Pencil or pen.
- Fully charged laptop.
- Any texts needed for the current unit of study. (For whole class texts, we will usually visit the school library to check out copies. For self-selected texts, you may choose to check out a library book, bring a book from home, or purchase your own.)