

**IB Language A: Literature** **Syllabus 2018-19**

1. **Information**

**Teacher Name**: Jacqueline Keeler **Room:** 2107

**Tutorial Days:** Almost any day other than Thursday

**Course Website****:** [www.msjkeeler.com](http://www.msjkeeler.com) or <https://classroom.google.com/c/MTkwNDMyMDI3OFpa> **Code:** 3cx82ye

**Course Calendar and IB Site:** <https://jacksonib.managebac.com/home>

**TurnItIn:** [www.turnitin.com](http://www.turnitin.com) (See me for enrollment keys)

**Teacher E-mail:** keelerjacksonhs@gmail.com (preferred) or jkeeler@atlanta.k12.ga.us

**School Phone**: 404-802-5200 **Cell Phone (Text Only):** 404-409-1114

1. **Course Description and Objectives**

The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living.

It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works.

Through the study of a wide range of literature, the language A: literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the language A: literature course does not limit the study of works to the products of one culture or the cultures covered by any one language.

**A. Course Aims**

1. Introduce students to a range of texts from different periods, styles and genres

2. Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections

3. Develop the students’ powers of expression, both in oral and written communication

4. Encourage students 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 different perspectives of people from other cultures,

 and how these perspectives construct meaning

6. Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts

7. Promote in students an enjoyment of, and lifelong interest in, language and literature.

8. Develop in students an understanding of the techniques involved in literary criticism

9. Develop the students’ ability to form independent literary judgments and to support those ideas

**B. Gifted Standards Covered**

1. Advanced Communication Skills: Learners will engage in diverse and authentic learning experiences which will allow them develop and apply innovative oral, written, visual, and nonverbal communication skills across disciplines.

2. Advanced Research Skills: Learners will gather, decipher, and determine credibility of information from a variety of sources and integrate information through analysis of content.

 3. Creative Thinking and Problem Solving: Learners will insightfully evaluate a variety of problems and arrive at innovative conclusions

4. Higher Order and Critical Thinking Skills: Learners will analytically critique a system or set of complex ideas, utilizing

logic and reasoning skills in novel ways, to create and/or modify knowledge.

1. **Materials and Supplies**
2. Access to a computer, the Internet, and a word processor after school hours.
3. All required texts (either from the library or book store)
4. A 3-Ring Binder with Dividers 2-inch
5. Loose College-Ruled Paper
6. 2 one-subject College-Ruled Notebooks
7. Flash-drive or jump-drive
8. One ream of white copy paper
9. Pens and Pencils
10. An open mind

**IV. Course Outline/Curriculum Overview**

**IB Sequence: The following titles are tentative. Please note that the External Assessments count as 70% of the final IB grade; Internal Assessments count as 30%**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sequence** | **Aims:** | **Texts\* Studied** | **IB Assessments** | **Internal or External** | **Percentage of IB Grade** |
| Junior Year Fall Semester IB Part 1: Works in Translation | SWBAT:1. understand the content of the work and the qualities of the work as literature.
2. respond independently to the work by connecting the individual and cultural experience of the reader with the text.
3. recognize the role played by cultural and contextual elements of the literary work.
 | Kundera, Milan. *The Unbearable Lightness of Being.* Murakami, Haruki. *Selected Short Stories* (provided by school)Sophocles. *Antigone.* (Prestwick House version) | The Written Assignment (A 1,200-1,500 word essay with a 300-400 word reflective statement) | External | 25% Will count as Summative in school gradebook.  |
| Junior YearSpring SemesterIB Part 4: Options | SWBAT:1. acquire knowledge and understanding of the works studied.
2. present an individual, independent response to the works studied.
3. acquire powers of expression through oral presentation.
4. learn how to interest and hold the attention of an audience.
 | Allende, Isabella. *House of Spirits.* Coates, Ta-Nehisi. *Between the World and Me*. Komunyakaa, Yusef. *Selected Poems.* (provided by school) | The Individual Oral Presentation (IOP) | Internal  |  15% Will count as Summative in school gradebook. \*\*GA Milestones will be 20% of final grade this semester |
| Senior Year Fall Semester IB Part 2: Detailed Study | SWBAT:1. acquire detailed knowledge and understanding of the works studied
2. demonstrate appropriate analytical responses to specific genres
3. show how particular effects are achieved through language use, and analyse elements such as character, theme and setting
4. engage with the details of works in order to develop a considered and informed response.
 | Gordimer, Nadine. *Jump*. Plath, Sylvia. *Selected Poems.* (provided by school)Shakespeare, William. *Hamlet.* | The Oral Commentary (IOC) | Moderated Internal |  15%Will count as Summative in school gradebook. |
| Senior Year Spring SemesterIB Part 3: Genre Study | SWBAT:1. acquire knowledge and understanding of the works studied
2. acquire a clear sense of the literary conventions of the selected genre
3. understand the ways in which content is delivered through the literary conventions of the selected genre
4. compare the similarities and differences between the chosen works
 | Adichie, Ngozi Chimamanda. *Americanah.*Fitzgerald, F Scott*. The Great Gatsby*Hurston, Zora Neale. *Their Eyes Were Watching God.* Vonnegut, Kurt. *Slaughterhouse-Five.*  | Paper One: Timed written literary commentary on IB prompt (in May)Paper Two: Timed written analysis of IB prompt based on texts studied in Part 3 | External | Paper One: 20% Paper Two: 25%  |

\*“Text” in this subject, and in the published guide, is defined as anything from which information can be extracted, and includes the widest range of oral, written and visual materials present in society. This range will include single and multiple images with or without text, literary and nonliterary written texts and extracts, media texts (for example, films), radio and television programs and their scripts, and electronic texts that share aspects of a number of these areas (for example, video-sharing websites, web pages, SMS messages, blogs, wikis and tweets). Oral texts will include readings, speeches, broadcasts and transcriptions of recorded conversation.

**V. Other Text(s)**

In addition to the primary texts listed above, students will study works and skills that reinforce skills needed for course success. Some of these works include poems by Bukowski, Whitman, Ai, Warsan Shire; arguments by Obama, Adichie, and Coates; stories by Faulkner, Foster Wallace, and Smith; and essays from Sedaris, Foster Wallace, and Douglass.

Students will be responsible for USATestprep.com, grammar, and poetry response assignments.

**VI. Grading Policy:**

|  |  |  |
| --- | --- | --- |
| Formative Pre-Assessment | 0% | Pre-Test/Diagnostic Test/Pre-SLO |
| Formative: Quizzes  | **30%** | Quizzes/ Projects |
| Formative: Practice | **20%** | Classwork/Homework |
| Summative Assessment | **50%** | Culminating Projects/Essays/Tests |

**Junior Spring Semester**

Spring semester of the junior year, students must take the Georgia American Literature and Composition Milestones Exam. This test will count as 20% of the overall grade.

**Grading scale**

Students in the International Baccalaureate Program (CP and DP) will receive an extra 10 points on their progress and semester grades if the score is a 70 or above.

A: 90-110 B: 80-89 F: 0-69

**Grading Systems-Grading Expectations**

*We follow the guidelines set by our cluster, APS, and the State.*

**VII. Assessment Calendar**

Unit/Benchmark Assessments

Please see class calendar on Managebac. Dates are assigned throughout the semester.

Final Exams

Junior Year:

* Fall Semester: Students will take a final exam on the literature studied in Part 1 in addition to a possible district benchmark for Milestones. This test will be given the final two days of December.
* Spring Semester: The Georgia American Literature and Composition Milestones Test will count as 20% of the final grade. If your student took and passed it last year, he or she will still have to take it again to earn credit in IB Literature.

Senior Year:

* Fall Semester: Students will write a culminating essay for the works studied in Part 2. The essay will be written in-class.
* Spring Semester: Students will create a project in which they compare/contrast the four works of Part 3. Students will then take the IB Exams.

**VIII. Classroom Expectations:**

IB Literature is unique in that there is no possible way of modifying the amount of work that needs to be accomplished. Students are expected to use the class calendar and manage their time so that they are prepared for the lessons. Failing to read the texts studied will impact students on daily quizzes, summative assessments, and the GA Milestones exam. To quote the 2017 IB Literature Subject Report: **“Nothing can replace the understanding, flexibility and base of knowledge that comes from simple reading.”**

It is up to the student to manage his or her time using the calendar. Extra-curricular activities do not preclude the academic assignments. It is up to the students and parents to speak with coaches about practice schedules that conflict with the IB coursework.

Come to class prepared to focus only with the before mentioned material. Be on time and be prepared to learn. At all times everyone in this classroom will conduct himself or herself in a professional manner. ANY deviation from acceptable behavior shall require immediate attention up to and including referral to an administrator. Any student receiving a grade of 85% or below on any graded work is expected to see me for assistance. Come prepared to discuss how to improve your performance.

**Class Rules:**

1. Be polite.
2. Be prepared.
3. Be punctual
4. Be present

## Notebooks/Note-taking:

Students will be held accountable for notes taken and given in class. Notes from first semester of the junior year may be germane to second semester of the senior year, thus students are required to have them handy. In addition, instead of merely taking pictures of slides (and then continuing to stare at Instagram), students must copy the notes in a notebook so that the material can be synthesized. Students will receive a grade for it.

## Make-up Policy

It is the student’s and parent’s responsibility to make arrangements for make-up work. If a student is absent, he or she should ask his or her teacher for any missed assignments on the first day he or she returns to school. The student then has three days to complete the missing assignments or the grade will be M. Assignments due on the day of the absence should be turned in upon the student’s return to school. Existing deadlines do not shift because of an absence.

## Deficiency Notices and Progress Reports

The student will periodically receive from the teacher GRADE PROGRESS reports and DEFICIENCY NOTICES. You should review with your parent(s) or guardian(s) **AND** they must sign and return both the GRADE PROGRESS REPORT and DEFICIENCY NOTICE on or before the assigned due date.

**Technology:**

There may be times when the teacher will ask you to utilize your own technology during a class. This technology can include a smart phone, laptop, or tablet. When personal technology is not required by the teacher, the electronic device should be OFF and AWAY. Students on social media during class will lose points on the assignment.

Because of issues of academic integrity, students may NOT use digital copies of the books.

**Academic Integrity**

The Atlanta Board of Education recognizes that academic integrity is the foundation of academic excellence and student success. It is the responsibility of every student and employee to exhibit honesty, trust, fairness, respect, and responsibility in academic work at all times to support a positive learning environment in the school.

All major essays and assignments must be placed on Turnitin.com by the due date. Turnitin.com will vet papers for possible plagiarism with a feature called Similarity Index. Assignments will be flagged for cheating if the Similarity Index finds credible evidence that you have plagiarized. There is no particular score you must get, though you should not have more than 5% similarity in most cases. Please do not go by the colors: green, yellow, and red. You can be in green and be guilty of plagiarism. If found, you will get a Ch on the assignment.

**IX. Parent Expectations**

Campus Portal for Parents and Guardians: Visit <https://ic.apsk12.org/portal> to view class schedules, attendance records and grades. To activate your account, visit the school to receive your login (activation key).

Parental communication and involvement is essential to the success of all students. I fully welcome your involvement in our journey. Parents are encouraged to contact me if they have any concerns, questions, ideas, or general comments. If you have any ideas that would positively impact students, please let me know and we can arrange it.