

COURSE TITLE: IB English A: Language and Literature HL 1 AND 2 (11th AND 12th Grade)

Level of Difficulty	Estimated Homework	Prerequisites
Very Difficult	30-60 minutes	District: Completion of English 10H with B or better, or by petition Department Suggestion: This class fulfills the requirement for Group 1 for the IB full diploma; it is a two-year course to meet the HL requirements.

Course Description for IB English A: Language and Literature HL 1 and 2:

According to the IB, students will study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

The general goals and aims of the English A HL, 2-year IB courses, according to the IB, are to:

- introduce students to a range of texts from different periods, styles, genres, and forms of media.
- develop in students the ability to engage in close, detailed interpretation, analysis, and evaluation of texts and make relevant connections.
- develop the students' powers of communication, in oral and written communication as well as listening skills.
- encourage students to recognize the importance of the contexts in which texts are written and received.
- develop in students an understanding of how language, culture, and context determine the ways in which meaning is constructed in texts.
- encourage an appreciation of the different perspectives of people from other cultures through the study of texts, and how these perspectives construct meaning.
- encourage students to collaborate and think critically about the different interactions between text, audience, and purpose.
- encourage students to appreciate the formal, stylistic, and aesthetic qualities of texts.
- foster an enjoyment of, and lifelong interest in, language and literature.

Grading:

Grades are based on formative, summative, and reflective tasks and activities:

- Formative work includes all class work, homework, and other activities or assignments, which are designed to help the student practice and develop proficiency in the content and skills of the course.
- Students will curate a learner portfolio as required by the IB to reflect and complete self-assessments on progress and learning on a regular basis. These reflections and submission of curated work will be submitted for review throughout the year, including the end of units.
- Summative work includes tests, essays, and other benchmark assignments or projects, which are designed to measure student progress and proficiency in the course content and skills.
- Final grades reflect the district's grading scale of A, B, C, D, F.

Syllabus:

The course is divided into units that will pair literary and non-literary texts to explore the following areas as prescribed by IB:

- 1) Reader, Writer, 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.
- 2) 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.
- 3) 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.
intertextuality (connections and comparisons between texts).

Concepts suggested by IB that are covered in many of the units are as follows: beliefs, values, education, politics, power, justice, art creativity, imagination, science, technology, environment, identity, culture, communication, transformation, perspective, and representation. Global topics with local and personal significance are of paramount importance.

Texts are chosen from the IB prescribed list, include at least two works in translation, and cover a range of authors, literary forms, period, and place. Non-literary texts will be selected to adhere to IB requirements for “bodies of work” relating to authorship and text type within a single unit, but will also represent a range of text types to encourage exploration of a variety of features and characteristics throughout the two-year course.

Supplemental Information:

This course is an integrated course, with units from both years being applied to ongoing and end of course assessments. It is highly collaborative and includes frequent seminars, discussions, and a range of group activities and presentations.

Both IB English A courses offered at NPHS have been designed by the IB to deepen students’ understanding of broad concepts relating to reading, writing, speaking and listening. In fact the IB states, “Expectations of language usage, of level of analysis, and of critical reflection are the same across the...courses.” Both courses have a priority to improve language and communication skills and competence, and both will incorporate literary and non-literary texts, though in varying degrees. Thus, students should consider potential interests in terms of the two courses’ organization and balance of literary and non-literary texts.