IBO Mission Statement:

The International Baccalaureate Organization (IBO) aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

Nature of the Subject – Language A: Literature

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. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.

Language A: Literature is a flexible course that allows teachers to choose works from prescribed lists of authors and to construct a course that suits the particular needs and interests of their students. It is divided into four parts, each with a particular focus. The Atherton High School English Department delivers the four parts of the Language A: Literature curriculum in the following order.

- Part 4: Options (in which works are freely chosen) – 11th Grade
- Part 1: Works in translation – 11th Grade
- Part 2: Detailed study – 12th Grade
- Part 3: Literary genres – 12 Grade

Aims – Language A: Literature

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.
Assessment Objectives – Language A: Literature

There are three assessment objectives at HL for the language A: Literature course.

1. Knowledge and understanding
   - Demonstrate knowledge and understanding of individual literary works as representatives of their genre and period, and the relationships between them
   - Demonstrate an understanding of the ways in which cultural values are expressed in literature
   - Demonstrate awareness of the significance of the context in which a work is written and received
   - Substantiate and justify ideas with relevant examples

2. Analysis, synthesis and evaluation
   - Demonstrate an ability to analyze language, structure, technique and style, and evaluate their effects on the reader
   - Demonstrate an ability to engage in independent literary criticism on both familiar and unfamiliar literary texts
   - Show an ability to examine and discuss in depth the effects of literary techniques and the connections between style and meaning.

3. Selection and use of appropriate presentation and language skills
   - Demonstrate an ability to express ideas clearly and fluently in both written and oral communication, with an effective choice of register and style
   - Demonstrate a command of terminology and concepts appropriate to the study of literature
   - Demonstrate an ability to express well-organized oral and written arguments
   - Demonstrate an ability to write a sustained and detailed literary commentary.

Texts and Sources

For selections marked “Recommended Purchase,” students are highly recommended to purchase a copy of their own text, although this is optional. Purchasing the “Recommended Purchase” texts will allow students to more easily annotate inside their own texts in ways that suit them best rather than utilizing various types of post-it notes and tape to complete reading annotations, and the annotated text will remain accessible to the student when he/she may need to refer to his/her annotations to prepare for the Individual Oral Presentation or the Works-in-Translation essay. Please also note that texts selected for this course are not limited to the following list.

POSSIBLE SUPPLEMENTAL & SECONDARY TEXTS MAY COME FROM THE FOLLOWING TEXTBOOKS:
1. The Language of Composition (Bedford St. Matin’s, 2007); Renee H. Shea, Lawrence Calon, and Robin Dissin Aufses. Pub: Bedford/St. Martin’s.
2. Literature & Composition (Bedford St. Matin’s, 2011); Carol Jago, Renee H. Shea, Lawrence Scanlon; Robin Dissin Aufses.

Students are required to establish an online account to obtain MLA and grammar instruction resources from this handbook at dianahacker.com/pocket

PRIMARY TEXTS:
Grading

IB courses at Atherton High School utilize the IB/Advanced Placement grading scale (90-100 A; 80-89 B; 70-79 C; 60-69 D; below 60% U). All grading at Atherton High School is cumulative. The cumulative grade will be based on an average of all assignments and assessments according to the grading categories and their weights as follows:

1) **STUDENT MASTERY – 40%**
   - Reading Responses.
   - Formal projects and/or Presentations.
   - The Interactive Oral Presentation (not to be confused with the IB Individual Oral Presentation (IOP)).
   - The 3 50-minute on-demand analysis essay writings during the first three 6-week grading periods (first semester).
   - Final Literary Analysis Essay.
   - Final College Application Narrative Essay.
   - Final Argumentative Essay.
   - Final Fictional Narrative.
   - Assessment of the structural and conventional integrity of the IOP.*
   - Assessment of the structural and conventional integrity of the IB WIT Essay.*

2) **HOMEWORK – 20%**
   - The 3 supervised writings that meet the requirements of the IB Works-in-Translation (WIT) Essay during the final three 6-week grading periods (second semester).*
   - The 3 Reflective Statements required for the IB WIT Essay.*
   - Literary Analysis Essay working draft.
   - College Application Narrative Essay working draft.
   - Fictional Narrative working draft.
   - Summer Assignments.
   - All other assigned homework.
   - IB WIT Essay Research/Annotated Bibliography.

3) **IN-CLASS WORK – 15%**
   - Non-Socratic Seminar based participation, including individual and group work
   - All in-class work.
   - Informal class presentations.

4) **SOCRATIC SEMINAR – 20%**
   - Students will be assessed for their full participation in all Socratic seminar discussions in whole-class, small group, “fishbowl”, and any other numerous Socratic Seminar configurations each 6-week grading period.

5) **PARTICIPATION – 05%**
   - General daily participation outside Socratic Seminars.

Asterisk (*) indicates that these components must be completed to meet IB English A: Literature Examination requirements.

_Please refer to the 2014-2015 Syllabus Appendix, under the heading “Assessment and Assignment Descriptors,” found online @ [http://athertonroom222.weebly.com](http://athertonroom222.weebly.com), for further details._

Course Content & Curriculum Map—

The Course Curriculum Chart that follows provides general information about the material to be covered over the course of the year. All assessments of the material are also listed for each 6-week unit on the Course Curriculum Chart. In that sense, the curriculum for the year is fixed and is very unlikely to change unless it is for unforeseen major extenuating circumstances, for which I reserve the right to revise the curriculum.

See next page for curriculum map:
### 2014-15 HL IB English A: Literature, Year I General Curriculum Map, As Divided per 6-Week Grading Period

#### Semester I – Literature Options (PART IV):

<table>
<thead>
<tr>
<th>Text</th>
<th>Author</th>
<th>Genre</th>
<th>IB Curriculum</th>
<th>Fixed Assessments</th>
<th>Compositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heart of Darkness</td>
<td>Joseph Conrad</td>
<td>Novel</td>
<td>Options (IV)</td>
<td>o 15 Reading Responses for Heart of Darkness and Othello, each. o Reading Project &amp; Presentation. o On-Demand Writing</td>
<td>Analysis Essay – DUE</td>
</tr>
<tr>
<td>Othello</td>
<td>William Shakespeare</td>
<td>Drama</td>
<td>Options (IV)</td>
<td>o Formal Reading Response o On-Demand Writing</td>
<td>Intro to Narrative Essay Writing</td>
</tr>
<tr>
<td>Bicycle Thieves</td>
<td>Vittorio de Sica</td>
<td>Cinema</td>
<td>Options (IV)</td>
<td>o IOP!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!</td>
<td>College Appl. Personal Essay DUE</td>
</tr>
</tbody>
</table>

#### Semester II – World Literature with Works in Translation (PARTI):

<table>
<thead>
<tr>
<th>Text</th>
<th>Author</th>
<th>Genre</th>
<th>IB Curriculum</th>
<th>Fixed Assessments</th>
<th>Compositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madame Bovary</td>
<td>Gustave Flaubert</td>
<td>Novel</td>
<td>Works-in-Trans. (I)</td>
<td>o Reading Responses o Interactive Oral Reflection Statements for Mme. Bovary. o Possible Interactive Oral Presentation for Mme. Bovary o IB Supervised Writing</td>
<td>Short Fiction – DUE</td>
</tr>
<tr>
<td>Invisible Cities</td>
<td>Italo Calvino</td>
<td>Novel</td>
<td>Works-in-Trans. (I)</td>
<td>o探究 Responses o Interactive Oral Reflection Statements for Invisible Cities or One Hundred Years of Solitude. o Possible Interactive Oral Presentation for Invisible Cities or One Hundred Years of Solitude. o 2 IB Supervised Writings</td>
<td>Research/Annotated Bibliography for the Works in Translation (WIT) Essay 1st WIT Essay Draft w/Conferencing</td>
</tr>
<tr>
<td>Othello</td>
<td>&quot;</td>
<td>&quot;</td>
<td>&quot;</td>
<td>o探究 Responses o Interactive Oral Reflection Statements for Invisible Cities or One Hundred Years of Solitude. o Possible Interactive Oral Presentation for Invisible Cities or One Hundred Years of Solitude.</td>
<td>Research/Annotated Bibliography for the Works in Translation (WIT) Essay 1st WIT Essay Draft w/Conferencing</td>
</tr>
<tr>
<td>One Hundred Years of Solitude</td>
<td>Gabriel Garcia Marquez</td>
<td>Novel</td>
<td>Works-in-Trans. (I)</td>
<td>o探究 Responses o Interactive Oral Reflection Statements for Invisible Cities or One Hundred Years of Solitude. o Possible Interactive Oral Presentation for Invisible Cities or One Hundred Years of Solitude.</td>
<td>Research/Annotated Bibliography for the Works in Translation (WIT) Essay 1st WIT Essay Draft w/Conferencing</td>
</tr>
</tbody>
</table>

**IB Assessment- IB Written Essay 25%**

(1)One Interactive Oral for one Work, total; (2) Reflective Statement for each round of Interactive Orals, One Round of Interactive Orals per Novel– 300-400 words; (3) 50-minute Supervised (On-Demand) Writing for Each Novel; (4)The Cumulative IB Written Essay – 1200-1500 words.
1. AT LEAST TWO composition notebooks for reading responses. The composition notebook for the summer assignment reading responses (How to Read Literature Like a Professor) is your second composition notebook. Please make sure you use standard composition notebooks. You will be doing more work than necessary with something larger. And, you’ll need to preserve everything, so the hard cover and durable binding of the compositional notebook is a matter of practicality.

2. A 1” 3-ring binder and section dividers for notes. You will not need anything more than a 1” binder.

3. If you don’t already have one, open a Google Drive (Google+) account OR a Dropbox account (www.dropbox.com) on which to save all files for the portfolio for back-up. Also, download the Google+ or Dropbox app if you have a smartphone.

4. An email address that you regularly access and maintain is needed. Link this email address with your Google Drive account or Dropbox account.

5. Writing supplies, highlighters, Post-it-notes, and anything else you may need to make reading annotations.

6. A College-Level dictionary. Don’t expect high school dictionaries, much less the dictionary you had in seventh grade, to help you much this year or next.

7. OPTIONAL, as a physical back-up option: A flash drive - aka “thumb” drive. Cloud storage is all the rage. But why take chances? Right? However, please use your Dropbox account to pull up files for presentations in class.

8. OPTIONAL (BUT HIGHLY ENCOURAGED): copies of major literary novels listed in textbook section of the syllabus. These will be yours, so you can annotate them inside the book. You can keep your books and annotation notes for easy reference when you are working on your IOP and WIT Essay. Also, purchasing your own text will lead to extra credit opportunities, which otherwise do not exist in this course.

**Classroom Policies**

- **R.E.S.P.E.C.T** – The classroom is a community of learners. Disrespect towards others is not tolerated. Students will also not use language degrading to others’ ethnicity, race, religion, gender, sexual orientation, etc. The respect rule applies to others as it also applies to one’s self. Treat others as you want to be treated.

- **BE PREPARED TO FULLY PARTICIPATE EVERY DAY** – This classroom is a full hands-on learning community that depends on the input of all community members. YOU are the class, so make it the class you want it to be. Maintaining a productive and meaningful classroom environment is the responsibility of all!

- **Food & Drinks** – are fine as long as trash goes where it belongs before or after class, and food or drinks do not become a disruption of any kind. This is a privilege and it will be taken away according to teacher discretion.

- **Electronic Devices**, while permissible if used constructively, will be confiscated if they become distractions to the learning process and to the learning environment.

**Homework Policy**

Please remember that two or three major long-term assignments may be out at any given time. Furthermore, your routine reading and written response assignments will take at least an hour to an hour-and-a-half to complete nightly (45 minutes reading; 15 minutes to write your reading response; or maybe 60 minutes reading; 30 minutes responding). This, of course, doesn’t take into account long-term assignments. Therefore, students must learn and practice the skill of prioritizing for this course. Work to utilize the course’s rhythm and flow to prioritize your efforts over the course of several weeks – know when to take advantage of periods in which there is more downtime to work on the long-term assignments – and do not procrastinate. Procrastination will leave you behind very quickly in this course.

- I will not accept late work for in-class work or homework, with the exception of make-up work for days missed.

- For long-term assignments and compositions – any long-term assignment or composition, whether its physically submitted work or work submitted via on-line, that is submitted late, which is defined as work not received by 3:00 pm of the day the assignment is due, will be assessed an 11-point deduction of the assignment’s overall grade for the first day it is late. It will then be an additional 5-point deduction per day late thereafter, FOR UP TO TEN SCHOOL DAYS. After the tenth school day, the late work will receive no more than 50% of the total percentage of the assignment, if I choose to accept the work. I reserve the right not to accept any long-term assignment or composition after the tenth school day the assignment was due.

- For group presentations – Groups cannot make-up presentations unless they are unable to present due to emergency or excused absence. If a group cannot present when scheduled, they may make arrangements with the instructor in the days prior to the start of all group presentations.

- Excused Absences – Atherton policy states that students receive the number of days they miss plus one extra day to complete all make-up assignments assigned during their absence. While this course will abide by this policy, the policy does not apply to long-term assignments that have long-established deadlines.

Please refer to the 2014-2015 Syllabus Appendix, found online at [http://athertonroom222.weebly.com](http://athertonroom222.weebly.com), for specific course requirements, specific information about the IB English Language A: Literature curriculum and its examinations, and specific reading response prompts and rubric.