**IB Language & Literature HL Year Two**

Instructor: Mrs. Ryan Extra Help:

Room 305 by appointment

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**Two-Year Course Description:**

This two-year course is designed to provide motivated students the opportunity to challenge themselves by enhancing their skills in reading, writing, speaking and critical thinking to that of a college-level student while also potentially earning college credits. Subject areas to be addressed in the two-year course include: language in cultural context, language and mass communication, literature texts and contexts, literature: a critical study, and preparation for the IB exams administered in the spring of Year Two. Students will compose multiple writing assignments throughout the course as well as practice in oral presentation skills in order to gain a better understanding of the assessment provided by the International Baccalaureate Organization.

**Year Two Course Prerequisite:**

Successful completion of Year One of IB Language & Literature along with completion of all assignments for submission to the IB Organization.

**Year Two Required Materials:**

As students in a college-level class, you should select the materials that will best support you in this learning environment. You will need to bring either ***a spiral notebook or marble composition notebook*** to class daily in order to assist in journal writing. In addition, you are expected to have a ***writing implement*** with you daily. It is strongly suggested that you invest in ***highlighters and post-it notes*** to assist in annotation activities. Many of you will find it beneficial to have ***a folder or a notebook with folder pockets*** at the front and back to organize handouts.

In addition, please familiarize yourselves with ***Google Docs*** or obtain ***a flash drive*** that can be brought to school in order to transfer written material from home. It is unacceptable to inform me in class that your work is *“on my computer / laptop at home.”*

**Two-Year Course Aims *(as defined in the IBLL Subject Guide):***

* Introduce students to a range of texts from different periods, styles and genres
* Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
* Develop the students’ powers of expression, both in oral and written communication
* Encourage students to recognize the importance of the contexts in which texts are written and received
* Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
* Encourage student to appreciate the formal, stylistic and aesthetic qualities of texts
* Promote in students an enjoyment of, and lifelong interest in, language and literature
* Develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
* Encourage students to think critically about the different interactions between text, audience and purpose

**Year Two Course Texts:**

The texts used throughout the second year of the course will include but is not limited to: poetry, non-fiction essays, documentaries, films, artwork, speeches, newspaper articles, journal articles as well as the following full-length texts:

Literature: texts and contexts

*Heart of Darkness* – Joseph Conrad

*Wide Sargasso Sea* – Jean Rhys

*Chronicle of a Death Foretold* – Gabriel Garcia Marquez

**Course Requirements:**

*Participation*

This is a student-centered course, and, as such, students will be engaged in the learning process through full-class and small group discussion, group work, oral presentations, projects, peer conferencing, and in class writing activities. Students have the opportunity to participate in a variety of ways. Insufficient class participation will likely have an adverse effect on your ability to produce your best writing in this class. As a community of learners, we grow through discussion and interaction with each other. Please be prepared to be attentive and active for the duration of this course.

*Writing Assignments*

As a requirement for this course, students will work towards the completion of many writing assignments, both inside and outside of the classroom. It is essential that students come prepared to write in class every day. *To this end, each student is required to have a marble composition notebook or spiral notebook that will serve as a writer’s notebook for this course.* The writer’s notebook prepares students to reflect and engage in the prewriting stage of the composition process; gathering ideas, jotting down notes, completing journal entries/free writes and developing pieces for the rough draft and revision process.

*Submission of Writing Assignments*

All formal, out of class writing assignments should be typed and double-spaced unless otherwise specified. Formal writing assignments will be submitted via *Turnnitin.com* but on occasion you also may be required to submit an additional hard copy. All writing assignments should be both edited and revised prior to submission. In addition to formal writing assignments, you will be required periodically to post journal entries, reflections and responses via the educational learning network *edmodo* and/or to engage in collaborative conversations with other class members through annotated notecard or journal responses.

*Projects and Presentations*

In conjunction with reading and writing, the use and practice of oral presentation will be an important component of this course. Some of these activities will be conducted within a collaborative group. Projects may include oral, written, and visual components; some projects may consist of a compilation of several writing assignments in a writing portfolio.

**Assignments and Grading:** All assignments including but not limited to papers, presentation, journal entries, annotations, quizzes, and written exams will contribute to your quarterly average. As this is a college-level course, the grade you receive is largely a reflection of *your writing and presentations.*

*Assessment Objectives (as defined by IBO in the IBLL Subject Guide):*

1. Knowledge and Understanding
   * Demonstrate knowledge and understanding of a range of texts
   * Demonstrate an understanding of the use of language, structure, technique and style
   * Demonstrate a critical understanding of the various ways in which the reader constructs meaning and of how context influences this constructed meaning
   * Demonstrate an understanding of how different perspectives influence the reading of a text

2) Application and analysis

* + Demonstrate an ability to choose a text type appropriate to the purpose required
  + Demonstrate an ability to use terminology relevant to the various text types studied
  + Demonstrate an ability to analyse the effects of language, structure, technique and style on the reader
  + Demonstrate an awareness of the ways in which the production and reception of texts contribute to their meanings
  + Demonstrate an ability to substantiate and justify ideas with relevant examples

3) Synthesis and evaluation

* + Demonstrate an ability to compare and contrast the formal elements, content and context of texts
  + Discuss the different ways in which language and image may be used in a range of texts
  + Demonstrate an ability to evaluate conflicting viewpoints within and about a text
  + Produce a critical response evaluating some aspects of texts, context and meaning

4) Selection and use of appropriate presentation and language skills

* + Demonstrate an ability to express ideas clearly and with fluency in both written and oral communication
  + Demonstrate an ability to sue the oral and written forms of the language, in a range of styles, registers and situations
  + Demonstrate an ability to discuss and analyse texts in a focused and logical manner
  + Demonstrate an ability to write a balanced, comparative analysis

Please consult the chart below to determine how IBO will convert your raw/point value score to a converted score on the IB rubric.

**IB Grade Computation Chart**

|  |  |  |  |
| --- | --- | --- | --- |
|  | ***Written Task 1 & 2 / Paper 1***  **20 Possible Points** | ***Paper 2***  **25 Possible Points** | ***IOC / FOA***  **30 Possible Points** |
| IB Score 1 | **1-3** | **1-4** | **1-4** |
| IB Score 2 | **4-6** | **5-7** | **5-9** |
| IB Score 3 | **7-9** | **8-11** | **10-13** |
| **IB Score 4** | **10-11** | **12-14** | **14-16** |
| **IB Score 5** | **12-14** | **15-17** | **17-21** |
| **IB Score 6** | **15-17** | **18-21** | **22-25** |
| **IB Score 7** | **18-20** | **22-25** | **26-30** |

***\*\* Students must obtain a score of 4 or above to earn credit for the course.***

**Grading Procedures:**

*Writing Assignments/Projects:* All assignments are to be handed in on the due date assigned. *Papers and projects are subject to the late penalty determined and discussed by the instructor.* Please be aware that failure to hand in a paper or project on-time may affect both your grade on the individual paper and your participation in the overall course. If you are in the building on the day that a paper is due, it is your obligation to make sure that the paper gets to the teacher or you risk incurring a late penalty. Assignment extensions may be granted, but only under **extreme circumstances.** The instructor must be notified of these extreme circumstances prior to the assignment’s due date.

*Homework/Classwork*: A majority of the homework in this course involves reading and annotating texts, which is evaluated through tests, quizzes, and class discussions. Therefore, completion of homework or lack thereof will affect your grade. As with writing assignments, all homework and classwork is to be handed in on the due date assigned. If you are absent on a day in which homework assignments are due, it remains *your responsibility* to turn in the assignment the day you return to school. Primarily, you must come to class prepared, having done the assigned reading or writing and ready to participate in class discussion, either verbally, or through additional writing assignments which may be assigned during class.

**Absences / Tardiness:**

The school’s attendance and lateness policies are in effect at all times. Should you be absent on the day of a test or quiz, you will be expected to make up the assignment during your lunch period, free period or after school. It is *your responsibility* to initiative a conversation with the teacher about work missed during your absence. *Failure to make up a test immediately upon your return or within a mutually agreed upon time based on length of absence will result in a failing grade for that assessment.* It is at the teacher’s discretion to provide the student with an alternate version of an exam for absences due to extenuating circumstances.

**Statement of Academic Integrity**:

The *Academic Integrity Policy* is in effect at all times. Read the attached document to review the details of the policy as well as the penalties associated with non-compliance. If there are any questions or concerns regarding an assignment, you must discuss it with the instructor **prior** to handing it in for a grade.

*Definition of Academic Misconduct as determined in the IBO General Guidelines:*

The IB Organization defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct.

Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:

1. *plagiarism*—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
2. *collusion*—this is defined as supporting academic misconduct by another candidate, for example, allowing one’s work to be copied or submitted for assessment by another
3. *duplication of work*—this is defined as the presentation of the same work for different assessment components and/or DP core requirements
4. *misconduct during an IB examination* (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)
5. *any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate* (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media)