**International Baccalaureate Language A: Literature HL**

**Year 1 (IB English III HL)**

**2020-2021**

**Richwoods High School**

**Instructor: Dr. Kara L. Lycke**

**Contact Information**

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**Course Overview**

Welcome to the first year of IB Language A: Literature HL! In this course, students will learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. We will explore literature emphasizing three **areas of exploration**: (1) readers, writers, and texts; (2) time and space; and (3) intertextuality. This means that the works we will study represent a range of genres--written in English and translated--by authors from a variety of time periods and places.

**Works Studied**

Over the two years of the Language A: Literature HL course, students will closely read a *minimum* of 13 works. The works, from 4 literary forms (drams, prose fiction, prose non-fiction, and poetry), arise from a variety of centuries and locations around the world and connect with the areas of exploration listed above.

During the first year of the course, students are required to study the texts listed here. You will need to acquire your own copy of these texts so that you can annotate them to support your reading and assessments.

Semester 1

* *To Kill a Mockingbird*, by Harper Lee
* *The Great Gatsby,* by F. Scott Fitzgerald
* *Jazz*, by Toni Morrison
* *Educated*, by Tara Westover

Semester 2

* *Antigone*, by Sophocles
* *Poems, New and Collected, 1957-1997,* by Wislawa Szymborska
* *Chronicles of a Death Foretold*, by Gabriel Garcia Marquéz

In addition to these works, students will be assigned various supporting and related texts. Given the pace and circumstances of our course, texts may be added or substituted.

**Course Objectives**

1. Knowledge and Understanding
	1. Demonstrate knowledge and understanding of individual literary works as representatives of their genre and period, and the relationships between them
	2. Demonstrate an understanding of the ways in which cultural values are expressed in literature
	3. Demonstrate awareness of the significance of the context in which a work is written and received
	4. Substantiate and justify ideas with relevant examples
2. Analysis, synthesis, and evaluation
	1. Demonstrate an ability to analyze language, structure, technique and style, and evaluate their effects on the reader
	2. Demonstrate an ability to examine and discuss in depth the effects of literary techniques and the connection between style and meaning
3. Selection and use of appropriate presentation and language skills
	1. Demonstrate an ability to express ideas clearly and fluently in both written and oral communication, with an effective choice of register and style
	2. Demonstrate a command of terminology and concepts appropriate to the study of literature
	3. Demonstrate an ability to write a sustained and detailed literary commentary

**Assessments**

Assessments for this course will include a variety of ways for students to demonstrate they are meeting the course objectives. These will include both **formative** and **summative** activities including quizzes, tests, presentations, class discussions, projects, and papers. **Midterm and final exams** will be given.

Learner Portfolio

As part of the Language A: Literature HL course, students will create a Learner Portfolio that will contain both formal and informal responses to works studied. The portfolio will be reflective, critical, creative, and may be in a multimedia format. It will be created and used across the full two years of the course.

HL Essay

The HL Essay is a **formal essay** (1200-1500 words) written on one work studied in the course. This essay constitutes **20%** of the required IB assessments and is **evaluated externally**. Students will write the HL essay in the spring of year 1. **Submitting the HL Essay is required for students to pass the second semester of IB English 3.**

**PLEASE NOTE:**

* The **Learner Portfolio** and **HL Essay** are **required** IB assessments and must be submitted. If these assignments are not submitted, they will be recorded as a ZERO in the gradebook. As stated above, **students must submit the HL Essay in order to pass the second semester of IB English 3.**
* All additional course assessments are required. They are designed to prepare students for success on IB Diploma Program assessments occurring in year 2 of the course and in other academic contexts.

**Classroom Procedures and Policies**

**Materials Required for Class**

The work for the course will be completed and submitted electronically, at least for the first semester. **Students will need their Stream or a laptop at home every day.** We will use **Microsoft** tools such as Outlook, Teams, Word Online, and Power Point for a majority of the written and presented work for class. My website (**karalycke.weebly.com**) will be an important source for texts, handouts, and assignments.

I recommend that you have on hand other traditional learning tools as you need them. For your best opportunity for success, have available for your use the following items:

* Folder or 3-ring binder designated for this class only
* Loose leaf paper or a spiral notebook
* Pens, pencils
* Highlighters, stickie notes

**Class Expectations**

I expect that you will come to class every day with an open attitude, ready to learn and to share your ideas and work with the class. I will strive to plan our time together effectively and assign meaningful classwork and homework that helps you meet the course goals. I expect that each of you will strive for your best as you develop your reading and writing skills, improve your organizational and time management skills, and collaborate with your peers to solve problems and present findings. **Excellent attendance is expected, as is excellent self-discipline.**

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**Class rules are simple**: The 5 P’s!

Be **prompt**, **prepared**, **productive**, **polite,** and **proud**!!

**Attendance/Absence**

Attend school every day, every hour. You will join our class through MS Teams meetings which you will access through your Teams calendar. When you sign in, be sure you are aware of what you will need in class so that you will be prepared to learn and participate. As scholars, you should attend *every* academic meeting **well prepared to engage with the texts and ideas of the day.** Pay attention to my website so you know specifically what you will need for full participation and success!

If for any reason you are **absent**, you are responsible for that day’s work. If at all possible, plan your absence ahead of time. Pay attention to assignments posted on my website and in Teams so you know what you will need to make up. Arrange for a buddy in class to share notes and instructions with you. Check my website and Teams for handouts and to anticipate what you will miss. Tell me when you will be out and ask for work in advance if possible.

**Submitting Assignments**

Class work will be assigned specific **due dates and times** for electronic submission. If you are absent from a class meeting, you are allowed 2 days to make up work completed during our meetings. However**, many assignments will be given well in advance of due dates, so I will expect those assignments on time even if you are absent.** Grades for assignments turned in after the collection deadline will be penalized **10% per day**. **The penalty dates include weekends since you will be submitting electronically.** If the assignment is submitted more than 5 days late, the highest possible grade is 50%. This policy may be adjusted in special circumstances at my discretion.

Because the class is run electronically, you are expected to be aware of what is due and when. MS Teams makes this very easy. It is your responsibility to be sure you stay up to date with class activities and that you submit your work on time on the correct day and at the correct time.

**Academic Integrity**

Academic integrity is expected in all classroom endeavors and in all academic work everywhere. I encourage you to use social media to support your learning within those communities. **However, please be very aware of the boundaries for sharing work.** Placing your name on any academic activity tells me that the work is the result of **your own thought, effort, and study**. **Plagiarism** is when you use someone’s work, words, or ideas in any academic activity without giving them credit. Students who do not complete and submit work with academic integrity will face the harshest disciplinary action allowed by school and district policy. This applies to both formative and summative assignments. You will be expected to use correct **MLA** **style of citation and documentation** when referring to sources used for work in class.

**Relearn Policy**

I believe in giving students multiple opportunity to learn from their experiences. We will be writing a lot this year. You will have multiple opportunities to revise your writing after conferencing and additional feedback from me and your peers. This will allow you to improve your grade on the assignment and demonstrate mastery of the skills and concepts. No revisions or relearns of past assignments will be allowed during the final 10 days of the grading period. Relearns do not apply to group projects or presentations. This policy adheres to the District Reassessment Policy which can be located on the website at https://www.peoriapublicschools.org.

**Communication**

* **Additional Support:** I am available most days (M-F) between 1:15 and 2:45 if you have questions, concerns, or if you need extra support. I am available to talk with you and offer additional support through the **Teams chat and meeting** features. Please arrange a Teams meeting with me if you need more than a quick answer. If you have a quick question, you can chat with me in Teams, or use Remind, text, or email. I will respond to electronic communication within 24 hours (often much quicker) during the week. If you text or email me after 2:45 or on the weekend, I may not see it until the next workday. Please keep this in mind if you need last minute assistance.
* **Class Meeting Etiquette**: This semester, distance learning is different from the spring semester of 2020. Now, ATTENDANCE, FOCUS, AND PARTICIPATION count! Pursue success by participating in class through MS Teams and by following some simple rules of etiquette.
	+ Please keep your **attention on the class activity**. Do not video chat, text, or succumb to other distractions. Turn your phone off and set it aside.
	+ At the beginning and end of class, **have your camera on**. We need to see each other to build community. You can turn your camera off if someone is presenting (me or a peer).
	+ **Avoid distracting yourself and others**. Consider the space around you when you are in a class meeting. Try to be in a place that is **private** where you **can sit up and have your supplies nearby**. A desk or table are the best options.
	+ Your mic will most likely be muted when you join the class. Click the RAISE HAND icon when you want to say something. Wait to be called on. **Be prepared to be called on even if you don't have your hand raised**, just like when we are in person. Unmute your mic before you respond.
	+ **Use the chat feature to contribute or ask questions**. Provide concise, but complete questions or responses. Remember, everyone in class can see what you write.
* **Electronic Tools:**
	+ District 150 provides **Microsoft Office 365** *free of charge* for all district students. This package includes Outlook for email, Word, PowerPoint, OneDrive, Teams, and other useful tools. All email communication for class ***must be*** sent through your PSD 150 account. **Emails from students sent through other providers (gmail, comcast, att, etc.) are not acceptable and will not be responded to.** Using the institutional platform is a regular practice in most academic and work-place environments, so following it now will help prepare you for life beyond high school.
	+ **Google Docs and Google Slides will not be used for class** since they do not function properly within the district platform. If you draft assignments using Google tools or other platforms, you will need to convert them to Microsoft files before submission.
	+ Many course materials and activities can be found on my website (karalycke.weebly.com).
	+ Please bookmark these sites on your Stream, laptop, and phone.

**Grading**

Course evaluation will be based on assessments and activities including essays, informal writing, individual and group projects, discussions, presentations, tests, quizzes, and homework assignments. I expect that you will actively participate in all aspects of class throughout your studies this year. Productive class **participation** is essential to your success. I anticipate that you will thoughtfully engage with the texts and ideas, ask critical questions, and help yourself and the class explore possible ways of knowing, doing, and being.

If you ever don’t understand any aspect of class or what is expected of you, **ask questions**. Read the Communication section above.

The grading scale for the class is

A = 100-90%, B = 89-80%, C = 79-70%, D = 69-60%, F = 59-50%, and I = 40%

Grades will be recorded in Skyward. I use the RHS standard categories in a cumulative points system by semester. The grading categories are:

* **Formative Assessments** (classwork, homework, study guides) 15%
* **Summative Assessments** (papers, projects, tests, quizzes) 65%
* **Midterm Exam** (10%) and **Final Exam** (10%).

**None of this syllabus is set in stone. All is subject to adaptations and variations.**