**International Baccalaureate Language A: Literature HL**

**Year 1 (IB English 3)**

**2021-2022**

**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 two-year 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 and translated into English--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 (drama, 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
* Independent reading project (selected text from a provided list)

Semester 2

* *Antigone*, by Sophocles
* *Poems, New and Collected, 1957-1997,* by Wislawa Szymborska
* *Chronicles of a Death Foretold*, by Gabriel Garcia Marquéz
* Independent reading project, continued (selected text from a provided list)

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 assessments** 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 or in paper copy. **Students will need their Stream or a laptop in class every day.** We will use **Microsoft** tools such as Outlook, Teams, Word Online, and PowerPoint 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.

For your best opportunity for success, in addition to your Stream or laptop, please bring to class 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

**Classroom Expectations**

I expect that you will come to class every day with an open attitude, ready to learn and to share your ideas and your 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. As scholars, you should attend *every* academic meeting **well prepared to engage with the texts and ideas of the day.** Pay attention to calendars and announcements you are provided in the classroom, through Teams, and on 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 missed work. If at all possible, plan your absence ahead of time so you know what you will need to do to catch up. Tell me that you will be out and ask for work in advance. Ask a friend in class to collect handouts, notes, and instructions for you. Use the calendar posted in class to anticipate what you will miss and keep your eye on Teams and my website. If it is not possible to plan for your absence, ask a friend to stop by Room 603 to check in with me and to pick up your books from your locker.

If you are absent, follow these procedures:

* Check with a classmate about what you missed.
* Check Teams and my website for materials and handouts.
* If you have any questions, ask me.
* Complete the work in a timely manner.

**Submitting Assignments, Late Work, and Make-Up Work**

Due dates will be given for all assignments. Formative and summative assignments are generally **collected at the beginning of class or will be due electronically before the end of the day on the due date.** If you need extra time to complete an assignment, please talk to me and we can negotiate a reasonable due date. Work submitted a week or more after the due date will be worth no more than 50%.

**Academic Integrity**

Academic integrity is expected in all classroom endeavors and in all academic work everywhere. I encourage you to use social media and other resources 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 multiple opportunities to learn from experience. 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 assignments and demonstrate increasing mastery of the skills and concepts of the course. For tests and other individual assessments, you may see me about relearning the material and completing an additional assignment to demonstrate your learning. YOU MUST FOLLOW MY POLICY EXACTLY for additional points to be awarded. The full policy can be found on my website. 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**

**Academic and Other Support:** I am available to talk with you and offer additional support most days before and after school (7:00-3:00 PM), either in person or via Teams. Please sign up for an appointment by the classroom door to make an appointment. You can also stop by or Remind message me to see if I’m available. I will respond to your emails within 24 hours during the week. If you email me after 3:00 or over the weekend, I may not see it until the next weekday. Please keep this in mind if you need last minute assistance.

**Digital Tools:** District 150 provides **Streams** and **Microsoft Office 365** *free of charge* for all RHS students. Office includes Outlook for email in addition to 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, yahoo, att, etc.) are NOT acceptable and may be blocked by the district server.** 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 assignments 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 before submitting.

**Grading and Assessment**

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

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

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. The RHS grade weights for the semester are:

* **Formative Assessments** 15%
* **Summative Assessments** 65%
* **Midterm** 10% and **Final** 10%

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