I. Course Summary
In this course, students 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.

II. IB SL Language and Literature Aims
The aims of studies in language and literature are to enable students to:

- engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of the relationships between studies in language and literature and other disciplines
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature.

While we will use IB rubrics throughout the course, when these assessments will be counted toward students’ grades in the class, they will be converted to a standard A, B, C, D, N scale and the point value will appear on the rubric. Parents and guardians, please ask your student to share their rubrics with you.

III. Texts
Through the exploration of specific texts and writing workshops, students will learn about the development of character, the importance of place in establishing identity, issues of social justice from both historical and ethical perspectives, dystopian societies, and individual rights and social order. These topics are addressed in novels (Homegoing by Yaa Gyasi, The Handmaid’s Tale by Margaret Atwood, The Curious Incident of the Dog in the Night-Time by Mark Haddon), a novella (Chronicle of a Death Foretold by Gabriel Garcia Marquez), a podcast (In the Dark: Season Two by APM Reports), as well as various poems, short stories, news articles, tweets, advertisements, music videos, historical documents, and student-selected works.
IV. Methods of Assessment
This course is a two-year program. Assignments have been specially designed during the first year of the program to not only prepare students for the first year of exams but also to prepare students for the second year of assessments. We will complete an assortment of tasks to prepare for all of this testing. Some assignments will closely resemble IB exams, others will provide more focused opportunities to sharpen individual skills required for the exams.

IB Language and Literature Year 1 Assessment:
Individual Oral
- Internally assessed (graded by your teacher), but moderated by the IB at the end of the course
- Supported by an extract from one non-literary text and one literary work
- Students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher
- Students will respond to the prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied
- Worth 40 marks
  - 10 for Knowledge, understanding and interpretation
  - 10 for Analysis and evaluation
  - 10 for Focus and organization
  - 10 for Language
- The Individual Oral counts for 30% of the final IB grade

Looking ahead to 12th grade:
Paper 1 – Guided Textual Analysis
- Externally assessed (graded by IB)
- Students are provided two previously unseen non-literary texts, either complete works or passages
- One guiding question will be provided for each passage on a central technical or formal element that may provide an interesting point of entry into the text although it is not required that the student answer the questions specifically
- Students will write a guided analysis of one of the two texts (student’s choice)
- Students have 1.25 hours to complete the analysis
- Paper 1 counts as 35% of the final IB grade.

Paper 2 – Comparative Essay
- Externally assessed (graded by IB)
- Students are provided four questions of a general nature which require students to write a comparative essay about two works studied during the course (from either Year 1 or Year 2)
- Students will only answer one of the four questions provided
- Students may not use a text for Paper 2 that was used in any other assessment component (IA or Paper 1)
- Students have 1.75 hours to complete the essay
- Paper 2 counts for 35% of final IB grade

Please also see Highland Park Grading and Assessment Policy on the Highland Park Senior High Webpage for additional information about assessment.
V. V. Additional Course Requirements

Choice Reading Assignment
Because reading what you like is important, each quarter you will be expected to read literature of your own choosing (magazines, comics, newspapers, and assigned reading from this or any other class does not count). There will be time set aside in class each week for you to read your own book, but outside reading will also be necessary to reach the quarterly goal of 501 pages. Each time you finish a book, you need to log a report to receive credit by following the CHOICE READING link on Schoology. You need to fill out a new survey for EVERY BOOK you finish reading. The page count for all books logged in a single quarter will be added together for your final score. This assignment is worth 10 summative points per quarter. Points break down as follows:

<table>
<thead>
<tr>
<th>Page Range</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>501+ pages</td>
<td>10 points</td>
</tr>
<tr>
<td>451-500 pages</td>
<td>9.5 points</td>
</tr>
<tr>
<td>401-450 pages</td>
<td>9 points</td>
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<tr>
<td>351-400 pages</td>
<td>8.5 points</td>
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<tr>
<td>301-350 pages</td>
<td>8 points</td>
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<tr>
<td>251-300 pages</td>
<td>7.5 points</td>
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<tr>
<td>201-250 pages</td>
<td>7 points</td>
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<tr>
<td>151-200 pages</td>
<td>6.5 points</td>
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<tr>
<td>101-150 pages</td>
<td>6 points</td>
</tr>
<tr>
<td>0-100 pages</td>
<td>0 points</td>
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</tbody>
</table>

VI. Class Expectations
Come on time and be prepared to work! This includes having your iPad with you and charged.

Group work: Much work will be done in groups. Grades will be handed out as group grades (unless I have told you otherwise). If someone in the group is not pulling their own weight then you need to let me know before an assignment or project is completed, as I will not change grades after the fact.

Late work: if you have a legitimate reason that you will not be able to complete an assignment on time (e.g. a family emergency), please communicate your need for an extension BEFORE THE WORK IS DUE.

Test and quiz policy: Talking, passing notes, and “sign language” of any kind will not be tolerated until ALL testing is over. If you finish before your peers, you may sit quietly and read your Choice book. If you have a question during the test, raise your hand. Any attempt to cheat during any testing situation will result in a zero with no make-up, a referral to the office, and a call home.

Plagiarism: Plagiarism means copying from another source without giving that source credit. This includes your best friend, a book, the Internet, etc. Simply changing a few words does not mean you have not plagiarized. Coincidences can happen, but they do not happen throughout an entire paper. If you are caught plagiarizing you will be given a zero with no make-up, you will be written up, and I will contact your parent or guardian to make them aware of the situation. Please consult the HPSH Grading & Assessment Policy for further information.

Cell Phones or other electronic devices including headphones and ear buds are not allowed in the classroom according to Highland Park Senior High’s rules. Unless otherwise directed, they should not be seen or heard during class. If discovered, a student will be given one warning, after which consequences escalate to the point of dismissal from school.

The golden rule is RESPECT. Be polite. Treat your classmates (and teacher) with the same respect you would like to receive. Raise your hand if you have something to say. Please do not interrupt others. If someone is talking, you're listening. Sarcasm and light-hearted jokes are always welcome in my classroom. I can take a joke. Some people cannot. Please respect that. Our classroom is a community of learners who support each other.