

Welcome to Lang and Lit! We are so excited to go on this two-year adventure with you, one where we explore the power of language, the meaning of literature, and how the cultures and events across our world influence and are influenced by both.

Course Aims

- 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 an enjoyment of language and literature

Key Concepts: to remind you of the fundamental concerns that underlie the study of language and literature¹

Creativity Communication Culture Identity Perspective
Representation Transformation

Areas of Exploration and guiding conceptual questions

The course is organized into three Areas of Exploration that will guide our study of works (literature) and texts (non-fiction).

Readers, writers and texts

- Why and how do we study language and literature?
- How are we affected by texts in various ways?
- In what ways is meaning constructed, negotiated, expressed and interpreted?
- How does language use vary amongst text types and amongst literary forms?
- How does the structure or style of a text affect meaning?
- How do texts offer insights and challenges?

¹ Allison, Rob and Brian Chanen. *English A: Language and Literature Course Companion*. Pg 4

Time and space

- How important is cultural or historical context to the production and reception of a text?
- How do we approach texts from different times and cultures to our own?
- To what extent do texts offer insights into another culture?
- How does the meaning and impact of a text change over time?
- How do texts reflect, represent or form a part of cultural practices?
- How does language represent social distinctions and identities?

Intertextuality: connecting texts

- How do texts adhere to and deviate from conventions associated with literary forms or text types?
- How do conventions and systems of reference evolve over time?
- In what ways can diverse texts share points of similarity?
- How valid is the notion of a classic text?
- How can texts offer multiple perspectives of a single issue, topic or theme?
- In what ways can comparison and interpretation be transformative?

Potential texts

These are some of the texts we absolutely love and are considering studying sometime over the next two years. No matter what, the texts we explore together will cover a variety of genres, eras, and countries:

- *Taming of the Shrew* by William Shakespeare
- *Frankenstein* by Mary Shelley
- Select poems by T.S. Eliot
- *Persepolis* by Marjane Satrapi
- *Love Medicine* by Louise Erdrich
- Select poems by Wislawa Szymborska
- Select poems by Allen Ginsberg
- *The Autobiography of Malcolm X* by Alex Haley and Malcolm X
- Select songs by Kendrick Lamar
- *Kitchen* by Banana Yoshimoto
- *Woman Hollering Creek* by Sandra Cisneros
- Select poems and essays by Maya Angelou

IB Assessments

As per all IB courses, you have the option to take an external IB exam at the end of your senior year and that, combined with the in-class internal assessment scores, can provide you college credit. All students will be preparing for the following assessments throughout the duration of the course, whether or not they are taking the exam.

Assessment	Time/percent of IB score	Additional Information
Paper 1	2 hours and 15 minutes (35%)	<p>External: Two non-literary passages, two different text-types, each accompanied by a question.</p> <p>Students write an analysis of each of the passages.</p>
Paper 2	1 hour and 45 minutes (25%)	<p>External: Four general questions.</p> <p>In response to one question, students write an essay based on two works studied in the course.</p>
IA: Individual Oral	15 minutes: 10 minutes-student delivery, 5 minutes-questions (20%)	<p>Internal: Supported by an extract (no more than 40 lines) from one literary work and one non-literary work, students offer a prepared response to a prompt:</p> <p><i>Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts you have studied.</i></p>
Higher Level Essay	1,200-1,500 words (20%)	<p>External: Submit an essay on one non-literary text or a collection of non-literary texts by one author or a literary texts or work studied in the course; topics based on Key Concepts</p>

Global Issues

A central component of the Individual Oral is the discussion of a global issue and how it is addressed in a body of work (literature) and a text (non-fiction). IB has defined global issues in the following manner:

- (a) they have significance on a wide/large scale;
- (b) they are transnational;
- (c) the impact is felt in everyday contexts (55).

Your global issue is yours to uncover. However, IB has identified five fields of inquiry to get you thinking:

1. Culture, identity and community
2. Beliefs, values and education
3. Politics, power and justice
4. Art, creativity and the imagination
5. Science, technology and the environments

As we study texts and works, you are encouraged to track any Global Issues that arise in your Learner Portfolio, with hopes of having an extensive list to choose from when it comes time to prepare for your IA.

Learner Portfolio

The Learner Portfolio is a physical or digital space for you to house your observations, notes, connections, and thoughts on the texts and concepts in class. The goal of the Learner Portfolio is to prepare you for the IB assessments, specifically the IA.

Class structure

Our class will be a combination of reading, writing, discussion, and reflecting. Assignments will include essays, seminars, presentations, reader response/analysis journals, weekly reflections, and exit tickets.

We will utilize Google Classroom for assignment submission (Clark), as a space to access documents and texts, and to communicate outside of class time. Please be prepared to access both Google Classroom and your school email on a regular, if not daily, basis.

Late Policy

Assignments are due on the assigned date (obviously). If you must submit an assignment late, communication with your teacher is appreciated. An automatic deduction of 20% will be placed on all assignments submitted after the due date. You have until the Missing Work Deadline to submit assignments.