



# IB Higher-Level English 3 (Language A: Literature )

Room 419

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## Course Description & Aims

According to the IB, the course is organized into three areas of exploration and seven central concepts and focuses on the study of literary works. Together, the three areas of exploration of the course add up to a comprehensive exploration of literature from a variety of cultures, literary forms and periods. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication.

The aims of studies in language and literature courses 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.

## 3 Areas of Exploration & 7 Aspects of the Higher-Level English Course

<b>Readers, Writers, and Texts:</b> how readers, writers, and texts interact.	<b>Time and Space:</b> how texts interact with time and space (historical context)	<b>Intertextuality:</b> how texts connect to each other or compare to another
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<p><b>Identity</b> The representation of the identity of a particular character or group of characters in the work, or on the way in which the work relates to the identity of the writer</p>	<p><b>Culture</b> The representation of the culture of a particular place, institution or group of people, or on the way in which the work itself relates to a particular culture.</p>	<p><b>Creativity</b> The representation of the individual or collective creativity, or lack of creativity, within the work, or on the way in which the work represents the creativity of the writer.</p>	<p><b>Communication</b> The representation of acts of communication, or failures in communication, in the work, or on the way in which the work itself represents an act of communication.</p>
<p><b>Transformation</b> The representation of transformation or transformative acts in the work, or on the way in which the work itself is a transformative act either of other works through intertextual reference to them or of reality by means of a transformative effect on the reader's identity, relationships, goals, values, and beliefs.</p>	<p><b>Perspective</b> The representation of a particular perspective or perspectives within the work, or on the way in which the work represents the writer's perspective.</p>	<p><b>Representation</b> The way in which the work represents different themes, attitudes and concepts, or in the extent to which literature can actually represent reality.</p>	

## Required Assessments for HL English

Type of Assessment	Format of Assessment	Weighting of Final Grade (%)
<b>External</b>		
Paper 1: Guided textual analysis	Guided analysis of unseen passages from different text types	35
Paper 2: Comparative essay	Comparative essay based on two literary works written in response to a choice of one out of four questions	25
HL Essay	Written coursework component: 1200–1500-word essay on one literary work studied	20
<b>Internal</b>		
Individual Oral	Prepared oral response on the way that one translated literary work and one non-translated literary work studied have approached a common global issue	20

## Learners' Portfolio

- It is a mandatory individual collection of student work through both years of the course. It is a place for students to explore and reflect upon texts, establish connections among them and the central concepts in the work. As students' progress through the syllabus, it is expected that these connections provide a foundation for the construction of broader knowledge about the transactions between texts, culture and identity.
- The learner portfolio is also a space in which students can prepare for assessment. They will use the portfolio to make decisions about the most appropriate and productive connections between the works they have studied and the assessment components. It should be introduced at the beginning of the course and become increasingly important as students' progress and prepare for external and internal assessment.

## Required Texts

- *The Catcher in the Rye* by JD Salinger
- *Sing, Unburied, Sing* by Jesmyn Ward
- Wisława Szymborska Poetry
- *Chronicle of a Death Foretold* by Gabriel Garcia Marquez
- *Educated* by Tara Westover
- *The Great Gatsby* by F. Scott Fitzgerald
- \*Seventh text is TBD\*

## Assignments/Materials

- I utilize both Teams and hard copy assignments
- Materials: Notebook, Writing utensil, folder, computer, post-It notes, highlighter(s), and the text we are working with
- Assignments we will do include but are not limited to whole class and small group discussions, extended answer summatives, comprehension quizzes (these can be given at any time without warning since they are just checking whether you are reading and/or understanding what is happening), individual and group projects, and essays

## Grading Info

- Always assume I will mark something late, but that might not always happen. I might not grade everything. I might only grade one aspect of the assignment. I might change points or if it is summative or formative. Anything and everything is subject to change.
- Late work: Every day is 10% off
- Formative & Summative Grades & Final Exam
  - Do not complete formative? 40%
  - Do not complete summative? 0%
  - Good faith effort on formative and/or summative, based on my opinion: 50%
  - Final Exam: 10% of your final grade
- There will be a last day to turn in any late quarter assignments, but those will be determined later

## Other Important Info

- You can always ask for an extension or to reassess but be thoughtful when asking. You cannot reassess without giving full effort into the first assignment
  - Please do not revise an assignment before consulting me first
- Academic Dishonesty: Plagiarism, Author Falsification, and Source Falsification
  - Consequences: First time—allowed to reassess for alternative grade. Any time after—no reassessment allowed
  - ChatGPT and other AI tools: You are allowed and encouraged to use AI tools, but you need to cite whenever you use it (per IB). Just like when using outside sources, AI is a supplemental material, having it do the assignment for you is plagiarism
  - I will either ask you to run assignments through an AI checker and other times I will do it
- Tardies/Bathroom/Tech
  - No bathroom for the first or last 10 minutes of class and you must take a green pass that is on my front desk
    - No bathroom passes during 5th hour
- Headphones: Turned off and taken out when class starts, use them during work time when

- Phones: When I start class, put them away. Review policy on the board for further consequences
- All digital assignments will be completed on a COMPUTER.