

Course Description: IB World Literature is a two-year course designed to facilitate students in their explorations and interactions with literature and to encourage students to recognize literary works as products of art and their authors as artists whose methods can be analyzed in a variety of ways and on a number of levels.

According to the Literature Subject Guide, the course is built on the assumption that literature is concerned with our conceptions, interpretations, and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works.

Through the study of a wide range of literature, the Language A: Literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the language A: literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.

Objectives: According to the International Baccalaureate Language A: Literature Subject Guide, the aims of IB World Literature are to:

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. develop skills in interpretation, analysis and evaluation
4. 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
5. 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
6. develop an understanding of the relationships between studies in language and literature and other disciplines
7. communicate and collaborate in a confident and creative way
8. foster a lifelong interest in and enjoyment of language and literature.

Topics: IB requires at least 13 major works at the higher level (HL). We will cover the following texts in addition to many other shorter essays, poems, and stories over the course of two years. **Bolded titles indicate texts selected for year 2.**

1. **Readers, Writers, and Texts** (This area of exploration introduces students to the nature of literature and its study. The investigation students will undertake involves close attention to the details of texts in a variety of literary forms to learn about the choices made by authors and the ways in which meaning is created. At the same time, study will focus on the role readers themselves play in generating meaning as students move from a personal response to an understanding and interpretation that is influenced by the community of readers of which they are a part. Their interaction with other readers will raise an awareness of the constructed and negotiated nature of meaning.)

Anticipated Major Texts:

Oedipus Rex, Sophocles
Antigone, Sophocles
Antigone, Jean Anouilh
Medea, Euripides
A Doll's House, Henrik Ibsen
Hedda Gabler, Henrik Ibsen
Miss Julie, August Strindberg

2. **Time and Space** (This area of exploration focuses on the idea that literary texts are neither created nor received in a vacuum. It explores the variety of cultural contexts in which literary texts are written and read across time and space as well as the ways literature itself—in its content—mirrors the world at large. Students will examine how cultural conditions can shape the production of a literary text, how a literary text can reflect or refract cultural conditions, and the ways culture and identity influence reception.)

Anticipated Major Texts:

The Handmade's Tale, Margaret Atwood
Invisible Man, Ralph Ellison
Persepolis Books 1 & 2, Marjane Satrapi
Poetry of Li-Young Lee

3. **Intertextuality—Connecting Texts** (This area of exploration focuses on intertextual concerns or the connections between and among diverse literary texts, traditions, creators and ideas. It focuses on the comparative study of literary texts so that students may gain deeper appreciation of both unique characteristics of individual literary texts and complex systems of connection. Throughout the course, students will be able to see similarities and differences among literary texts. This area allows for a further exploration of literary concerns, examples, interpretations and readings by studying a grouping of works set by the teacher or set in close conversation with a class or groups of students. Students will gain an awareness of how texts can provide critical lenses to reading other texts and of how they can support a text's interpretation by expanding on it or question it by providing a different point of view.)

Anticipated Major Texts:

Hamlet, William Shakespeare
King Lear, William Shakespeare
Things Fall Apart, Chinua Achebe
The Stranger, Albert Camus
Beloved, Toni Morrison
Jane Eyre, Charlotte Bronte
Chronicle of a Death Foretold, Gabriel García Márquez

Class Assessment: All of the work in IB World Literature will be assigned a point value. The number of points earned during a grading period will be divided by the total number of points possible to give a percentage grade. As per Metro policy, letter grades will be given as follows:

90%-100%	= A
80%-89%	= B
70%-79%	= C
69% ↓	= F

IB Formal Assessment Component:

Internal:

This component consists of the **Individual Oral (IO)**, which is internally assessed by the teacher and externally moderated by the IB at the end of the course. The Individual oral is a 15-minute presentation supported by an extract from one work written originally in the language studied and one from a work studied in translation. Students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following 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. (20% of final IB score)

External:

- A. **Higher level (HL) essay** Students submit an essay on one literary text or work studied during the course. (20 marks) The essay must be 1,200–1,500 words in length (20% of final IB score).
- B. **Paper 1: Guided literary analysis** (2 hours 15 minutes) The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Students write an analysis of each of the passages (35% of final IB score).
- C. **Paper 2 Comparative essay** (1 hour 45 minutes) The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (25% of final IB score)

Additional Course Work:

Class discussion and participation: Daily participation is an expectation. Students will receive 5 points of participation (in class participation and/or online message board participation) on average for each class period. Student groups will be on a rotating schedule for leading discussions, moderating class discussion and posting discussion questions in MS Teams. Student leaders are expected to call on students and challenge students to support their arguments in discussion. **SEE PARTICIPATION HANDOUT**

Oral and dramatic presentations: In addition to one required individual oral, students will participate in a variety of smaller, informal presentations throughout the year. These will be individual and group presentations.

Journaling/Close reading annotation notes: Students are highly encouraged to keep a reader's journal and annotate their texts whenever possible, whether it's with notes or highlighting on a PDF or post-it notes in a physical book. If possible, students may choose to purchase physical copies of the books we read so they can annotate directly in the book.

Written papers of literary analysis: In addition to the longer Higher Level Essay, 3-4 page literary analyses (approx 100 points, scoring guides will always be given in advance detailing assessment and point value for the assessment) will be assigned throughout the year. Alternating units will include shorter "think piece" essays of 2-3 pages. These essays must be kept in your portfolio, which is a requirement for IB World Literature. The portfolio will be maintained using One Drive (40 points—**SEE THINKPIECE HANDOUT**)

In-class timed constructed responses: In preparation for the AP exam and IB's Papers 1 and 2, we will regularly write in class essays using released AP and IB essay prompts. (These essays are usually 40-50 points each and follow the THINKPIECE AP grading scale)

Tests and quizzes: All tests will be essay tests. Regular reading quizzes will be given throughout the year. Essay test grades are usually 50 points, reading quizzes vary more—anywhere from 10 points to 30 points.

Vocabulary and writing skills: Over the course of the year, short lessons will be given over specific literary terms (vocabulary) and over specific rhetorical elements and sentence structures in writing.

Resources: The primary text for the course will be the previously listed plays, novels, and poetry. These will be supplied by the school, photocopied, or presented as PDFs on the school's website. Students may wish to acquire their own copies of the texts in order to annotate/make their own reading notes. The instructor may provide some of the books for purchase from a discount provider. Advanced notice will be given to the students.

Students should prepare the following supplies for this class:

- A three prong notebook/folder or 1/2 inch-1 inch binder (spiral notebooks are not as convenient for adding papers)
- A set of highlighters or colored pencils for color marking/revising
- Post-in notes for annotating books

Classroom Procedures:

Attendance & Tardiness: All students are expected to be in class on time each day. IB practice assessments, reading quizzes, and opening activities will be given regularly at the beginning of class to encourage prompt arrival.

Make-Up Policy: Students will be allowed to make up work that they missed due to an excused absence, but it is the student's responsibility to find out what work was missed. Tests or quizzes may only be made up outside of regular class time and only by appointment. Under normal circumstances, make up work due to absence must be made up as soon as possible and no later than a week after the date missed.

Late Work: Any work that is not turned in at the beginning of the class period in which it is due will be subject to a 25% deduction in points if one day late, 50% for two days (and beyond). (School days, not class meetings.) Work that is more than three days late may not be accepted. Please speak to your instructor if you need more time on an assignment or need help in any way. I am usually very understanding if approached about a proem before assignments are due.

Cheating/Plagiarism: Metro High School values academic integrity and honesty. Fundamental to the teaching and learning process is the student's integrity and honesty. Teachers and administrators expect that all work be entirely the result of the student's own efforts. Plagiarism, cheating, or other forms of academic dishonesty will not be tolerated. Teachers will inform students when collaboration and cooperation are acceptable options as they are not the same as cheating and plagiarism. The determination of a student engaged or having engaged in academic dishonesty will be based on specific evidence provided by the classroom teacher or other supervising individual. Students found to have engaged in academic dishonesty are subject to disciplinary action at the classroom and/or building level. Students are expected to conduct themselves with honor and honesty by taking responsibility for their learning. Graduating from Metro means you have learned to be academically responsible.

Plagiarism, cheating, or a lapse in academic integrity is defined as:

1. Failing to properly cite other people's contributions to your knowledge, even if you have summarized or paraphrased their ideas
2. Copying or allowing anyone else to copy part or all of an assessment, homework assignment, paper, or test
3. Sharing material on quizzes or tests with current or future Metro students
4. Using materials other than those explicitly allowed by the teacher

Anyone found cheating or collaborating with a cheater on a test, quiz, research paper, essay, book report, etc. may be given a zero (F) for that assignment and a conference may be set up including the student, a parent, counselor, and the principal. The assignment may not be made up for credit, and the zero will be computed into the grade for that class. Anyone found copying homework/class work will be given a zero (F) for that assignment, which will not be made up for credit, and the zero will be compacted into the grade for that class. The second occurrence of copying will be treated as the first occurrence of cheating outlined above.

Metro subscribes to the website turnitin.com, which students will be required to use for submitting papers.

Cell Phones/Tablets and Laptops: While cell phones are not prohibited in the classroom, there are certain rules that must be followed. **In normal classroom procedures, cell phones and other electronic devices should not be out or utilized.** Playing games, texting, or using social media is prohibited. However, with the instructor's permission, some cell phone and device usage is acceptable during class. If a student has been asked to put a cell phone/device away and s/he does not comply, the device may be confiscated and returned at the end of the school day or given to the administration for a parent meeting. For example, looking up a definition or doing quick research during class discussion is usually acceptable. Specifically for exams and major assessments, students should keep cell phones off and stored in their bags. **Any student caught with a cell phone on his/her person during a test (or any time the class has been specifically instructed to have phones stored away) will receive an automatic zero on that assessment.**