

**MT. DIABLO UNIFIED SCHOOL DISTRICT  
COURSE OF STUDY**

<b>COURSE TITLE:</b>	<b>English IB HL Year 2</b>
<b>COURSE NUMBER:</b>	<b>350200</b>
<b>CBEDS NUMBER:</b>	<b>2160</b>
<b>DEPARTMENT:</b>	<b>English</b>
<b>LENGTH OF COURSE:</b>	<b>1 year of a 2-year sequence</b>
<b>CREDITS PER SEMESTER:</b>	<b>5</b>
<b>GRADE LEVEL(S):</b>	<b>12th</b>
<b>REQUIRED OR ELECTIVE:</b>	<b>Fulfills 1 year of required a-g “b” credit</b>

**PREREQUISITES:**

**Required** - Passing grade in English IB HL Year 1

**Recommended** – Teacher recommendation

**BOARD OF EDUCATION ADOPTION:** April 17, 2017

**COURSE DESCRIPTION:**

The IB Diploma Programme Language A: Literature course (English IB HL Year 1 and 2) develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In Language A: Literature, the formal analysis of texts and wide coverage of a variety of literature—both in the language of the subject and in translated texts from other cultural domains—is combined with a study of the way literary conventions shape responses to texts. Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes of significant length. This course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language. Texts studied are chosen from the Prescribed Literature in Translation (PLT) list and the Prescribed List of Authors (PLA) or elsewhere. The PLT list is a wide-ranging list of works in translation, from a variety of languages, allowing teachers to select works in a language different from the language of the examination. The PLA lists authors from the language of the examination.

**COURSE PURPOSE:**

The aims of the Language A: Literature course are to:

- Encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism.
- Develop students’ powers of expression, both in oral and written communication, and provide the opportunity of practicing and developing the skills involved in writing and speaking in a variety of styles and situations.
- Introduce students to a range of literary works of different periods, genres, styles and contexts.
- Broaden the students’ perspective through the study of works from other cultures and languages.
- Introduce students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works.

- Develop the ability to engage in close, detailed analysis of written text.
- Promote in students an enjoyment of, and lifelong interest in, literature.

**COURSE OUTLINE:**

(Please see Language A: Literature Guide, pages 16 to 21 for more details.)

**Literary genres:** Study of four works. All works are chosen from the Prescribed List of Authors (PLA) for the language being studied, chosen from the *same* genre.

**Options:** Study of three works. Works are freely chosen and do not have to be from the PLA or PLT. The instructor chooses one of the following options as a focus:

- The study of prose other than fiction leading to various forms of student writing
- New textualities; studying rapidly evolving text forms such as graphic novels, hypertext narratives, and fan fiction
- Literature and film

**KEY ASSIGNMENTS:** Students must demonstrate their ability to provide literary commentary about prose and poetry, both in written form and orally. Assignments will be designed to give students an opportunity to demonstrate the following:

- The development of critical-thinking and reflective skills
- The development of research skills
- The development of independent learning skills
- The development of intercultural understanding
- A globally recognized university entrance qualification

**INSTRUCTIONS METHODS and/or STRATEGIES:**

(Please see Language A: Literature Guide, pages 14 and 15 for more details.)

General IB approaches to teaching are:

- Based on inquiry
- Focused on conceptual understanding
- Developed in local and global contexts
- Focused on effective teamwork and collaboration
- Differentiated to meet the needs of all learners
- Informed by formative and summative assessment

Strategies to meet these approaches with students include deliberate lesson planning that encourages students to develop these approaches to learning skills:

- Thinking
- Communication
- Social
- Self-management
- Research

## **ASSESSMENTS INCLUDING METHODS and/or TOOLS**

(Please see Language A: Literature Guide, pages 22 to 71 for more details.)

There are ongoing formative and summative assessments throughout the course as prepared by the instructor. In addition, there are specific IB assessments called Internal Assessment (IA) and External Assessment (EA). Preparation for both the IAs and EAs are ongoing throughout the course.

### **External**

- Paper 1: Literary commentary and analysis of one unseen text
- Paper 2: Essay on at least two works studied
- Written assignment: Reflective statement and literary essay on one work studied

### **Internal**

The internal exams occur at the end of Year 1.

- Formal oral commentary and interview (20 minutes)
- Individual oral presentation (10-15 minutes)

## **INSTRUCTIONAL MATERIALS:**

The IB provides two documents which serve as the basis for selecting literature for the ELA courses. The Prescribed Literature in Translation list (PLT) sets out to provide schools with a broad range of texts originally written in a variety of languages. These works are appropriate for study at this. The Prescribed List of Authors (PLA) contains the names of authors that can be used in literary analysis.

Examples of additional works that may be used include:

- Novels: Cyrano de Bergerac, The Stranger, Madame Bovary, Things Fall Apart, I Know Why the Caged Bird Sings, 1984, Kite Runner, Things They Carried, Great Expectations
- How to Read Like a Professor
- Rhetorical Grammar
- Hamlet (video)
- Selected Poems
- Teaching Poetry in High School, A. B. Somers
- A Guide to Literary Criticism and Research, Stevens and Stewart
- MLA Handbook for Writers of Research Papers, Gibaldi and Achtert
- Perrine's Sound and Sense
- Pearson Baccalaureate : English a : Literature for the IB Diploma
- The Bedford Glossary of Critical and Literary Terms
- Literary Theory : An Introduction, T. Eagleton

### **For Honors Distinction:**

## **CORRESPONDING NON-HONORS COURSE:**

ERWC

## **DIFFERENCES in HONORS/NON-HONORS COURSES:**

In the 12th grade, the Expository Reading and Writing Course focuses almost exclusively on reading and writing expository texts. While some expository skills are developed further in the IB English HL course, students will go much more in depth to develop their critical understanding of Literature.

**Committee Members:**

**1. Sharon Thompson**

**2. Carissa Weintraub**

**3. Nicole Kipnis**

**4. Sasha Robinson**

**5. Efa Hucakby**

**6. David Ramirez**