

IB Language and Literature

11th Grade

IB Language and Literature:

Students study a **range of texts in a variety of media**. By examining communicative acts across literary form and textual type alongside secondary readings, students will **investigate the nature of language itself and the ways it shapes and is influenced by identity and culture**.



What will you do in this class? (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

and...



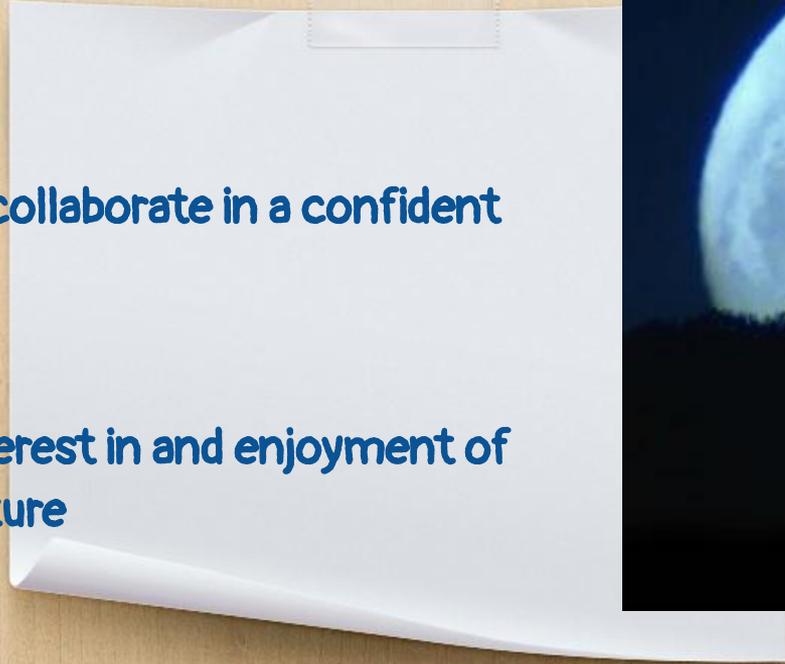
Aims Continued...

- ★ develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse response and open up multiple meaning
- ★ 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 divers responses and open up multiple meanings



Aims Continued...

- ★ **develop an understanding of the relationships between studies in language and literature and other disciplines**
- ★ **communicate and collaborate in a confident and effective way**
- ★ **foster a lifelong interest in and enjoyment of language and literature**



What are the essential questions of this course?

An essential question aims to stimulate thought, provoke more inquiry, and provoke more questions.

Units and Essential Questions

Unit 1: Readers, Writers, and Texts

EQ: For what purposes do we construct, consume, and distribute texts?

sub-questions:

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?



Units and Essential Questions

Unit 2: Time and Space

EQ: In what ways does our own bias and perspective distort the truth?

sub-questions:

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 insight 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?



Units and Essential Questions

Unit 3: Intertextuality

EQ: In what ways can stories “save” us?

sub-questions:

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 on a single issue, topic, or theme?

In what ways can comparison and interpretation be transformative?



Course Content is Divided into 3 Areas of Exploration

- Readers, Writers, and texts
- Time and Space
- Intertextuality



Concepts we will consider when exploring various texts include:

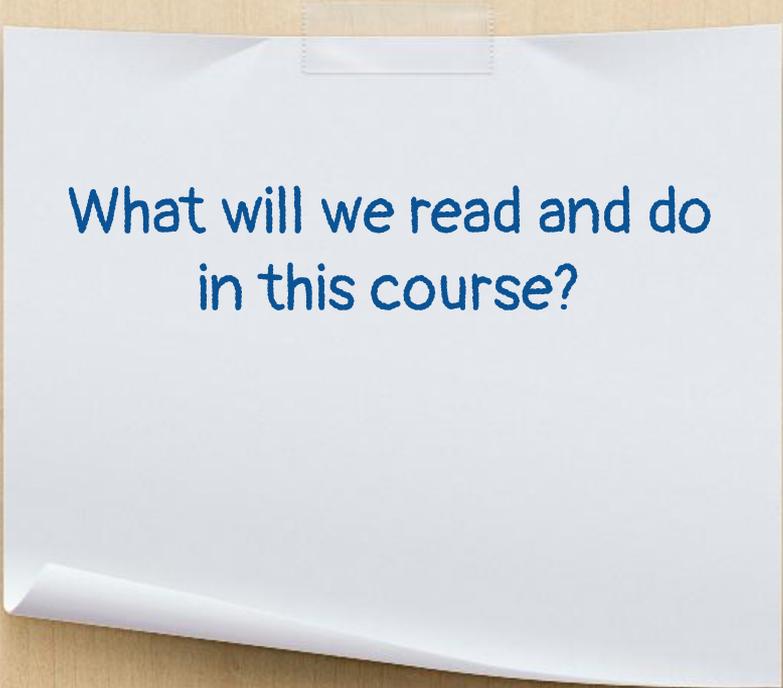
- Identity
- Culture
- Creativity
- Communication
- Perspective
- Transformation
- Representation (Does art have to be real?)



Global Issues that texts we look at will explore:

- Culture, identity, and community
- Beliefs, values, and education
-
- Politics, power, and justice
- Art, creativity, and the imagination
- Science, technology, and the environment



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What will we read and do
in this course?

What will you “read”?

Poet of Choice: Frost, Dickinson, or Whitman

Songs Lyrics of Joni Mitchell, Bob Dylan, or Kendrick Lamar (with parent permission)

Album covers (visual art)

Journalistic writing

Chronicle of a Death Foretold (novella) by Gabriel Garcia Marquez



What will you “read”?

Short stories: Murakami, Hemingway, or Chekhov

TED talks on the art of fiction/flash fiction selections

The Things They Carried

Independent Reading each semester



What will you do?

- discuss
- analyze
- present
- collaborate
- write
- create
- reflect
- plan
- synthesize

Specific Outcomes:

- literary analysis essay
- short story
- reflections on learning in Portfolio
- presentations
- posters
- collages
- choice projects



The learner portfolio

What is it?

A collection of the work you do and a means for you to track your development as a learner.

What goes in your portfolio:

- reflections
- explorations
- evaluations and critical analyses of texts
- experiments with form, media, and technology
- research and reading notes
- notes on class discussions and presentations
- record of feedback received (peer, self, teacher)





IB considerations

Wait. Why IB for all?

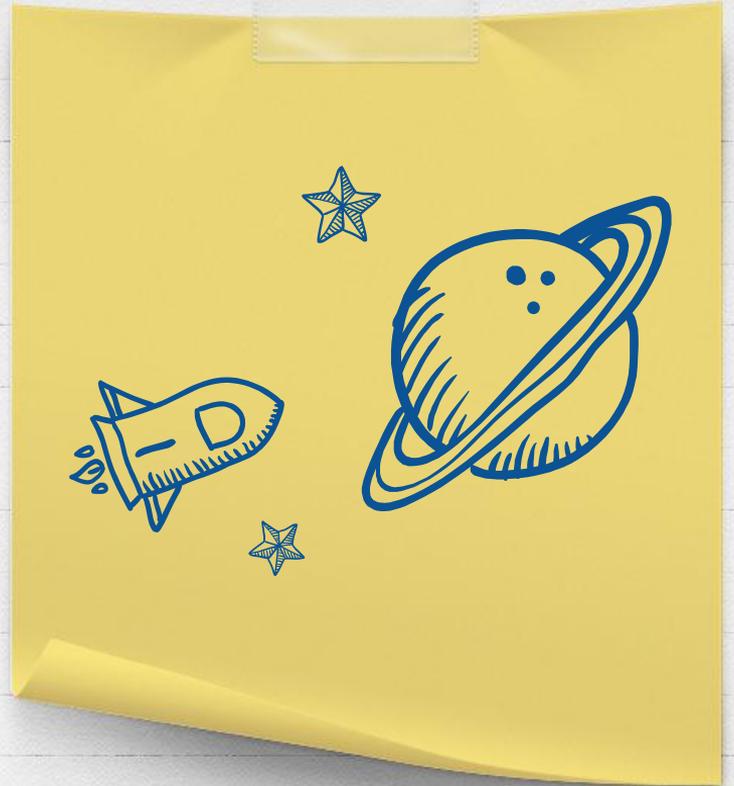
Because research shows that all kids can do this work and we believe in equal opportunity.

Everyone who takes this course in the junior and senior year will have the opportunity to test.

Don't think that's an opportunity?

Consider this.

And don't worry. You don't have to choose yet. But let's explore IB a bit.



IB Learner Profile

caring

principled

knowledgeable

open-minded

risk-taker

balanced

inquirer

reflective

thinker

communicator



What IB assessments happen this year?
(Remember, it's a two-year course.)

HL Essay

20% of IB score

What if I am not planning to test?

That's fine, but we are going to do these things as part of the class whether or not you choose to turn them in to IB for consideration. During class time, there is really no difference between a student who plans to test and a student who doesn't.

IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.





Supply List

Supplies...



Need	Would be useful	Donations appreciated if you can
<ul style="list-style-type: none">● Chromebook (charged)● Notebook or section ONLY for English● Pen/pencil, eraser● Your book/materials● Place to organize handouts/papers (binder? Pee-chee?)	<ul style="list-style-type: none">● Highlighters● Sticky notes● Colored pencils/markers● Chromebook compatible headphones/adaptor (for audiobooks, audio/video activities, etc.)	<ul style="list-style-type: none">● Tissues!● Hand sanitizer● Books● Craft supplies (markers, construction paper, paints, colored pencils, etc.)● Old magazines

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Technology

Technology.

You will have your own chromebook. Bring it to class charged.

No personal cell phones from bell to bell. Academic use of a phone with permission. Folks who can't self-manage will put their phones in the phone pocket organizer for the period.

You will turn in most of the work you do in this class through **Schoology** and sometimes also submit that work to **Turnitin.com** for a plagiarism check. You will use your school email for all communications regarding this class and **save all you work in your school Google Drive**.

Throughout the year, you will use Schoology to build a Portfolio of your work this year.

You will use Quill.com and NoRedInk.com for grammar and writing practice.



Schoology
Turnitin
Google Drive
Quill.com
NoRedInk.com
Remind

Class Codes

Parent Remind: Text @9a759b to 81010

Student Remind: Text @d879gbe to 81010

Turn It In: Class ID--22250885
password--lovetoread

Quill.org: Class code--shape-report



Schoology
Turnitin
Google Drive
Quill.org
Remind



Cheating/Plagiarism

Plagiarism/Cheating

All incidences of plagiarism **will be reported to administration and counselors**. Plagiarism includes both intentional and unintentional actions. Academic honesty is an important value in education and one that will help develop positive characteristics for your future. You may earn a zero on the assignment and lose the opportunity to redo. This is an **academic concern**. All work you turn in for a grade must be evidence of your skills and abilities.



Grading/ Late work

What do you need to know about my grading policies?

***Engaged Learning:** Daily work intended to introduce ideas, develop skills and provide evidence of reading. Daily note-taking, peer work and journaling. 25%

***Performance:** Assignments and assessments demonstrating developing and mastery of skills. Assessments can be redone since they are linked to standards, with teacher approval and within the same time/unit as the standard was addressed. An intermediary assignment may be required before a standards assessment can be redone. 75%



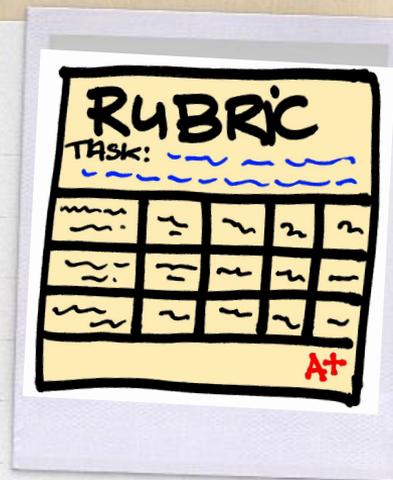
What do you mean by “standards”?

These refer to the thing you are supposed to know and be able to do in 11th grade and in IB.

[Common Core Standards](#)

IB Standards:

- ❖ Know and understand texts and be aware of their significance
- ❖ Understand how language is used to create meaning
- ❖ Organize in speech and writing
- ❖ Use language clear and effectively in your speaking and writing



What about late work?

It is important to check in with all teachers before or after school if you/your student has been absent. **The first few minutes before or between classes are a really bad time** to discuss the complexities of any assignment.

Please see me before or after school or email me if this situation applies to you! Before you ask about what you missed, please also take the time to check the Schoology. Arrive prepared for the conversation with a planner and knowledge of basic assignment. When you approach me to talk about grades, do not approach with your phone in your hand. **Always begin these conversations by asking, “Is now a good time to talk about my grade?”**.

Engaged Learning assignments will not be accepted late. Performance assignments will be accepted within two weeks after the end of the unit of instruction.



GROUP WORK

Group Work Expectations: If you are absent on the day of a schedule presentation and it is a group presentation, **your group will be expected to present without you.**

Consequently, all group work is required to be shared and not held by one person in the group. If you are absent on the day of an individual or group presentation, the presentation must be made up before or after school during regular office hours and arranged in advance. The time allowed for making up presentations follows school policy: one day for each day missed. Additionally, if you are absent for more 40% of the group work time, you may need to complete the project/work on your own.





Communication and
Other

Communication

Consider all your communications with me practice for the adult/professional world and part of this course in effective use of language to inform, persuade, or entertain.

I love it when you email me. But I also love it when you take the time to compose a professional email with all the information I need to help you. Here is a link to a wiki on [how to email your teachers](#) if you don't know what I mean.

My email: eshine@osd.wednet.edu (old) Eventually, I will have a new one: ehouse@osd.wednet.edu. Both will still work. I will let you know when the new address is active.

Course updates, deadlines, and information will all be on Schoology. I will also sometimes use Remind.



Assignment

Go home and show your parents this slideshow. You and your parents sign the half sheet of paper I just passed out to you and return to me by _____. This is an Engaged Learning assignment.

