Course Outline IB DP Language and Literature

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**What students will learn in the language A: language and literature course**

In the language A: language and literature course students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. Students will engage in activities that involve them in the process of production and help shape their critical awareness of how texts and their associated visual and audio elements work together to influence the audience/reader and how audiences/readers open up the possibilities of texts. With its focus on a wide variety of communicative acts, the course is meant to develop sensitivity to the foundational nature, and pervasive influence, of language in the world at large.

The aims of **language A: language and literature** at SL and HL, are to:

1. introduce students to a range of texts from different periods, styles and genres

2. develop in students the ability to engage in close, detailed analysis of individual texts and make

relevant connections

3. develop the students’ powers of expression, both in oral and written communication

4. encourage students to recognize the importance of the contexts in which texts are written and

received

5. encourage, through the study of texts, an appreciation of the different perspectives of people from

other cultures, and how these perspectives construct meaning

6. encourage students to appreciate the formal, stylistic and aesthetic qualities of texts

7. promote in students an enjoyment of, and lifelong interest in, language and literature.

8. develop in students an understanding of how language, culture and context determine the ways in

which meaning is constructed in texts

9. encourage students to think critically about the different interactions between text, audience and

purpose.

**There are four assessment objectives at SL and at HL for the language A: language and literature course.**

**1. Knowledge and understanding**

– Demonstrate knowledge and understanding of a range of texts

– Demonstrate an understanding of the use of language, structure, technique and style

– Demonstrate a critical understanding of the various ways in which the reader constructs

meaning and of how context influences this constructed meaning

– Demonstrate an understanding of how different perspectives influence the reading of a text

**2. Application and analysis**

– Demonstrate an ability to choose a text type appropriate to the purpose required

– Demonstrate an ability to use terminology relevant to the various text types studied

– Demonstrate an ability to analyse the effects of language, structure, technique and style on the

reader

– Demonstrate an awareness of the ways in which the production and reception of texts contribute

to their meanings

– Demonstrate an ability to substantiate and justify ideas with relevant examples

**3. Synthesis and evaluation**

– Demonstrate an ability to compare and contrast the formal elements, content and context of

texts

– Discuss the different ways in which language and image may be used in a range of text

– Demonstrate an ability to evaluate conflicting viewpoints within and about a text

– **At HL only:** Produce a critical response (essay) evaluating some aspects of text, context and meaning

**4. Selection and use of appropriate presentation and language skills**

– Demonstrate an ability to express ideas clearly and with fluency in both written and oral

communication

– Demonstrate an ability to use the oral and written forms of the language, in a range of styles,

registers and situations

– Demonstrate an ability to discuss and analyse texts in a focused and logical manner

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| |  | | --- | | **SL Assessment components** | | **Weighting** |
| |  | | --- | | **External assessment (3 hours)**  **Paper 1: Guided textual analysis (1 hour 15 minutes)**  The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks) | | 35% |
| **External Assessment**   |  | | --- | | **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. (30 marks) | | 35% |
| |  | | --- | | **Internal assessment**  This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.  **Individual oral (15 minutes)**  Supported by an extract from one non-literary text and one from a literary work, 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 texts that you have studied. (40 marks) | | 30% |

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| HL Assessment Components | Weighting |
| |  | | --- | | **External assessment (4 hours)**  **Paper 1: Guided textual analysis (2 hours 15 minutes)**  The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks) | | 35% |
| |  |  | | --- | --- | | **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. (30 marks)   |  | | --- | | **HL essay**  Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. (20 marks)  The essay must be 1,200-1,500 words in length. | | | 25%  20% |
| |  | | --- | | **Internal assessment: Individual oral (15 minutes)**  This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.  **Individual oral (15 minutes)**  Supported by an extract from both one non-literary text and one from a literary work, 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. (40 marks) | | 20% |

***Important Note: In preparation for the IB assessments and to form predicted grades and grades for the B.C. Ministry of Education transcript, students will complete a variety of formative and summative (for a provincial mark) assessments throughout the course.***

**The learner portfolio:**

The learner portfolio is an important tool in helping students prepare for formal assessment. It provides a platform for students to develop independent thinking when studying texts, reflecting on the ways their texts and responses explore cultural values, identities, relationships, and issues across a variety of topics.

In relation to the preparation of the HL essay, Paper 1 and Paper 2 and the individual oral the learner portfolio provides an opportunity for students to:

* reflect on the ways in which each text they read relates to the seven central concepts of the course
* keep an ongoing record of themes and issues they find interesting in relation to each of the texts they read
* explore how key passages in the texts they have studied are significant in relation to those themes and issues
* trace the evolution of their thinking and planning in connection with their chosen topic
* record references for, and ideas and quotations from, secondary sources they might want to mention in their essays or oral

**Guiding Principles: These are the themes, concepts and global issues that will guide our exploration of language and literature:**

**7 Principal Concepts:**

1. Identity
2. Culture
3. Creativity
4. Communication
5. Transformation
6. Perspective
7. Representation

**Areas of Exploration**:

* Readers, Writers, and Texts
* Time and Space
* Intertextuality

**Global Issues:**

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

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| Literary Texts | Examples of Non-Literary Texts |
| Year 1   * The poetry and lyrics of Bob Dylan * The Great Gatsby by F. Scott Fitzgerald * 1984 by George Orwell * Persepolis by Marjane Satrapi   Year 2   * Metamorphoses by Franz Kafka * Voices From Chernobyl by Svetlana Alexievich * Indigenous Text TBD | * Advertisement, propaganda, film/television, speech, opinion, cartoon, infographic, interview, photographs, podcast, satire, newspaper article, video, art |