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PINEWOOD – THE AMERICAN INTERNATIONAL SCHOOL OF THESSALONIKI, GREECE

## **IB1 English A, Standard Level / Higher Level (\*HL) Grade 11 Dr. Manney 2010-2011**

### **COURSE DESCRIPTION**

***IB English A Language and Literature*** is designed to develop and strengthen students' skills in critical reading and critical literacy through in-depth study of a wide variety of texts. In our course, *text* is defined as any unit of communication whose purpose is to relay a message to an audience; a *text* may consist of organized stretches of language, both spoken and written, as well as images and visual and aural structures. In ***IB English A Language and Literature*** we study linguistic as well as visual and aural texts. This includes literary forms, such as novels and poetry, popular media, such as public speeches, song lyrics, newspaper articles and editorials, as well as visual constructions, drawn from advertising, film and works of art.

Central to our study of texts is the analysis of *context*: the historical, social and political circumstances under which texts are created, interpreted and re-interpreted by diverse groups of people. Students explore the close relationship between the meaning and context of a particular text, and are encouraged to consider more than one interpretation of the same text, according to different contextual factors. Students are also required to re-create several different text-types encountered during their studies, such as news articles, advertisements, diary entries, personal memoirs, and many others. Finally, students design and deliver regular oral presentations on aspects of the texts studied in class as part of the overall course requirements.

### **COURSE STRUCTURE AND ASSOCIATED READING LISTS**

IB English A is divided into four main parts which are taught over a period of two years. Each part of the course has an associated set of required readings and assessments which students will complete as they work on that particular part of the course. The four parts of ***IB English A Language and Literature***, which may be presented in any order, are as follows:

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|----------------|--|
| <b>Part 1:</b> | <b>Language in Cultural Context</b>    |
| <b>Part 2:</b> | <b>Language and Mass Communication</b> |
| <b>Part 3:</b> | <b>Literature – Texts and contexts</b> |
| <b>Part 4:</b> | <b>Literature – Critical study</b>     |

## **SCOPE AND SEQUENCE: 1<sup>ST</sup> YEAR**

The material presented below is covered during the first year, and includes one part on literature and one part on language / applied linguistics. Each part includes one or two assessments which must be completed during the semester in which it is scheduled in order for the student to pass IB English A. Those selections marked with an asterisk (\*) are for higher-level candidates only.

### **SEMESTER 1 – Literature – Critical Study (Part 4)**

(Sept. 2011 – Jan. 2012)

#### **Reading List**

<i>Never Let Me Go</i>	<i>Kazuo Ishiguro</i>
<i>Up From Slavery</i>	<i>Booker T. Washington</i>
<i>I Know Why the Caged Bird Sings (* HL)</i>	<i>Maya Angelou</i>

#### **Focus**

- Literary Criticism and Literary Technique
- Relationship between text and context
- Introduction to Text-types:  
*News articles, Editorials / opinion columns, Essays, Speeches, Personal memoirs / autobiography*
- Practice Written Task
- Practice Oral Commentary

#### **Assessments**

- **Written Task #1**
- **Oral Commentary**

### **SEMESTER 2 – Language and Mass Communication (Part 2)**

(Jan. 2012 – June 2012)

#### **Reading List**

A set of non-literary texts which include the following text-types:

- *Public Speeches*
- *Editorials / Opinion Column*
- *Blogs*
- *Advertisements*
- *Parody*
- *News Articles*
- *Film / Documentary*

#### **Focus**

- Different types of texts which appear in the mass media
- Attitudes and values expressed in media texts
- Particular uses of language and image in mass media texts
- Practice Written Task
- Practice Oral Activity

#### **Assessments**

- **Written Task #2**
- **Further Oral Activity #1, plus Written Reflective Statement #1**

### **SUMMER 2012 - Reading/Writing Assignment**

*To be announced*

## **SCOPE AND SEQUENCE: 2<sup>ND</sup> YEAR**

The material presented below will be covered the second year and includes both literature and language / applied linguistics. As in the first year, each part includes one or two assessments which must be completed in order for the student to pass IB English A. Selections marked with an asterisk (\*) are for higher-level candidates only.

### **SEMESTER 3 – Literature – Texts and Contexts (Part 3)**

(Sept. 2012 – Dec. 2013)

#### **Reading List**

<i>The Great Gatsby</i>	<i>F. Scott Fitzgerald</i>
<i>Chronicle of a Death Foretold</i>	<i>Gabriel Garcia Marquez</i>
<i>Age of Innocence</i> (*HL)	<i>Edith Wharton</i>

#### **Focus**

- Literary Criticism and Literary Technique
- Historical, cultural and social contexts in which particular texts are written, distributed and read
- Relationship between context and formal aspects of the text
- Attitudes and values expressed in literary texts
- Practice Written Task
- Practice Exam Papers #1 and #2

#### **Assessments**

- **Written Task #3**

### **SEMESTER 4 – Language in Cultural Context (Part 1)**

(Jan. 2013 – April 2013)

#### **Reading List**

A set of non-literary texts which include the following text-types:

- *Public Speeches*
- *Editorials / Opinion Column*
- *Essays*
- *Song Lyrics*
- *Advertisements*
- *Personal Memoirs / Autobiography / Autoethnography*
- *News Articles*
- *Film / Documentary*

#### **Focus**

- Influence of historical, cultural and social contexts on the form and meaning of texts
- Causes and effects of language change
- Role of language to convey personal and sociocultural identity
- Role of language to convey power relations
- Practice Further Oral Activity
- Practice Outlining and developing a Thesis Statement (\*HL)

#### **Assessments**

- **Written Task #4 (\*HL) - Critical Response:**  
**Formal Essay with clear and focused Thesis Statement;**  
**Outline prepared in class.**
- **Further Oral Activity #2, plus Written Reflective Statement #2**

## **LEARNING OBJECTIVES**

Students will be expected to demonstrate:

1. an appreciation of both language and literature as disciplines of study as well as sources of intellectual and emotional enrichment.
2. a thorough familiarity with commonly occurring literary techniques and devices which are used in a range of texts studied.
3. an ability to perform close, detailed analyses of individual texts and to make relevant observations about key issues treated in the texts.
4. a recognition and appreciation of the formal, stylistic and aesthetic qualities of texts.
5. an ability to present ideas and arguments, both orally and in writing, clearly and coherently, and to use specific and relevant examples in support of main ideas expressed.
6. a thorough knowledge of a range of texts drawn from different periods, styles and genres.
7. an ability to produce and re-create a range of text-types which are represented in the works studied.
8. a deep understanding of the importance of *context*, i.e., socio-cultural, historical and political circumstances, within which texts are written and received.
9. an ability to recognize and comment on the interactions between text, audience and the author's purpose in creating a particular text.
10. a deep appreciation, through the study of texts, of the numerous perspectives of people from different cultures and backgrounds, and ways in which these perspectives shape the meaning of texts.

## **HOMEWORK POLICIES**

Students are required to complete regular reading assignments, short and long writing assignments, quizzes/tests over the assigned readings, and frequent oral presentations. Students are expected to do all assignments, on time. Late homework papers are not accepted and receive no credit; late formal assessments, such as a Written Task or a Written Reflective Statement, will be penalized through a reduction in the grade given.

## **ASSESSMENT**

All assignments, both written and oral, will be marked in strict accordance with the prescribed IB English Language and Literature assessment criteria, either Standard or Higher Level, appropriate to the assignment.

## **RESOURCES**

In addition to the above-listed literary works to be studied, students are required to read widely from a range of non-literary sources. There is a required *IB English A Language and Literature Course Companion* which outlines all of the external and internal assessments for the course and provides a detailed overview of the four course components. Students will be required to read sections of this text in preparation for all major assessments. For Parts 1 and 2 of the course (i.e. *Language in Cultural Context* and *Language and Mass Communication*, respectively), students will study a number of texts drawn from a variety of sources, including major news media, advertising, political journals, collections of essays and public speeches, book reviews, film and other types of popular cultural media. Hard copies of some texts will be provided; other types of texts will be accessed through the Internet.

## **ACADEMIC HONESTY**

Academic honesty is fundamental to the integrity and operation of our school. Acts of academic dishonesty, including plagiarism (the act of presenting others' words and ideas as one's own without crediting the source), stealing in quizzes and tests, copying work from other students or allowing their own work to be copied, or using notes during a test, are considered serious offences. The consequences of academic dishonesty will be a zero grade on the specific test/assignment, and additional disciplinary action. Furthermore, any student who violates academic honesty will be ineligible or removed from the National Honor Society.