



**SAINT GEORGE
SCHOOL**
FOUNDED 1965



Porfirio Herrera No. 6, Ensanche Piantini,
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LANGUAGE A: LITERATURE AND LANGUAGE (HL)

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Academic Year: 2011 – 2012

INTRODUCTION AND COURSE DESCRIPTION

This is a new IB English course, commencing this year, which takes many of its ideas from the previous IB A2 Language and Literature course. The course comprises of four parts- two linked to the study of literature and two to the study of language.

<u>Syllabus Outline</u>	<u>IB English Assessment Outline</u>
Part 1-Language in a Cultural Context	<u>External</u> Paper 1: Comparative textual analysis 25% Paper 2: Essay- linked to Part 3 25% Two Written Tasks 20%
Part 2- Language and Mass Communication	
Part 3- Literature: Texts in Context	<u>Internal</u> Independent oral commentary- part 4 15% Two further oral commentaries- based on part 1 and 2 15%
Part 4- Literature: Critical Study	

The aim of the course is to encourage students to question what they read, become critical inquirers, be aware of the wider context in shaping the meaning of a text, develop their textual analysis skills and English proficiency levels and to gain enjoyment through reading various texts.

Taking this course sets students on the bilingual diploma path and opens up many opportunities for them in the future.

SKILLS

Each of the following assessment objectives are present and addressed in each of the assessments students will have to produce throughout the IB Language A: Language and Literature course.

Knowledge and understanding

To demonstrate:

- knowledge and understanding of a range of texts
- understanding of the use of language, structure, technique and style
- a critical understanding of the various ways in which the reader constructs meaning and how context influences this constructed meaning
- an understanding of how different perspectives influence the reading of a text

Application and analysis

To demonstrate:

- a. an ability to choose a text type appropriate to the purpose required
- b. and ability to use terminology relevant to the various text types studied
- c. an ability to analyse the effects of language, structure, technique and style on the reader
- d. an awareness of the ways in which the production and reception of texts contribute to their meanings
- e. an ability to substantiate and justify ideas with relevant examples

Synthesis and evaluation

- a. Demonstrate an ability to compare and contrast the formal elements, content and context of texts
- b. Discuss the different ways in which language and image may be used in a range of texts
- c. Demonstrate an ability to evaluate conflicting viewpoints within and about a text
- d. Produce a critical response evaluating some aspects of text, context and meaning

Selection and use of appropriate presentation and language skills

To demonstrate:

- a. an ability to express ideas clearly and with fluency in both written and oral communication
- b. an ability to use the oral and written forms of the language, in a range of styles, registers and situations
- c. an ability to discuss and analyse texts in a focused and logical manner
- d. an ability to write a balanced, comparative analysis

CONTENT

(Attached at end)

TEXTBOOKS AND OTHER RESOURCES

Students already have the required core literature texts for the course although for parts 1 and 2 students will be exposed to and provided with a wide range of different texts from a variety of sources, for example, poems, blogs, articles.

<u>Core Texts</u>	<u>Other resources</u>
<u>Summer Reading</u> <i>A Raisin in the Sun</i> by L. Hansberry <i>Master Harold and the Boys</i> by F. Athol	Elements of Literature Dictionary Thesaurus
<u>Others</u> <i>Things Fall Apart</i> by C. Achebe <i>The Great Gatsby</i> by S. Fitzgerald <i>1984</i> by G. Orwell <i>The Handmaid's Tale</i> by M. Atwood	

TEACHING STRATEGIES

Students will benefit from a wide range of teaching approaches and strategies to ensure that the needs of all students are met to enable them to improve and progress throughout the year. Students will be involved in activities to develop the necessary IB Language skills and produce



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the required tasks to pass this course, for example, oral activities such as debates and individual or small group presentations.

EVALUATIONS

Summative assessments will take the form of actual prescribed English Diploma assessments outlined in the **Introduction and description of course** section above. Each student will receive a copy of the assessment criteria for each task which shows them the skills they need to cover in order to obtain certain levels.

Another area which will be evaluated is effort and students will receive a rubric explaining precisely how they will be levelled for: participation, class work, homework and proficiency in speaking English during the lesson.

OTHER COMMENTS

As IB Diploma students, and members of High School, it is important to set high expectations of one's self, to try your best, to ask for help if you need it, to help others when they do, to mutually respect one another, to exist in a safe and nurturing classroom, to be independent learners and be responsible for your own learning and the actions you take, to be polite and honest, to be highly organised and to be ideal role models for the younger students.

To prepare for the demands of university and life it is important that students meet deadlines. In truth there are times when life throws us hardships and there may be a valid reason for difficulties in meeting a deadline and only in those cases will an extension be granted. However, failure to give a valid reason for not meeting a deadline prior to the due date will result in no grade being given for that assessment.

Also, as the course is a language course it is imperative that students communicate in English at all times during the lesson. This is a really good way of practicing and improving their level of English.