**Ben L. Smith High School**

**English Language 1A: Literature**

**International Baccalaureate Syllabus**

**Dr. Steven Atchison-Instructor 2022-2023**

“I get angry about things, then go on and work.” – Toni Morrison

**Course Description:**

The IB English Language 1A: Literature HL Course is a two-year course comprised of three interweaving units: Readers, Writers, and Texts; Time and Space; and Intertextualities. There are four IB assessments that will accumulate points toward your college credit in this class: Internal Assessment-Oral Commentary; Higher Level Written Assignment; Paper One; and Paper Two.

Along with major tests, quizzes, projects, short writings, timed writings, revisions, paideia seminars and oral presentations, throughout the course, you will also be completing your Extended Essay/Graduation Research Paper.

**Student Responsibilities**

* Every assignment has a deadline. As IB students, you will be held to a higher standard than other students at Ben L. Smith High School. You are expected to turn in every assignment on time. If you are absent on the day something is assigned, you will have three (3) days to make the work up in accordance with Guilford County Schools absentee policy. Any other work turned in late will be penalized by 10 points per day including weekends. Even if you are absent on the day something is due, it is still due regardless.
* Be present, on time, and prepared for class.
* Display a positive attitude.
* Respect oneself, others, and the classroom.
* Complete classwork and homework assignments promptly and with your absolute best effort and ability.

**Plagiarism** is stealing someone else’s words and/or ideas and pretending they are your own. Whether intentional or accidental, plagiarism is a serious offense. Use MLA citation format for this class. Err on the side of caution. It’s better to cite an author or work than to commit this serious violation.

**Grading Scale**

100-90: A

89-80: B

79-70: C

69-60: D

Below 60: F

**Daily assessments count as follows:**

Formative Assessments 70%

Summative Assessments 30%

Formative Assessment Breakdown:

Classwork—x1 grade entry

Homework—x1 grade entry

Quizzes—x2 grade entries

Literary Term Notecards-x2 grade entries

Tests, Essays, Presentations, Paideias—x3 grade entries

Summative Assessment Breakdown:

Actual Internal and External Assessments –x3 grade entries

Practice IA’s, EA’s, and Papers—x1 grade entry

Additional supplemental texts including poems, short stories, and critical essays relating to the themes for each unit will be used. Also, vocabulary will be emphasized daily.

**Possible Assignments for each major work:**

Literary Terms: For each work, students will be given a list of applicable literary terms. While reading the major work, the students will find definitions for each term and examples in the form of direct quotes from the text.

Reading quizzes: During the course of each literary work, students will be given one or two short reading quizzes, requiring them to recall character and plot information as well as to understand the effects of literary terms in the literature.

Character sketches/Charts: Students may be required to work in pairs to compose a character/symbol sketch in order to analyze characterization.

Notes and Quotes: Students will need to select significant passages and then explain their significance to the work as a whole including importance of symbols, themes, and literary devices.

Dialectical Journals: Students will be required to record questions and insights into the work in a journal format. These journals will be checked for content. These are not plot summaries. They are an opportunity for students to begin looking at a work with a critical eye.

Paideia Seminars (Virtual Discussion Boards): The day before the unit exam, as a reviewing mechanism, the teacher will facilitate a paideia seminar or online discussion board on the literary work. Outside resources, such as related poems or short stories may be brought in to encourage creative thinking amongst the students. The paideia will focus on major themes and symbols as well as authorial intention.

Unit Exams: For each major work, students will take an exam on the literary work. The exam will include questions on characters, symbols, themes, plot, and literary devices. Students will need to know the significance of each of these in relation to the work as a whole.

Literary Analysis Development: After writing an analysis for each work during the timed Unit Exams, students will have an opportunity to revise their essays. Throughout the course of the year we will hone different skills during revision. First, the thesis statement and introduction will be honed using examples from the class and peer response to student-generated thesis statements. Eventually, supporting paragraphs will be worked through revision by finding appropriate textual examples to buttress insights in the essays. Later, students will revise conclusions working them for strength and clarity. Finally, students will revise whole essays using peer response to assist them in their revisions. Also, peer response will help the students as they begin to internalize good writing processes used during their critiques such as becoming proficient in choosing the appropriate diction, developing a variety of sentence structures, improving logical organization, and increasing effective use of rhetoric, including controlling tone and establishing voice.

Vocabulary: Aside from the extensive reading and writing, students will be increasing their vocabulary on a daily basis. They will be expected to incorporate new words in their character sketches and literary analyses. They can also expect to be re-quizzed on old vocabulary words.

\*\*Students and parents must realize this is only a projected outline for IB English and due to circumstances beyond the control of the teacher (i.e. testing, assemblies, inclement weather, virtual learning, and student success rate) this syllabus is subject to change.\*\*

Teacher Contact Information: School phone number: 294-7300, Google Voice Number (voice/text): 336-541-6262 e-mail address: atchiss@gcsnc.com, atchiss@benlsmithhs.com

Please note: This class is taught on a college level. Please be aware that we will read (and watch) materials with adult language, situations, and themes.

I have read the contents of the syllabus and understand the requirements of this International Baccalaureate course.

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Student Name (Print)

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Student Signature Date

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Parent/Guardian Name (Print)

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Parent/Guardian Signature Date