

**INTERNATIONAL BACCALAUREATE ENGLISH A: LITERATURE  
SYLLABUS  
MR. BOYD  
2017-18**

Welcome to your senior year of English IB HL. This course is designed primarily to prepare you to meet the requirements of and prepare you for the assessments in English A: Literature as an IB Diploma candidate. I can assure you that the IB Diploma Programme is the single most comprehensive and demanding academic program on the Rowland High School campus. I understand the pressure you will be under all year long, and I intend to facilitate your success in this program, but most notably in this class, to the best of my ability. I will feature the following works of literature in instruction this year, although the order in which you will study them will likely change. The preceding statement does not preclude the class from reading and studying additional works of poetry, short fiction, and criticism.

- Summer Reading: *How to Read Literature Like a Professor*, Thomas C. Foster
- Short Stories: A critical reading of up to 12 stories from *The Norton Introduction to Literature*, 12th Edition
- Fifteen Selected Poems by Theodore Roethke
- *Beloved*, Toni Morrison
- *Never Let Me Go*, Kazuo Ishiguro
- *Tess of the D'Urbervilles*, Thomas Hardy
- *The Handmaid's Tale*, Margaret Atwood
- *The Tragedy of Othello, the Moor of Venice*, William Shakespeare
- *Their Eyes Were Watching God*, Zora Neale Hurston
- *Waiting for the Barbarians*, J. M. Coetzee

Diploma candidates will submit an Extended Essay (through their IB advisor) and complete three assessments in the second semester of the school year. A rough outline of the content of these assessments is provided below.

\* IB Orals (counts for 15% of the overall IB score)

-Oral Commentary and Discussion. A 10-minute recorded analysis of a full poem or an extract from a poem by Theodore Roethke from Part 2 of the English A curriculum. This will be followed by a 10-minute discussion of one of the other works from Part 2 of the curriculum. Those specific works used for discussion could be either *Beloved* or *Othello*. Mr. Boyd or Ms. Chu will likely facilitate the total 20-minute discussion.

\* IB Exams (counts for 20% of overall IB score)

-Paper One-Written Commentary. A two-hour written commentary on an unseen passage of poetry or prose

-Paper Two-Literary Genres. A two-hour essay on one of three essay prompts, based on selected novels studied in Part 3 of the English A curriculum. Those specific novels in Part 3 are *The Handmaid's Tale*, *Tess of the D'Urbervilles*, *Never Let Me Go*, and *Their Eyes Were Watching God*.

**CLASSROOM NORMS  
ENGLISH IB HL**

**Raider Goals: Thinkers, Contributors, Communicators**

- **Be here.** Attendance is compulsory and necessary. It is incumbent upon you that you attend class every day, and that you are on time. Absences result in missed learning opportunities that cannot be reproduced, and tardiness is distracting to the learning process for the entire class. If you are not in your assigned seat when the late bell rings, you are tardy.
- **Be prepared.** Come to class with all necessary materials. I will not be able to provide materials for you. Have all homework done **before** you enter the classroom. Check *boydlit.weebly.com* daily to keep up to date with your assignments.
- **Avoid distractions.** Do what the class is assigned. Turn off all electronic communications and entertainment devices. Keep work for other classes stowed away. Speak freely, but remember to conduct yourself responsibly. Above all, stay focused on the day's lesson. Do not bring food or beverages into the classroom. I allow drinking water only.
- **Be respectful.** Show respect to everyone and to all property.

This class will require an organized binder with four dividers and a pencil pouch.

All students are required to bring their own materials, including blue or black ink pens, pencils, highlighters, glossaries, binder, texts, and lined paper to class every day.

*Student grades are based on an accumulation of points in five distinct, weighted categories. These categories are ROUTINE ASSIGNMENTS (9%), ESSAYS (44%), DAILY PARTICIPATION (14%), PROJECTS (29%), and the EE (4%). Please note that I do not round grades.*

*Grades are awarded for the following percent totals:*

A+ 98-100  
A 93-97  
A- 90-92

C+ 78-79  
C 73-77  
C- 70-72

B+ 88-89  
B 83-87  
B- 80-82

*F any total below 70*

**Absences**

*This is the student's responsibility.*

*The student is responsible to verify all absences the day he/she returns to class. In the event of an excused absence, the student must request make-up work. Most assignments and a daily agenda can also be found online at [boydlit.weebly.com](http://boydlit.weebly.com). It would be wise to check this webpage daily, especially during an absence. Students who are on campus but do not attend my class must still submit homework to me or to my mailbox by the end of the school day or it will be considered late.*

**Late Work**

*I will accept late work for **half credit** if it is turned in **within 24 hours** of collection, but I will not accept work if it is more than a day late. If a student is absent the day any assignments are due, the student must submit those assignments immediately upon return from an excused absence. Assignments are typically collected within the first five minutes of class. There is no grace period. If a student absence is unexcused, unverified, results from BIC, truancy, or suspension, any missing work, essay, or quiz score resulting from that type of absence may not be made up or submitted for credit and will be recorded in the grade book as a "0".*

**Make-up Essays**

*In the event of an excused absence on the day of an in-class essay, students must make up that essay on a similar prompt **the following Friday at 6:15 A.M.** Students may not make up pop quizzes. Should the student miss any of the very few assigned quizzes in this course, those quizzes can only be made up through an alternate activity.*

**Pop Quizzes**

*Pop quizzes (which are unannounced and designed to measure student progress and preparedness by a specific date) may not be made up under any circumstances. A student who misses a pop quiz for an excused absence will be excused from that quiz—no more than two quizzes per grading period. Quizzes are typically administered within the first fifteen minutes of the period. Students are expected to be seated when the bell rings; there are no accommodations made for students who enter class during a pop quiz. A student who misses an excess of **two** pop quizzes in a given grading period will receive a score of the average of all his/her preceding quizzes that grading period minus 20%. Pop quizzes factor into the ROUTINE ASSIGNMENTS category.*

**Participation**

*Students receive monthly participation scores for such things as attentive participation in the class, attendance, and preparedness. I deduct participation points for students who have unexcused tardies, unexcused absences, unverified absences, absences resulting from BIC, suspensions, and truanancies, verified unexcused absences, and students who engage in such behavior as sleeping, cell phone use, side talk, or studying for other classes during this class period. Students may forfeit participation points for failure to participate in class activities (such as oral and integrated audio visual presentations), and those students will not be reinstated in good standing and will not earn additional participation points until such time as they fulfill their responsibility to the class and make up the missing activities for no credit. I conduct unannounced book checks and announced binder checks periodically throughout the year. Per English department policy, participation is 15% of the student's grade.*

**Academic Honesty**

*My expectation is that all work students submit for this course will be authentic and original work. All intellectual property students reference in their work that is not their own must be properly documented using MLA format. Using undocumented resources or copying another's original language, thought, or ideas constitutes academic malpractice, as is copying test and quiz answers or obtaining answers and/or questions prior to a test or quiz. An act of plagiarism, cheating, or academic malpractice will earn a student a "0" on that assignment; two acts of plagiarism, cheating, and/ or academic malpractice will result in a "W" from this course.*

**Rubric Conversion Scale**

*We will use the following scale to convert essay and project scores. All essays and projects receive a holistic score on a 7-point rubric. I will make some adjustments to the rubric to reflect features of instruction current in class at that time. To ensure high performance on your essays, you will want to review W. Strunk and E. B. White's *Elements of Style* regularly during the year. I have created a link to this manual on my website. I expect all students will observe all conventions of written Standard American English in their essays. Your goal in this class is to write literary analyses as precisely, accurately, and clearly as you possibly can.*

I record scores for essays and projects in the ESSAYS and PROJECTS categories of the student's grade respectively. Essays are worth 100 points. The Homelink grade book does not accept fractions of points.

A zero represents NO RESPONSE or OFF-TOPIC and is worth no points.

**7 point**

<b>100</b>	<b>50</b>	<b>30</b>	<b>25</b>	<b>15</b>
7-100	7-50	7-30	7-25	7-15
6-92	6-46	6-28	6-23	6-14
5-86	5-43	5-26	5-22	5-13
4-78	4-37	4-23	4-20	4-12
3-72	3-36	3-22	3-18	3-11
2-60	2-30	2-18	2-15	2-9
1-50	1-25	1-15	1-13	1-8

**5 point**

<b>100</b>	<b>50</b>	<b>30</b>	<b>25</b>	<b>15</b>
5-100	5-50	5-30	5-25	5-15
4-90	4-45	4-27	4-23	4-14
3-80	3-40	3-24	3-20	3-12
2-70	2-35	2-21	2-18	2-11
1-60	1-30	1-18	1-15	1-9

Parents:

Have your son/daughter return this page **with your signature** to me Friday, August 18. Your signature verifies that you have read and understood the rules and syllabus for this class. Note that this signature is required. If you feel unable to sign this page at this time, please contact me at [bboyd@rowlandschools.org](mailto:bboyd@rowlandschools.org), providing your child time to return this signature before the due date.

Please print all requested information and sign at the bottom.

Mr. Boyd

Student's name \_\_\_\_\_ Per \_\_\_\_\_

Parent's name \_\_\_\_\_

Parent's phone \_\_\_\_\_ home

Parent's email \_\_\_\_\_

Parent's signature \_\_\_\_\_ Date \_\_\_\_\_