

INTERNATIONAL BACCALAUREATE ENGLISH A: LITERATURE
SYLLABUS
MR. BOYD
2020-21

Welcome to your second 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 in instruction this year. The preceding statement does not preclude the class from reading and studying additional works of poetry, short fiction, and criticism.

- *How to Read Literature Like a Professor*, Thomas C. Foster
- *A Clockwork Orange*, Anthony Burgess
- *The Awakening*, Kate Chopin
- *Disgrace*, J. M. Coetzee
- *The Tragedy of Doctor Faustus*, Christopher Marlowe
- *The Handmaid's Tale*, Margaret Atwood
- *Just Kids*, Patti Smith
- *Tess of the D'Urbervilles*, Thomas Hardy
- Fifteen Selected Poems by Theodore Roethke

Diploma candidates will submit an Extended Essay (through their IB advisor) and complete three assessments at some point during this school year. A rough outline of the content of these assessments is provided below; a candidate may use any work studied in IB English HL1 or HL 2 on any assessment, but may not duplicate any single work (including the work used on the **Higher level essay** in eleventh grade):

Internal Assessments

- **Individual Oral** (counts for 20% of the overall IB score): Supported by an extract from one work written originally in English and one from a work studied in translation, 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.*

External Assessments

- **Paper One** (counts for 35% of overall IB score)-*Guided literary analysis*: The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Students write an analysis of each of the passages (2 hours, 15 minutes).

- **Paper Two** (counts for 25% of overall IB score)-*Comparative essay*: 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 (1 hour, 45 minutes).

**VIRTUAL CLASSROOM NORMS
ENGLISH 12**

Raider Goals: Thinkers, Contributors, Communicators

- **Be engaged.** Attendance is compulsory and necessary. It is incumbent upon you that you attend class every day, and that you have logged onto our class sessions on time. The expectation is that you will attend every class, your camera will be on, and you will not leave the virtual classroom till our synchronous session is over.
- **Be prepared.** You will have an assignment due every week on Friday by 3:00 P.M. till we resume classes on campus. All assignments must be submitted to **Google classroom**. Do not procrastinate.
- **Avoid distractions.** Dress appropriately. Keep your microphone muted till you are called on to speak or unless you have a question or comment.
- **Be respectful.** These are truly challenging times, and I want you to be aware we are all struggling through this pandemic together. I truly believe we will get through this, but we need to act responsibly and work together.

Student grades are based on an accumulation of points in five distinct, weighted categories. These categories are ROUTINE ASSIGNMENTS (15%), ESSAYS (45%), SPEAKING AND LISTENING (15%), PROJECTS (21%), and the EE (4%). The EE in second semester will include a score for the end-of-the-year IB showcase. 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

As stated in the norms above, your responsibility is to attend our virtual classroom sessions every Monday, Tuesday, Thursday, and Friday (Period 3 will also meet for a brief non-content session Wednesdays). This does not include holidays. Most morning sessions will last approximately 30 minutes with the classroom teacher, followed by 50 minutes of asynchronous independent work. Afternoon sessions are all 30 minutes long. Roll will be called every period.

Tardies

I expect you will be queued in the Zoom “waiting room” when each session begins. I will admit everyone one at a time. If you are late for whatever reason, I will enter you at first convenience, but this may result in missed instructions or even directions. Try to be prompt. The school is still documenting tardies and tardies +30.

Assignments

*During our dismissal, Google classroom will be the mechanism you will use to submit all your assignments. Do not submit work anywhere else. You have a password to access this site. Please note if you change classes, you will need to change passwords. Your first assignment is a photo of the last page of this syllabus, signed by your parent, due Aug. 14. I will accept late work for **60% credit** if it is submitted to Google classroom the **ensuing Monday by 8:00 A.M.** Incomplete work is never assessed at more than 50%. If you have incomplete work, you are best served to submit the work by the late deadline.*

Listening and Speaking

Students receive monthly listening and speaking scores. A fundamental expectation I have is that you are present and engaged for all synchronous class sessions. As stated above, I expect your camera will be on at all times, unless you are otherwise directed. (If you drop your Internet connection during the session, I expect you to attempt to rejoin us immediately and email me about what happened to you),

Academic Honesty

My expectation is that all work students submit for this course will be authentic and original. All intellectual property not their own that students reference in their work must be properly documented using MLA format. Using undocumented resources or copying another’s original language, thought, or ideas could constitute 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 and an office referral; 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 scores. All essays 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 in the ESSAYS category of the grade book. Essays are worth 100 points. I record project scores separately in the PROJECTS category; this includes snippets, oral interpretations of poetry, performances of plays, and other unique authentic assessments of learning.

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

7 point

100	50	30	25	15
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

Parents

Parents and legal guardians are always welcome to our class sessions. However, this invitation does not extend to friends or alumni who are not parents of students enrolled in this class.

Proviso

If for any reason you encounter any circumstance that will make it impossible for you to adhere to any part of this syllabus, contact me by email immediately.

Parents:

Have your son/daughter submit this page **with your signature** to me Friday, August 14. 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, providing us time to resolve any issues and 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 home phone _____

Parent's email _____

Parent's signature _____ Date _____