



Charter Oak High School • Fall 2017

# English IB Syllabus

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## COURSE DESCRIPTION

IB English HL encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways and on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. It is further reinforced by the comparative framework emphasized for the study of these works in all parts of the programme.

This course provides preparation and instruction for the various IB exams that are presented in the spring of 2017. The course will hone skills in writing, critical reading, research, analyzing literary criticism and vocabulary development, especially as it pertains to the content area.

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- an ability to engage in independent literary criticism in a manner which reveals a personal response to literature
- an ability to express ideas with clarity, coherence, conciseness, precision and fluency in both written and oral communication
- a command of the language appropriate for the study of literature and a discriminating appreciation of the need for an effective choice of register and style in both written and oral communication
- a sound approach to literature through consideration of the works studied
- a thorough knowledge both of the individual works studied and of the relationships between groups of works studied
- an appreciation of the similarities and differences between literary works from different ages and/or cultures
- an ability to engage in independent textual commentary on both familiar and unfamiliar pieces of writing
- a wide-ranging appreciation of structure, technique and style as employed by authors, and of their effects on the reader
- an ability to structure ideas and arguments, both orally and in writing, in a logical, sustained and persuasive way, and to support them with precise and relevant examples

## COURSE PROCEDURES

**A. Reading.** This is an advanced course which demands that students read much and deeply. You must demonstrate that you are prepared for class discussions. The only way to do this is by making sure you bring your marked-up books, notes, journals, and ideas to class. Remember; literature is a STUDY, just like any other discipline, and is meant to inspire thinking. You cannot think if you do surface reading, skimmed reading, or no reading at all. Don't try to "game the system"-- you CHOSE to be IB. Twenty percent of your grade **(20%)** is based upon your reading and journals.

**B. Speaking.**

1. Twenty percent of your grade **(20%)** is based on oral presentations. Oral Commentaries, both "seen" and "unseen" will be given regularly.
2. At all times, your participation in class discussions is both appreciated and **required**. You will have the opportunity to discuss literature with a partner and in small groups as well as in whole-class discussions. Participation "bucks" are given weekly and are not able to be made-up. Participation in class makes up thirty percent (30%) of the class grade.
3. Expect oral exams when you will be asked to respond to a prompt, defend a position, or extrapolate an idea spontaneously.

**C. Writing.** Assuming you have mastered the basics of correct and elegant writing, now is the time for you to develop your own voice in literary analysis. In this class you will write in a variety of formal and informal ways, from major papers (always typed, double-spaced, in 12-point font with 1" margins and submitted via TURNITIN.COM) to informal journal reactions to commentaries to questions posed for classwork or homework. Revisions of formal assignments are permitted at my discretion and only after conferencing. Grades will be based on thoroughness and evidence of genuine engagement with texts under discussion. Thirty percent of your grade **(30%)** is based on written work, both hard copy and online.

## ASSESSMENT

- A. IB Internal Assessment: Formal Oral Exam. The focus of our year will be preparation for this exam, which will take place in March, 2017. At the time scheduled for your exam, you will receive an excerpt of ~ 30 lines from one of the texts we study in the fall. Your exam will be taped, and several representative tapes will be sent to IB for external moderation.
- B. IB External Assessment: Written Exam. This exam, which takes place in the first two weeks of May 2017, consists of two papers. Paper One presents you with an unfamiliar poem and a prose excerpt and asks you to "write a commentary on one of the following." Paper Two gives you a list of broad questions, of which you choose one to respond to, using two or three of the four novels you have studied in junior and senior year.
- C. Homework: If I assign a reading, I expect you to read, annotate, analyze and come to class ready to discuss the ideas and rhetorical structure of the work. You will know that you are mastering the class when I don't have to ask prompting questions because YOUR work with the text has anticipated what I would ask. Consequently, homework is largely prep for the real work of the class-- the discussions. Discussions will be graded on a high pass - pass - pass fail kind of scale (superior to sub-IB level), using content indicators set out by IB. Students who consistently receive "sub-IB" scores may be asked to leave the class. Similarly, written work will be graded on the IB rubric and you should expect your papers to receive rubric marks, not merely grades.

In this class, you are graded based on the skills you demonstrate to ME, your teacher, both in class and in your online presence. HL students are expected to receive A's and B's in the course. Sub-par work in my class most likely means that the student is:

- a) not participating orally in discussions,
- b) missing deadlines or turning in sub-standard work,
- c) not completing classwork/online work thoroughly and in depth,
- d) not working with the text prior to class.

Colleges view a C in an honor's class as a very low achievement in quantity of work. They often see a C- as a failing effort. Therefore, a C is NOT "average" work for a higher-level college-bound student. A student with a C on the Progress Report is not achieving the standard necessary for an Honors Class. HOWEVER, IB grades its rubrics on quality not quantity. They view a C-effort as a 3 on their scale of 5, or a 6 on their scale of 10. Many students may achieve these rubric grades throughout the year. This does not mean that they are "C-students", but that they are "C-competency" as they learn to complete the rigorous IB program. Not all students will achieve A's and B's on their written or oral effort if it is an IB assignment task, however they may be achieving an A or B in the class on the Progress Report. It is very important for you to understand that IB measures 50% of your effort in May. Your work will continue to improve throughout the year as you progress to those critical tests. Have faith that you will improve!!

I have a very, very high academic measurement that I expect of Higher Level English students. If you received an A or a B in Mrs. Wilcox's class, then you are most likely prepared for the rigor of this course. You should consider yourself advanced or proficient writer and thinker. However, if you found yourself earning C's or D's in junior year, then you may want to pause and consider your workload.

- D. **Classroom Assessment.** Each quarter, you will complete a number of assignments in and out of class, from major papers, exams and class presentations to journal entries, one-page formal written responses, class notes and class participation. **This is a college-level course and the successful passing of the IB Assessments may qualify the student to skip the freshman or entry-level course in English.** Therefore, it is imperative that you teach your mind to think and act in a mature, college-ready fashion. The literature and course load, classwork and journal questions are rigorous and college appropriate. Please keep up with due dates and check your deadlines carefully. The work load can be tremendous if you get behind.

**Grade Boundaries.** Usually the points assigned to a task are as follows:

30 points:	Homework, Daily work, participation.
50 points:	Socratic seminar participation, online journals, informal writing, practice tests, quizzes
50 points:	SQUIDS, dialectical journals, informal textual presentations
50 points:	In class timed essays, first drafts, theoretical presentations, commentaries
100 points:	Formal writing with revision, major tests
200 points:	Projects with extensive parts

**IB Rubric Applied.** All formal writing assignments are evaluated using the IB rubric, scored from 1-25 (essay). Each grading period, the score qualifications for receiving an A on a writing assignment will change to reflect the student's growth as writers and critical readers.

First Semester:

<b>Grading Period 1:</b> 20-25 = A	17-19 = B	13-16 = C	12 and below = sub IB or Failed to meet standard
<b>Grading Period 2:</b> 22-25 = A	18-21 = B	14-17 = C	14 and below = sub IB or Failed to meet standard
<b>Grading Period 3:</b> 22-25 = A	19-21 = B	15-20 = C	15 and below = sub IB or Failed to meet standard
<b>Second semester:</b> 23-25 = A	20-22 = B	17-19 = C	16 and below = sub IB or Failed to meet standard

Please keep in mind the following facts as you obsess about your grades:

- Grades are earned, not given. As part of your growing-up experience, you will make choices about how to spend your limited time and energy—this is good, and to be expected. Just be mature enough to accept the consequences of your choices.
- COHS gives you extra quality points on your GPA just for attempting this course. Grading is, accordingly, rigorous.
- Good and excellent grades in this class result NOT from guessing or listening to what others think, but from engaging thoroughly with the texts, creating your own original interpretations, and grounding them thoroughly with textual support.
- The Barnacle Fallacy: A group assignment is not designed to be created by pieces and then stuck together and called "group" Each individual must meet with the whole group and engage in the entire assignment. If I am aware that a group separated and created individual pods and then stapled them for group credit, a -0- will be given to the entire group. Protect yourselves from barnacles-- work together. Avoid "That wasn't my chapter or section mentality."

D. LATE AND MISSING WORK. There is NO make-up work for missed deadlines, except within district guidelines.

- I will not accept late work unless we have come to an agreement **BEFORE** an assignment is due. I will grant individual extensions for college visits, field trips, extracurricular activities only with one-on-one discussion. Speak with me.
- Do not ask for exceptions for printing or uploading problems without clear communication\_ plan accordingly.
- Do not play your teachers against each other: The request for a change in due dates from IB teachers should not be made, period. In college you will have multiple assignments due at a time. This is a college-level course. Learn to work well under pressure.
- Email & pdf files are YOUR FRIEND. Save your assignments as you are completing them to avoid losing whole sections of an assignment.
- Apple Watches and phones are capable of being viewed as distractions or accessories to cheating. Please remove them for quizzes/tests. **All phones will be expected to be placed at the rear of the classroom in the Phone Dispensary whenever not being used for a class assignment.**

- E. **Final Note.** I am excited and proud to be teaching this course. I hope to teach you to dwell in the text we read, carry a book wherever you go, and recognize transformational moments both in text and in your own worlds. The nature of this course is to challenge and to push you to stretch beyond what you already know and can do. Although I expect you to work hard this year, I will never give you an assignment or expect you to do anything I haven't already done or wouldn't/couldn't do myself when I was your age, given your training. I also want to say that I appreciate your effort and value each of you as important members of the class, regardless of the grade you earn from me. **Your grade does not equate to your value as a person.** My wish is to help you discover and cultivate your gifts for use in a meaningful life.

**Charter Oak High School**  
**IB English Higher Level 1 & 2**  
**Course Framework 2014-2016**

Part I **World Literature**—all studied junior year. Works are written in another language, but studied in English.

García Márquez, Chronicle of a Death Foretold (Vintage International) ISBN 1-4000-3471-x

Mishima, The Sound of Waves (Vintage International) ISBN 0679752684

Camus, The Plague (Vintage International) ISBN 0-679-72021-9

Assessment: Written Assignment constitutes 25% of the final IB English grade and is externally assessed. The assessment includes a Socratic seminar (student-led discussion), a reflective statement, supervised writing, and a World Literature essay. The assignments will be completed in the spring of the junior year.

Part II **Detailed Study**—all studied senior year, each work of a different genre

Shakespeare, Hamlet (Folgers Shakespeare Library) ISBN 13- 978-0743-47712-3

Lopez, Barry H., Short story selections from About This Life: Journeys on the Threshold of Memory

Keats: “La Belle Dame Sans Merci,” “The Eve of St. Agnes,” “Ode on a Grecian Urn,” “When I Have Fears That I May Cease to Be,” “Bright Star!” “To Autumn”, “Ode to a Nightingale,” “On Chapman’s Homer,” “Sleep and Poetry”, “To Sleep,” “On Solitude”, and more....

Assessment: Oral commentary will be in the spring of the senior year. It is part of the oral component of the IB grade and makes up 15% of the final IB English grade. Students will be given a 10-minute commentary on a poem and discuss one of the other works for 10 minutes.

Part III **Groups of Works** (Genre Study)

Hardy, Tess of the D’Urbervilles (Barnes & Noble) ISBN-13 978-1-59308-228-4 — studied senior year

Brontë, Jane Eyre (Barnes & Noble) ISBN-13 9781593081171—studied senior year

Twain, The Adventures of Huckleberry Finn (Penguin Classic) ISBN 0-14-243717-4—studied junior year

O’Brien, The Things They Carried (Broadway Books) ISBN 978-07679-0289-2—studied junior year

Assessment: Part III works are assessed on the written exam in May of the senior year. An essay response constitutes 25% of the final IB grade. The other 25% of your grade is received for writing a commentary on an unknown passage. Both are graded by IB examiners.

Part IV **Option: Literature and Film: Reading Deeply: The Novel and its Era**

Zusak, The Book Thief (Alfred Knopf) ISBN 978-0375-84220-7- studied senior year

“The Book Thief” film release November, 2013

Fitzgerald, The Great Gatsby (Scribner) ISBN 0-7432-7356-7—studied junior year

“The Great Gatsby” film variations

Tolkien, The Hobbit (Houghton Mifflin Harcourt) ISBN-13: 978-0618968633- studied senior year

“The Hobbit” animated and feature-length films (Part II released December 2013); “Lord of the Rings” excerpts

Assessment: Student will give a 10-minute oral presentation during the senior year within the Film Studies portion of the class, examining textuality, world creation and filmic representation. The presentation represents 15% of the IB grade.

**ACADEMIC HONESTY:** It is imperative that IB students read and understand Charter Oak High School’s Honor Code and the IB Academic Honesty Policy in order to understand and avoid plagiarism, collusion, cheating, duplication of another student’s work (whether a former or current student in the IB Program) and malpractice. This is a serious issue in today’s electronically focused society, and each year students struggle with maintaining authentic individual effort. It appears that some students believe the information found on the internet is for general consumption. IB’s policy states: **“All Diploma Programme candidates must understand the basic meaning and significance of concepts that relate to academic honesty, especially intellectual property and authenticity. However, a conceptual understanding alone is not sufficient; candidates must have the knowledge & practical skills to apply such concepts to their work.”**

You can read the entire IB Policy here: <http://www.hcis.edu.sg/files/pdf/Academic%20Honesty%20Policy.pdf>

Extensive discussion will be held throughout the school year on this topic. Thank you in advance for your ethical and scholarly demeanor.