



# Burbank High School

an IB World School

## 2024-2025



Instructor: Kelli Hurlburt  
Email: khurlburt1@saisd.net  
Room: 3305

## IB Language A: Language and Literature Year 2 Course Syllabus

Teacher: Kelli Hurlburt

Office Hours: After school by appointment

Email: khurlburt1@saisd.net

Phone: (210) 228-1210

### Required Texts:

Anzaldua, Gloria–Personal Essays, Poetry, Prose  
Hughes, Langston–Selected Poems  
Miller, Arthur–*Death of a Salesman*

Note: Textbooks and novels are furnished by the school at no cost to the student. All books must be treated with care. These books must be returned promptly when the student has completed the unit of study/course. Students will be charged for any lost or damaged books.

Course Description: The International Baccalaureate Diploma Programme for Language and Literature involves the study of texts of different genres (6 for HL), as well as many other texts. All examinations of the literary texts require an inquiry-based approach to learning. According to the IB course guide, there will be, “various opportunities to engage with a broad range of texts, approaches, ideas, stimuli, and interpretations that address topics of personal, local, and global significance. These works may challenge learners intellectually, personally, culturally, and involve sensitive and mature topics.”

### Supplies and Resources: Bring these to class EVERY day:

- Your chromebook (we will be using canvas and managebac regularly)
- Composition notebook/folder (we may be getting the composition notebooks already)
- Writing utensil

## Types of Summative Assessments

Individual Oral	The individual oral is based on the exploration the student has carried out in the learner profile. During this exploration process, the student will have investigated a series of non-literary texts and literary works and a variety of global issues. In the lead-up to the individual oral, the student must make a decision about which global issue and which text and work will be explored in the task. One work and one non-literary text must be selected. An extract of no more than 40 continuous lines should be selected from each that is representative of the presence of the global issue in it.
<p data-bbox="110 457 227 493">HL Essay</p> <p data-bbox="110 814 311 886">Paper 1: Guided textual analysis</p> <p data-bbox="110 1201 279 1297">Paper 2: Comparative essay</p>	<p data-bbox="376 457 1450 651">This is a formal 1,200-1,500-word essay which develops a particular line of inquiry from student choice in connection to a text or texts studied during the course. Students will work with the teacher to select an appropriate text or texts, craft an inquiry question, research the central concepts involved, and make a clear literary argument. This essay will be submitted to the IBO for external assessment.</p> <p data-bbox="376 751 1450 982">Essay topic contains two previously unseen non-literary passages. Students write a guided analysis of one of these passages. A guided analysis in this context refers to an exploration of the passage supported by a guiding question which asks the students to consider a technical or formal aspect of the passage. The passages for analysis may be either complete pieces of writing or extracts from longer pieces.</p> <p data-bbox="376 1045 1450 1438">Essay topic contains four questions/prompts of a general nature which require students to write a comparative essay referring to two works studied during the course. Students are required to answer only one question out of the four. The essay is written under examination conditions, without access to the studied works. Students will be expected to compare and contrast two of the works studied in relation to the question chosen. Attention should be paid to the relevance of the argument to the question chosen and to the appropriateness of the works selected by the student to address the question. Students are expected to make reference to the works in their answer, but they are not expected to include quotations from them.</p>

Course Aims and Outcomes:

- I. Engage with a range of texts, in a variety of media forms, from different persons, styles, and cultures.
- II. Develop skills in listening, speaking, reading, writing, viewing, presenting, and performing.
- III. Develop skills in interpretation, analysis, and evaluation.
- IV. Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings.
- V. Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings.
- VI. Develop an understanding of the relationships between studies in language and literature and other

disciplines.

VII .Communicate and collaborate in a confident and creative way.

VIII. Foster a lifelong interest in and enjoyment of language and literature.

### Course Objectives

There are main assessment objectives for the IB Language A: Language & Literature Course.

#### I. Knowledge and understanding

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

#### II. Application and analysis

- a. Demonstrate an ability to choose a text type appropriate to the purpose required.
- b. Demonstrate an ability to use terminology relevant to the various text types studied.
- c. Demonstrate an ability to analyze the effects of language, structure, technique, and style on the reader.
- d. Demonstrate an awareness of the ways in which the production and reception of texts contribute to their meaning.

#### III. 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 images 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 (HL only).

### Specific Learning Outcomes

*Course of Study: Please note that units are subject to change and adjustment at the teacher's discretion based on both class and individual progress towards understanding the material.*

Areas of Exploration (Each AOE will be explored for each author)
Readers, writers, and texts Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and works are chosen from a variety of literary forms. The study of the non-literary texts and other works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communications.

### Time and space

Non-literary texts and literary works are chosen from a variety of sources, literary forms, and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.

### Intertextuality: connecting texts

Non-literary texts and literary works are chosen from a variety of sources, literary forms, and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.

### Academic Honesty

Maintaining the integrity of the Diploma Programme is critical. As such, academic honesty is a top priority. Article 21 in the General Regulations: Diploma Programme outlines procedures for investigating cases of suspected academic misconduct and strongly advises that situations be resolved within the school setting prior to IB submission.

If a student has an academic honesty breach on an Internal Assessment (IA), the IA in question cannot be submitted to the IB. However, the student may be given opportunities to re-submit and/or correct the breach up to two weeks before the IB submission in order to give teachers time to assess the work. Teachers will provide feedback on student work in order to prevent such breaches.

If students use text or images from an Artificial Intelligence (AI) such as ChatGPT, they must:

- Put the text in quotation marks,
- Make it clear it is from AI, and
- Include details (including the prompt) in the bibliography

More details are available in the annex of the new IB Academic Integrity Policy and will be reviewed at the beginning of the school year. Rule of thumb: all work submitted must be the student's own writing.

If an academic honesty breach occurs, the following procedure will be followed (in the order listed below) and documented using the Frontline.

I. Notify the student of the breach.

2. The DP Coordinator will follow-up with the student, parent/guardian, and student's counselor. The school will keep a copy of the academic misconduct on file and coordinate on a plan for the ramifications (see the Academic Honesty Policy).
3. The incident will be documented in Frontline and the IB Administrator will be notified.

### Essay assignments

Essays must be uploaded to Canvas and/or ManageBac by the deadlines provided in class. (A weekly overview of the course will be made available but will be subject to change.) Any assignments (including essays) receiving a failing grade may be revised for a higher grade **only** if students have had a writing conference with Ms. Hurlburt

*For Attendance, Plagiarism, District Grading Scale, Retakes, Accommodations for Students with Disabilities, please refer to your Student Handbook.*

### Rules of our Classroom Community 😊

A safe, structured, and positive learning environment is every student's right. Any behaviors that negatively affect another student's learning will not be tolerated.

- Show up every day, on time, prepared to learn
- Help maintain a positive learning environment
- Respect yourself and others

### Grading and Assessment Policy:

- a. Homework: Any work that is not completed in class will also be considered homework.
- b. Assessment: Each unit will include a combination of daily work, homework, projects, quizzes, and tests that will be used to assess student learning both formatively and summatively. Every assignment is important and intentional.
- c. Grading: The gradebook is divided into two categories (both of which will be paired with IB rubrics):
  - i. Formative (40% of the overall grade): classwork, daily homework assignments, and quizzes
  - ii. Summative (60% of the overall grade): tests, quizzes, essays
- d. Late work and zeros: When grades for a given assignment are inputted, any student who has not turned in that assignment will receive a zero. Assignments can still be submitted if late but will be docked points. It is Burbank's campus policy that a student can earn up to 85% of the available

credit on late work, and that no student can earn less than 50% (with the exception of blank and/or largely incomplete submissions).

e. It is always better to complete an assignment and turn it in late. Don't let zeros build up in the gradebook!

### Assessment Grades for DP:

Assessment component	Weighting
<b>External assessment (4 hours)</b>	<b>80%</b>
<b>Paper 1: Guided textual analysis (2 hours 15 minutes)</b> The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)	<b>35%</b>
<b>Paper 2: Comparative essay (1 hour 45 minutes)</b> The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course. (30 marks)	<b>25%</b>
<b>HL essay</b> Students submit an essay on one non-literary body of work, or a literary work studied during the course. (20 marks) The essay must be 1,200-1,500 words in length.	<b>20%</b>
<b>Internal assessment: Individual oral (15 minutes)</b> This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course. <b>Individual oral (15 minutes)</b> Supported by an extract from both one non-literary body of work and one from a literary work, 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 one of the works and one of the bodies of work that you have studied. (40 marks)	<b>20%</b>