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IB World Literature I, 2024-25  
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**Course Description:** IB World Literature is a two-year course designed to facilitate students in their explorations and interactions with literature and to encourage students to recognize literary works as products of art and their authors as artists whose methods can be analyzed in a variety of ways and on several levels.

According to the Literature Subject Guide, the course is built on the assumption that literature is concerned with our conceptions, interpretations, and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works.

Through the study of a wide range of literature, the Language A: Literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the language A: literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.

**Objectives:** According to the International Baccalaureate Language A: Literature Subject Guide, the aims of IB World Literature are to:

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. develop skills in interpretation, analysis and evaluation
4. 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
5. 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
6. develop an understanding of the relationships between studies in language and literature and other disciplines
7. communicate and collaborate in a confident and creative way
8. foster a lifelong interest in and enjoyment of language and literature.

**Topics:** IB requires at least 13 major works at the higher level (HL). We will cover the following texts in addition to many other shorter essays, poems, and stories over the course of two years.

- 1. Readers, Writers, and Texts** (This area of exploration introduces students to the nature of literature and its study. The investigation students will undertake involves close attention to the details of texts in a variety of literary forms to learn about the choices made by authors and the ways in which meaning is created. At the same time, study will focus on the role readers themselves play in generating meaning as students move from a personal response to an understanding and interpretation that is influenced by the community of readers of which they are a part. Their interaction with other readers will raise an awareness of the constructed and negotiated nature of meaning.)
- 2. Time and Space** (This area of exploration focuses on the idea that literary texts are neither created nor received in a vacuum. It explores the variety of cultural contexts in which literary texts are written and read across time and space as well as the ways literature itself—in its content—mirrors the world at large. Students will examine how cultural conditions can shape the production of a literary text, how a literary text can reflect or refract cultural conditions, and the ways culture and identity influence reception.)
- 3. Intertextuality—Connecting Texts** (This area of exploration focuses on intertextual concerns or the connections between and among diverse literary texts, traditions, creators and ideas. It focuses on the comparative study of literary texts so that students may gain deeper appreciation of both unique characteristics of individual literary texts and complex systems of connection. Throughout the course, students will be able to see similarities and differences among literary texts. This area allows for a further exploration of literary concerns, examples, interpretations and readings by studying a grouping of works set by the teacher or set in close conversation with a class or groups of students. Students will gain an awareness of how texts can provide critical lenses to reading other texts and of how they can support a text's interpretation by expanding on it or question it by providing a different point of view.)

#### **Anticipated Major Texts Year One:**

- *Oedipus Rex* and *Antigone*, Sophocles
- *DAMN*, Kendrick Lamar
- *Passing*, Nella Larson
- *The Great Gatsby*, F. Scott Fitzgerald
- *Kitchen*, Banana Yoshimoto
- Poetry of Li-Young Lee
- *Invisible Man*, Ralph Ellison
- *The Handmaid's Tale*, Margaret Atwood
- *The Complete Persepolis*, Marjane Satrapi

#### **Anticipated Major Texts Year Two:**

- *Hamlet*, Shakespeare
- *Medea*, Euripides
- *Hedda Gabler* and *A Doll's House*, Henrik Ibsen
- *Exit West*, Mohsin Hamid
- *Things Fall Apart*, Chinua Achebe
- *The Stranger*, Albert Camus
- *Beloved*, Toni Morrison (alternative title: *Kindred*, Octavia Butler)
- *Jane Eyre*, Charlotte Brontë
- *Chronicle of a Death Foretold*, Gabriel García Márquez

**Class Assessment:** All of the work in IB World Literature will be assigned a point value. The number of points earned during a grading period will be divided by the total number of points possible to give a percentage grade. As per Metro policy, letter grades will be given as follows:

90%-100%	= A
80%-89%	= B
70%-79%	= C
69% ↓	= F

## **IB Formal Assessment Component:**

### **Internal:**

This component consists of the **Individual Oral (IO)**, which is internally assessed by the teacher and externally moderated by the IB at the end of the course. The Individual Oral is a 15-minute presentation supported by an extract from one work written originally in the language studied 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. (20% of final IB score)

### **External:**

- A. **Higher level (HL) essay** Students submit an essay on one literary text or work studied during the course. (20 marks) The essay must be 1,200–1,500 words in length (20% of final IB score).
- B. **Paper 1: Guided literary analysis** (2 hours 15 minutes) 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 (35% of final IB score).
- C. **Paper 2 Comparative essay** (1 hour 45 minutes) 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. (25% of final IB score)

## **Additional Course Work:**

**Class discussion and participation:** Daily participation is an expectation. Students will receive 5 points of participation (in class participation and/or online message board participation) on average for each class period. Student groups will be on a rotating schedule for leading discussions, moderating class discussion and posting discussion questions in MS Teams. Student leaders are expected to call on students and challenge students to support their arguments in discussion. **SEE PARTICIPATION HANDOUT**

**Oral and dramatic presentations:** In addition to one required individual oral, students will participate in a variety of smaller, informal presentations throughout the year. These will be individual and group presentations.

**Journaling/Close reading annotation notes:** Students are highly encouraged to keep a reader's journal and annotate their texts whenever possible, whether it's with notes or highlighting on a PDF or post-it notes in a physical book. If possible, students may choose to purchase physical copies of the books we read so they can annotate directly in the book.

**Written papers of literary analysis:** In addition to the longer Higher Level Essay, 3-4 page literary analyses (approx 100 points, scoring guides will always be given in advance detailing assessment and point value for the assessment) will be assigned throughout the year. Units will include shorter "think piece" essays of 2-3 pages. (40 points—**SEE THINKPIECE HANDOUT**)

**In-class timed constructed responses:** In preparation for the AP exam and IB's Papers 1 and 2, we will regularly write in class essays using released AP and IB essay prompts. These essays are usually 40-50 points each and will be assessed based on the AP Literature 6-point scale junior year and the IB mark schemes senior year.

**Tests and quizzes:** All tests will be essay tests. Regular reading quizzes will be given throughout the year. Essay test grades are usually 50 points, reading quizzes vary more—anywhere from 10 points to 30 points.

**Vocabulary and writing skills:** Over the course of the year, short lessons will be given over specific literary terms (vocabulary) and over specific rhetorical elements and sentence structures in writing.

**Resources:** The primary text for the course will be the previously listed plays, novels, and poetry. These will be supplied by the school, photocopied, or presented as PDFs on MS Teams. Students may wish to acquire their own copies of the texts in order to annotate/make their own reading notes. Students should prepare the following supplies for this class:

- A notebook and folder, three prong folder/loose leaf, or three ring binder.
- A set of highlighters or colored pencils for color marking/revising
- Post-it notes for annotating books (I recommend clear post-it notes)

### **Classroom Procedures:**

**Attendance & Tardiness:** All students are expected to be in class on time each day. IB practice assessments, reading quizzes, and opening activities will be given regularly at the beginning of class to encourage prompt arrival.

**Make-Up Policy:** Students will be allowed to make up work that they missed due to an excused absence, but it is the student's responsibility to find out what work was missed. Tests or quizzes may only be made up outside of regular class time and only by appointment. Under normal circumstances, make up work due to absence must be made up as soon as possible and no later than a week after the date missed.

**Late Work:** Any work that is not turned in at the beginning of the class period in which it is due will be subject to a 25% deduction in points if one school day late, 50% for two school days (and beyond). Work that is more than three days late may not be accepted. Please speak to your instructor if you need more time on an assignment or need help in any way. I am usually very understanding if approached about a problem before assignments are due.

### **A Note about Plagiarism/Cheating:**

To plagiarize is "[to] steal and pass off the ideas and words of another as one's own, to use a created production without crediting the source, to commit literary theft" (Van Brammer, "What Is Plagiarism" 1995). It is imperative to understand what constitutes plagiarism early on to avoid the severe consequences. If in doubt about a specific or general situation, do not hesitate to ask for assistance or advice on how to properly credit sources.

### **Metro's Policy on Academic Integrity:**

Metro has extremely high regard for academic integrity and, as such, has zero tolerance for any and all forms of academic dishonesty. Academic dishonesty includes but is not limited to, all forms of cheating on any assessments, essays, or assignments (copying, taking pictures, group chats with answers, etc.), plagiarism, and any other unethical academic behavior. Any student in violation will receive no credit (zero/F letter grade), a family meeting will be scheduled, and a notation of the violation will be in the student's school record.

The use of artificial intelligence (AI) tools, such as Chat GPT, has the potential for misuse and often borders on plagiarism. At Metro, we utilize Turnitin to disrupt plagiarism and ensure the integrity of ALL student work. If it is deemed that a student has used any AI tool to complete an assignment, the student will receive no credit (zero/F letter grade), a family meeting will be scheduled, as well as a notation of the violation in the student's school record.

Any academic dishonesty violation will affect recommendations written by the school for any student applying for post-secondary institutions, scholarships, and other educational programs.

## SLPS 2024-2025 Student Code of Conduct Handbook

### Guidelines for Artificial Intelligence (AI) Use:

AI can enhance student learning experiences and support the achievement of learning objectives. Student use of AI tools will have a focus on using them to take ownership of their learning and development. We value student agency in SLPS and seek to foster a collaborative learning environment with the use of technology and technology tools and applications.

AI tools will only complement, not replace, human instruction and support. As such, the use of generative AI tools (e.g., ChatGPT, Dall-e, etc.) is permitted in St. Louis Public Schools for the following activities:

- Brainstorming and refining ideas;
- Fine tuning research questions;
- Finding information on a topic;
- Drafting an outline to organize thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a formal class assignment/project.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool, and clearly defined by the instructor which components may use such technology.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

Students are responsible for the information submitted based on an AI query. Student use of AI tools must be properly documented and cited. Any assignment that is found to have used generative AI tools in unauthorized ways will be subject to disciplinary actions, including but not limited to assignment resubmission, assignment failure, or course failure. If in doubt about permitted usage, please ask for instructor clarification.

Teachers play a critical role in facilitating meaningful interactions and providing individualized support to students using AI tools and must adhere to all district policies and regulations regarding the collection, storage, and use of student data when using AI tools. Protecting student privacy is paramount in use of technology.

Source: Adapted from Center for the Advancement of Teaching;

<https://teaching.temple.edu/sites/teaching/files/resource/pdf/Chat-GPT%20syllabus%20statement%20guidance.pdf>

**Cell Phones/Tablets and Laptops:** While cell phones are not prohibited in the classroom, there are certain rules that must be followed. **In normal classroom procedures, cell phones and other electronic devices should not be out or utilized.** Playing games, texting, or using social media is prohibited. However, with the instructor's permission, some cell phone and device usage is acceptable during class. If a student has been asked to put a cell phone/device away and they do not comply, the device may be confiscated and returned at the end of the school day or given to the administration for a parent meeting. For example, looking up a definition or doing quick research during class discussion is usually acceptable. Specifically for exams and major assessments, students should keep cell phones off and stored in their bags. **Any student caught with a cell phone on their person during a test (or any time the class has been specifically instructed to have phones stored away) will receive an automatic zero on that assessment.**

Similarly, air pods or Bluetooth devices are prohibited in class. Students are not allowed to have air pods in their ears during class. Continuing to disregard this rule will result in referral to the office.