IB DP HL Literature II Course Syllabus  
2019-2020 School Year

Instructor: Mrs. Overland  E-mail: overlajl@milwaukee.k12.wi.us  Room: 224  Phone Number: (414) 304-6264  
Retake & Tutoring Hours: Senior ACP & Tues/Wed/Thurs after school  Course Website: mrsoverland.weebly.com

I. Course Objectives:
This course will assess skills aligned with the Common Core State Standards, ACT College and Career Readiness Standards, and International Baccalaureate Diploma Program Literature objectives. The goal across these three sets of standards is to help you develop critical thinking, literacy, and communication skills. All assessments this year will be assessed with the IB DP Literature objectives/criteria listed below.

| Objective A: Knowledge and Understanding of Texts | i. understand relationships between works  
| | ii. understand how literature expresses culture  
| | iii. know a work’s context and its significance  
| | iv. substantiate ideas with relevant examples |

| Objective B: Close Reading & Appreciation of Texts | i. analyze language, structure, technique/style; evaluate effects  
| | ii. engage in independent literary criticism  
| | iii. examine/discuss literary techniques’ effects and connections between style and meaning |

| Objective C: Organization/Development of Communication | i. ability to express well-organized, coherent, oral and written arguments  
| | ii. ability to write a sustained, detailed literary commentary |

| Objective D: Use of Language | i. ability to express ideas clearly/fluently in written/oral communication with effective choice of register/style  
| | ii. command of terminology/concepts for study of literature |

II. Course Design: Parts, Texts, and Assessments
Below you will find an overview of our units of study across your two years of DP Literature studies.

<table>
<thead>
<tr>
<th>Parts</th>
<th>Texts</th>
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| **Part I: Works in Translation**  
(Junior Year 1st Semester)  
| **Part II: Detailed Study**  
(Senior Year 1st Semester)  
2. Poetry: *Collected Works* by Langston Hughes, Canada, the USA, and the Caribbean (USA) 1900s, C20  
3. Prose Nonfiction: *Too Brief a Treat: The Letters of Truman Capote* by Truman Capote, Canada, the USA and the Caribbean (USA) 1900s, C20 |
| **Part III: Literary Genres: The Novel**  
(Senior Year 2nd Semester)  
Assessment: Paper 2 (25%) | 1. *Jane Eyre* by Charlotte Brontë, Europe (England) 1847, C19  
2. The Great Gatsby by F. Scott Fitzgerald: USA, 1925, C20  
4. *Oryx and Crake* by Margaret Atwood: Canada, the USA, and the Caribbean (Canada) 2003, C21 |
| **Part IV: Options**  
(Junior Year 2nd Semester)  
Language A: Literature IB Assessments

**External assessment (70%)**
This component is externally assessed by the IB and not by the teacher.

**Paper 1: Literary commentary (HL: 2 hours) (SL: 1 hour 30 minutes and two guiding questions)**
The paper consists of two passages: one prose and one poem. Students choose one and write a literary commentary. (20 marks)

**Paper 2: Essay (HL: 2 hours) (SL: 1 hour 30 minutes)**
The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3. (25 marks)

**Written assignment**
Students submit a reflective statement and literary essay on one work studied in part 1. (25 marks)
The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.

**Internal assessment (30%)**
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

**Individual oral commentary and discussion (HL: 20 minutes) (SL: 10 minutes)**
Formal oral commentary on poetry studied in part 2 with subsequent questions (10 minutes) followed by a discussion based on one of the other part 2 works (10 minutes). (30 marks)

**Individual oral presentation (10–15 minutes)**
The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task. (30 marks)

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<thead>
<tr>
<th>Proficiency-to-Points Conversion</th>
<th>Course Final-to-Letter Grade Conversion</th>
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</thead>
<tbody>
<tr>
<td><strong>Proficiency Level</strong></td>
<td><strong>Mark</strong></td>
</tr>
<tr>
<td>AD (Advanced)</td>
<td>4</td>
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<tr>
<td>PR (Proficient)</td>
<td>3</td>
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<tr>
<td>BA (Basic)</td>
<td>2</td>
</tr>
<tr>
<td>MI (Minimal)</td>
<td>1</td>
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<tr>
<td>O (No evidence)</td>
<td>0</td>
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**III. IB Testing Information:**
In order to test in Literature, you must have been enrolled in HL Literature your junior year (2018-2019) with Ms. Baker or Mr. Larson-Rolf and have already completed the Written Assignment (WA: based on Neruda, *The Sand Child* or *Fiela’s Child*) and the Individual Oral Presentation (IOP: based on Cisneros, Alexie, and/or Murakami). If you did NOT submit these last year, you will NOT be able to sign-up to take the Literature test in May 2020.

**IV. MPS Standards Based Learning and Grading:**
Below are charts that explain how Infinite Campus, the online grade book, calculates evidence grades. In addition to using proficiency marks, Milwaukee Public Schools also offer students the opportunity to master skills and attempt to improve course grades before the end of each semester through retakes and a final evidence of proficiency (the final exam).

**Proficiency Level**

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Mark</th>
<th>IC Grade Book Value</th>
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<tbody>
<tr>
<td>AD (Advanced)</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>PR (Proficient)</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td>BA (Basic)</td>
<td>2</td>
<td>2.10</td>
</tr>
<tr>
<td>MI (Minimal)</td>
<td>1</td>
<td>1.10</td>
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<tr>
<td>O (No evidence)</td>
<td>0</td>
<td>0</td>
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</table>

<table>
<thead>
<tr>
<th>Course Final-to-Letter Grade Conversion</th>
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<tbody>
<tr>
<td><strong>Low</strong></td>
</tr>
<tr>
<td>3.405</td>
</tr>
<tr>
<td>2.745</td>
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<tr>
<td>2.145</td>
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<tr>
<td>1.595</td>
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<td>0</td>
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**V. Mrs. Overland’s IB & Career and College Readiness-Aligned Grading Policies:**
The IB Approaches to Learning (ATLs) and Learner Profile Traits in conjunction with the content and skills we teach are central to the College and Career-Ready education provided at Reagan IB High School. They truly help you to become a responsible global citizen as you progress through your K-12 education. The following expectations and procedures are in place for your DP Literature course this year in order to help prepare you for the rigorous IB assessments you will complete this year. These expectations are also aligned with habits and skills that will help you succeed in the college and/or career you choose once you’ve completed your high school journey.
**IB Learner Profile:** As IB learners we strive to be… Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced, and Reflective

**IB Approaches to Learning (ATL) Skills:** Thinking, Communications, Social, Self-Management, and Research

### A. Retake Policies:

1) **Self-Management & Reflective:** Before you request a retake, grab a “Request to Retake” form from the resources bin by the word wall in our classroom. You can also find a digital copy of this in the Google course folder. Complete the form in its entirety, including a thorough reflection, and obtain a signature from your parent/guardian.

2) **Self-Management & Principled:** In order to retake evidence, all practice work must be completed. This demonstrates that you made every effort to learn the material before attempting the assessment. If you are missing any assignments, print them from the Google course folder, complete them, and bring them to your retake conference.

3) **Communicator, Thinker, Risk-Taker, & Reflective:** Once you have completed the “Request to Retake” form and attached all of your practice for the unit, you must attend a retake conference with Mrs. Overland before you begin redoing your work.
   - At that time, we will review your evidence and work together to target the skills that you want to improve on through the retake process. Approaching your teacher or thinking about the amount of work it might take to improve upon a skill may feel a bit scary. Setting aside some time for a conversation with your teacher is the best way to figure out how to move forward with your skill-building and evidence. I’m eager to help you learn and reach your goals in this class!
   - Retakes and tutoring are available after school on Tuesday, Wednesday, and Thursday by appointment or during senior ACP. Please plan accordingly.
   - Get to room 224 as early as possible—I will work with you and other students in the order you have signed in on the tutoring/retake clipboard.

4) **Self-Management, Thinker, & Balanced:** Depending on the nature of the evidence, an equivalent replacement evidence may be assigned in order to demonstrate improvement on skills assessed. All retakes must be completed within two weeks of the date that graded evidence is returned. No retakes will be allowed after that time frame. This is for your benefit—it is difficult to focus on current assignments while also working on older practice and evidence. A list of practice assignments for the unit, evidence due dates, and revision deadlines will be posted on the HL Literature page of mrsoverland.weebly.com.

### B. Late Work Policies:

1) **Self-Management & Principled:** Practice assignments must be completed consistently and on time. You will be completely responsible for self-managing your practice assignments. (They will not be entered into Infinite Campus, but will be required in order to retake evidence)

2) **Self-Management, Balanced, & Principled:** You are expected to have all evidences completed on time. Due dates and times will be announced when new evidence is assigned. If your evidence is not submitted on time, zeroes will be entered into the grade book on the due date. Zeroes may potentially remain permanent for the semester, so use your self-management skills to balance your time commitments leading up to major due dates.

3) **Communicator & Balanced:** If for any reason you know you will not be able to submit an evidence on time due to an extenuating circumstance, please see or email me before the assignment due date so that we can discuss an extension. I completely understand that emergencies arise and your physical and mental health are the priority. I do not need to know about details you deem too personal, but please be prepared to communicate about why the assignment cannot be completed on time and I will determine if an extension is warranted.

4) **Self-Management, Reflective, & Principled:** A “Late Evidence Assessment Request” must be completed and attached to any evidence not submitted on time. A thorough reflection and parent/guardian signature are required on this form. Late evidence is not eligible for a retake.

### C. Infinite Campus

1) **Practice in the Online Grade Book:**
   - Practice assignments will not be entered into Infinite Campus. You are responsible for self-managing your assignments leading up to your evidences. Practice assignments will be added to the HL Literature page of mrsoverland.weebly.com as the year progresses.
2) Evidence in the Online Grade Book:
- Evidence proficiency marks are listed under the course criteria that are being assessed on each piece of evidence. Evidence marks will contribute to your grade for each criterion. Infinite Campus averages the proficiency scores on the course criteria to compute the “course evidence” grade.

3) General Online Grade Book Details:
- Evidence grades for this course will be updated at least every two weeks for projects.
- Essays/lengthy written work may take longer than two weeks to assess in order to provide meaningful feedback to students and parents.
- Progress reports and snapshot grades are indicators of how you are performing in the course at that particular time. The information included in these report cards will change throughout the semester based on new practice and evidence being assessed and entered online. Please see the Infinite Campus portal frequently for the most current information about your progress.
- All practice and evidence assignments can be found in the Google course folder, which you were added to at the beginning of the school year.

D. Plagiarism:

1) Principled & Communicator: Plagiarism is the act of using another individual’s words or thoughts and passing them off as one’s own. Using parts of a sentence or an entire paper form any source other than your brilliant brain is considered plagiarism.
   - Any paper that contains plagiarized material will receive a zero with no opportunity to revise that grade. We will learn about what plagiarism is and how to avoid it throughout the entire year. If you are uncertain about incorporating source material into your paper, see me before submitting your work.
   - Please note that if you allow another student to copy your work, both of you will receive a zero. It is highly recommended that you do not allow anyone else access to your work.
   - Further instances of plagiarism may result in a U for the semester.
   - We will use Turnitin.com, online software that detects plagiarism, for all digital evidences.
   - This strict plagiarism policy is aligned to the IB’s academic honesty policy and is meant to prepare you for your IB assessments. Any student who plagiarizes any portion of an IB assessment will receive an N for the assessment component and fail the entire IB course.

2) Thinker, Communicator, Caring, & Risk-Taker:
   - Writing can be difficult. It can be time-consuming. It requires a ton of effort, brain-power, persistence, and resilience. Writing about abstract elements of literature can sometimes feel mystifying. Even though most of us in this class have been speaking, hearing, reading, and writing in English for a very long time, formal academic writing requires a very particular skill set. You will practice these skills in all of your IB classes, but writing may feel a bit more demanding in your English classes since a main focus of the course is composition. Please be patient and kind with yourself as you build your skills around college-prep writing.
   - Oftentimes, students include plagiarized material in their essays because the blank outline or computer screen may feel intimidating or daunting. Be a risk-taker! Get your preliminary ideas written down. Drafting is an integral part of the writing process; you'll have time to turn that first draft into a much stronger version of your essay. If you’re feeling stuck for too long, please see me for a little help getting started.
   - Strive for progress, not perfection!

Turnitin.com
All digital evidence will be submitted digitally via Google Drive to turnitin.com, an online plagiarism checker. You will have one turnitin.com account for all or your classes. Record your account information below.

Email: s ___ ___ ___ ___ ___ ___ ___@STUDENT.milwaukee.k12.wi.us Password: ___ ___ / ___ ___ / ___ ___
VI. Final Exam
Per MPS policy, you may exempt your final exam for this course if you meet the following requirements:

1. A course-evidence average of 85% or greater
2. Zero unexcused absences
3. 95% or better attendance in the course

You are strongly encouraged to attempt the final evidence of proficiency as it can only help, not hurt your final course evidence grade. I cannot emphasize enough how valuable the final exam is in preparing you for the skills necessary on the IB exams!

VII. Materials Needed for Class:
The following items must be brought to class each day:

- Student Agenda (provided on first day of school to all students)
- A binder w/8 divider tabs for use in this class only
- Loose-leaf paper
- Several pens, pencils, and highlighters
- Textbooks (as needed for each unit)
- Assigned Chromebook, fully charged

Please see me if you have any questions or concerns about the required supplies. If you are unable to obtain everything on the list, I can help you find the required materials.

VIII. HL Literature Binder:
You are required to bring your Literature binder to every class period and keep all of your handouts, notes, practice, and evidence for the entire year organized in this binder. An example binder will be kept in the classroom for you to reference, and binders will be checked periodically. The 8 binder tabs should be labeled and organized in the following manner:

1. IA Discussion: Godot/Capote
2. IA IOC: Poetry
3. Paper 1 Prep
4. Paper 2: Jane Eyre
5. Paper 2: Gatsby
6. Paper 2: 1984
7. Paper 2: Oryx & Crake
8. Writing & Grammar

IX. Expectations & Consequences:
Below are my general classroom expectations and consequences. These expectations, as well as more specific classroom procedures, will be discussed on the first day of class with reminders throughout the semester. Depending on the severity of the issue, one or more of the steps in disciplinary action may be skipped.

<table>
<thead>
<tr>
<th>Classroom Expectations:</th>
<th>Positive Feedback:</th>
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<tbody>
<tr>
<td>1) Be Responsible</td>
<td>Verbal recognition</td>
</tr>
<tr>
<td></td>
<td>LINK Applause</td>
</tr>
<tr>
<td>2) Be Respectful</td>
<td>Positive note or call home</td>
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<tr>
<td></td>
<td>Other incentives to be determined</td>
</tr>
<tr>
<td>3) Be safe</td>
<td>Follow teacher’s directions</td>
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</table>

Disciplinary Actions:

1) Nonverbal warning
2) Verbal warning
3) Permanent seat change and/or one-on-one conference
4) Detention and/or phone call home
5) Referral to administration
X. **Electronics Policy**

Educational researchers are increasingly finding that cell phone use has a negative impact on students’ well-being and academic performance. Brain research also shows that multi-tasking/dividing attention leads to poorer performance on all tasks. **Cell phone use will not be permitted at any time during instruction. Cell phones should be left in your locker or turned off and be out of sight for the entire block.** Your Chromebook will provide ample technological resources for the coursework.

Likewise, earbuds, headphones, and AirPods may not be used or visible at any time during instruction. Cell phones and earbuds may be used for listening to music during silent, independent work time **only when an announcement is made granting permission to listen to music.** If a cell phone is used for any other purpose during guided work time, this privilege will be revoked.

A **note to parents/guardians:** to reach your teen during class time, please call the main office and they will be happy to assist you.
Dear Parent/Guardian,

My name is Jessica Leal Overland, and I teach English 9 and DP Literature II here at Reagan IB High School. I came from an incredible community of MPS educators, and wanted to be a teacher for as long as I can remember. I have also always loved reading and been fascinated with language. Teaching literature and composition just made sense! My post-secondary studies began at The University of Wisconsin-Milwaukee, where I earned a B.A. in English Literature. I continued on to obtain a M.A. in Teaching from Cardinal Stritch University. This is my tenth year of teaching, all of which have been proudly spent as a Milwaukee Public Schools educator. After an exciting semester of student teaching at Reagan, I taught Bilingual English Language Arts at ALAS High School for four years before becoming a member of the Reagan faculty. I consider myself beyond fortunate to have the opportunity to work with so many incredible Milwaukee students every year!

I am pleased to welcome you and your son or daughter to my DP Literature class! With our combined efforts and support, students can look forward to an exciting and productive school year. The important skills we will focus on this year include critical thinking, effective written and oral communication, and inquiry. The poetry unit is a wonderful example of how we will work with the rigorous IB curriculum to continue building these skills. Students will prepare for the IB Literature internal assessment by studying a set of poems written by Langston Hughes. They will work independently and with their peers to gain an initial understanding of the poetry, research the historical references, and ultimately formulate their own oral interpretations of the literature. This is only one of the many exciting units in our study of English Language Arts this upcoming school year! If you have any questions or would like additional information, please feel free to call me at (414) 304-6264 after school hours, or email me any time at overlajl@milwaukee.k12.wi.us. I will reply to your call or email as soon as possible. Please note that email is my preferred method of communication, as I am able to respond much more quickly to emails than voicemail messages.

Important information for the course can be found at mrsoverland.weebly.com. Your teen has also been added to the Google course folder and can access copies of all handouts and coursework there. Please see Infinite Campus frequently for the most current information about your teen’s progress in IB Literature.

This acknowledgement form is the first homework assignment for my class. After you and your teen have read the syllabus together and discussed course expectations and procedures, please sign and return this form. (There is a digital copy of the syllabus and this letter on the SL Literature page of mrsoverland.weebly.com for your reference.) If there is anything that you would like me to know that will help me to better meet your teen’s needs, please include that information at the bottom/back of this page. I look forward to meeting you at Parent-Teacher conferences in October!

Sincerely,

Mrs. Overland

We have received, read, and understood the syllabus and the expectations for Mrs. Overland’s DP Literature course.

___________________________________________                  ___________________________________
Name of Student                                               Signature of Student

___________________________________________                  ___________________________________
Name of Parent/Guardian & Relation to Student                 Signature of Parent/Guardian

__________________________________________________________
Parent/Guardian Phone Number

__________________________________________________________
Parent/Guardian Email address

Concerns and/or questions: