

IB LANGUAGE & LITERATURE 12

FLATHEAD HIGH SCHOOL



Megan Koppes – koppesm@sd5.k12.mt.us, 751-3569

Clayton Mauritzen – mauritzenc@sd5.k12.mt.us, 751-3481

COURSE DESCRIPTION

This course focuses on two components: language in cultural context and the critical study of literature and culture. Students will examine the close details of a variety of kinds of texts—visual, oral, written, and electronic—and examine the impacts and effects of the author’s choices on the text’s meaning for a variety of audiences and contexts. The two components will be largely divided by semester, but they will integrate with and comment upon each other throughout the year.

This course is designed for all students in their senior year of high school, and paired with IB Language & Literature 11, any student may test and potentially earn college credit through the International Baccalaureate Programme. Creative writing, research writing, essay writing, timed essay writing, and oral presentations will be practiced and evaluated.

OBJECTIVES & PHILOSOPHY

This year-long course fulfills both the senior year literature and general English requirements and is designed to be a celebration of language and literature as well as a careful analysis of the wide variety of texts and media. We will also focus on developing writing style and building on the writing strengths students already possess.

One of our goals this year is to empower students in their own learning process and to be as student-centered as possible. The structure of the course reflects these goals. **Classes will center on student-generated ideas, discussions, and presentations.** As such, students are expected to treat all class members with respect and generosity (i.e., the Flathead Way).

GRADING POLICY

Quarter and semester grades will be calculated according to the following scale, standard in all classes at FHS:

Advanced	Proficient	Nearing Proficient	Novice	Insufficient
90-100 %	80-89 %	70-79 %	60-69 %	0-59 %
A	B	C	D	F

Assignments are to be completed on time. Late work will be penalized 25% off the earned grade, and it must be submitted by the end of the current unit being studied. Students who earn less than 70% on writing assignments will be allowed to rewrite them for a stronger grade.

The final semester grade will include two key components: In the first semester, 10% of the grade will be based on the **Further Oral Activity**, and another 10% on the **Written Task 1**. In the second semester, 10% of the grade will be based on the **Internal IB Assessment** (those who take the external IB assessments will be exempt), and the other 10% on the in-class semester assessment.

Per the FHS Attendance Policy, 10% of each semester grade will also be based on class attendance. (For more information, see the Parent-Student Handbook, pages 35-36).

There are two levels of assessment in this course, the class assignments and the IB requirements. **All students will be expected to fulfill all requirements regardless of their IB diploma or certificate status.** All assignments, IB and otherwise, are an integral component of the semester grades for our class.

ACADEMIC INTEGRITY

The IB General Regulations: Diploma Programme offers the following definitions of academic misconduct:

- a. plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgement
- b. collusion—this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another
- c. duplication of work—this is defined as the presentation of the same work for different assessment components and/or DP core requirements
- d. misconduct during an IB examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)
- e. any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media.) (14-15)

Source: International Baccalaureate Organization. General Regulations: Diploma Programme. IBO, 2014.

The expectation, from IB and FHS, is that all students will demonstrate high levels of academic integrity and virtue in all aspects of the course. However, when academic misconduct takes place, consequences at FHS will be addressed as follows:

Level I Offense – Improperly citing one's sources, not including a complete Works Cited page, or other examples of misconduct that could be unintentional:

- Parents will be contacted, and the student will be offered the opportunity to correct the assignment for a late grade.
- If it is not re-submitted by the new deadline, it will receive a failing grade.

Level II Offense – Intentional misconduct (as defined above by IB) on a class assignment:

- Parents will be contacted, the student will receive a failing grade on the assignment, and a discipline referral will be written.
- The student will still be responsible for the work, and the teacher may require that he or she complete an alternate assignment for partial credit.

Level III Offense – Repeated academic misconduct:

- The school administrators will handle any issues with chronic plagiarism.
- Consequences could include, but aren't limited to, receiving a failing grade on the assignment(s) or earning an "F" in the class.

ACADEMIC VIRTUES

As a part of this course, every person in the classroom is expected to nurture and strive for academic virtue. These may be described as:

- Respect everyone
- Be open-minded
- Give your best

As a way to develop these virtues, students are expected to be polite, be prompt, be prepared, and be productive.

TARDY POLICY

Class begins once the Tardy Bell rings; being in the room is simply not enough. To avoid being tardy you must be ready for the day's work. That means (1) being in your seat, (2) having your journal or any other materials out, and (3) being quiet and ready to begin. **Excessive tardies will lead to disciplinary action.**

TECHNOLOGY

Personal technology like cell phones, tablets, etc. can be really great. That said, **reading and writing happen best when the mind is clear and free of distractions.** These are the guidelines for responsible technology use:

- Personal technology should **be out of sight** and **on silent (no buzzing)**
- Anyone using a cell phone, iPod, etc. without approval will be given one warning, and then the device will be taken up

According to the student handbook, "Unauthorized use is grounds for confiscation of the device by school officials, including classroom teachers and supervisory aides. Removal of the battery is not permitted. When any phone is confiscated regardless of who owns the phone, only a parent will be allowed to pick up the phone after school" (41).

SUPPLIES

It is expected that each student will have the following supplies every day in class. If there is any difficulty getting these, please talk to me so that we can get you taken care of:

- pens and/or pencils
- a set of highlighters with at least 5 colors
- notebook paper
- a composition notebook
- a 1-inch (or larger) binder with 5 tabbed dividers for organization

SUCCESS IN IB

IB Language & Literature 11 is a course that expects its students to think deeply and give their best efforts. In fact, the students who push themselves the furthest and challenge their own abilities who consistently succeed and score high on the IB assessments. Hard work and risk-taking directly correlate to success.

Our goal is that all students be successful. I will do my best to be as open and helpful as possible. If you need extra help or to make up work, talk to me to find a good time for us to work together (generally before or after school, or during lunch), and I will work hard to ensure that you become as successful as possible.



THE FLATHEAD WAY



	HONOR YOURSELF	HONOR THE COMMUNITY	HONOR THE MOMENT
First Five	Arrive to class on time, with everything you need at your desk. Be physically prepared to learn.	Engage the assignment while avoiding behavior that may distract others.	Begin with focus and concentration, mentally prepared to learn.
Quizzes	Read or study before class. Practice academic integrity, and always work to be your best.	Work to promote a productive, respectful learning environment, and avoid distracting behavior. Practice academic integrity.	Make full use of good test-taking strategies, and stay focused on the assignment. Always perform at your best, and practice academic integrity.
Whole-Class Discussion	Listen, learn, and take notes when it's useful. Ask questions at appropriate times, and always work understand the topic at hand. Be open to learning from the ideas of the discussion.	Ask questions to clarify and to extend the ideas of the discussion. Actively listen to your colleagues, and be helpful and supportive.	Be fully engaged and attentive, bringing your best self to the discussion. Be open to the ideas of your colleagues, and purposefully connect new ideas to what you already know.
Group & Partner Work	Be prepared and on task. Actively contribute to your group, without dominating others or withdrawing from the activity. Be willing to compromise.	Work hard to promote equal participation of all group members and to achieve consensus. Be inclusive and respectful. Remember, this is everyone's project.	Be focused and attentive on both yourself and on others. Be aware of the feelings and ideas of each group member, and use your time wisely and efficiently in accomplishing your goals.
Writing	Read, study, or make any necessary preparations before class. Write clearly, and use the entire time available for writing, revising, and/or editing.	Work to promote a productive, respectful, and quiet writing environment, and avoid distracting behavior. Practice academic integrity.	Bring your best self to the writing task. Persevere through any struggles, and always work to make your writing better. Make full use of your writing, revising, and editing strategies and tools.
Final Five	Continue working hard, without putting anything away or preparing to leave until instructed.	Model good behavior, and focus on completing and finalizing the lesson's goals. Promote a productive environment, and avoid distracting behavior.	Stay focused and engaged through the final moment. Make notes of any homework and of what to expect for the next day.