**English V IB Syllabus**

Teacher: Ann-Frances Brown

This class is taught in conjunction with IB English IV. You will be receiving a grade from the IB for English based on three separate components: 1) a combination of the oral presentation from IB IV and the oral assessment in IB V, 2) the Written Assignment, 3) the IB English Final Assessment which consists of an impromptu critical analysis of a poem or an excerpt of prose and an essay on one of the 4 novels we cover in the spring.

**Oral Assessment:**

We will spend the fall semester planning for the oral assessment. We will read the following works of literature together:

Tess of the D’Ubervilles by Thomas Hardy

King Lear by William Shakespeare

Poetry by Robert Frost

In December, you will be given a poem or an excerpt from a poem by Robert Frost. You will have 20 minutes to prepare for your oral assessment. You will have to be able to identify the work and the author and be able to provide a cogent critical analysis of the excerpt in approximately 10 minutes. After you’ve completed your poetry commentary, I will have a discussion with you about one of the three texts for 10 minutes. Again, you are expected to demonstrate a command of the text and the ability to hold a sophisticated discussion about literature. You will be recorded.

**Written Assignment:**

You have already submitted drafts of your Written Assignment. I will be working with you during the fall as you revise, but I can only read the paper in its entirety one time. It is of the utmost importance that you take this paper seriously. I will provide you with verbal feedback, but I cannot write anything on these papers.

**Final Assessment:**

You will have two English exams in May. One will be an essay in which you write about one or two of these four novels in response to a prompt:

Slaughterhouse-Five by Kurt Vonnegut

The Sun Also Rises by Ernest Hemingway

Sula by Toni Morrison

The Handmaid’s Tale by Margaret Atwood

*Note on Content:*

*All of the works which we will study deal with mature issues, and some contain mature language. All of them, though, are reputable works of literature that are on the PLA.*

Your other essay will be an analysis of either a poem or an excerpt of prose. We will practice analyzing unfamiliar works.

**Rules:** Follow the school rules. Do not think you are exempt.

**Grading Scale:**

Major: 60%

Minor: 40%

Major grades are tests, essays, projects. Minor grades are quizzes or daily grades.

Contact: If you have any questions at any time, please feel free to email me ([annfrances.brown@sumterschools.net](mailto:annfrances.brown@sumterschools.net) or [ann-frances.brown@sumterstudents.net](mailto:ann-frances.brown@sumterstudents.net) ), call me at school (481-4480), or use the Remind platform to message me directly.

**Books:** I have a limited number of texts available to check out to you. I am encouraging you to purchase your own copies. You will be able to write in them and highlight passages. You also can use them as a resource when you get to college. Books-A-Million has ordered books for the class.

**Expectations:** All of you have committed yourselves to the International Baccalaureate program in some fashion. I expect for you to submit quality work in a timely fashion. I expect for you to behave appropriately inside and outside of the classroom. I expect for you to show initiative and to be responsible for your own education. I expect for you to do your own work and not take short cuts.

It is my hope to provide you with the kind of challenge that helps you later in college.

**IB Learner Profile:** The IB seeks to reinforce certain qualities within its students, and I believe that these are positive qualities for any student to display in his or her academic and non-academic pursuits. IB students should be inquisitive, open-minded, and caring. They should demonstrate the ability to think critically and to take risks while also being balanced in their lives. They should develop their knowledge base in a principled and reflective manner, always recognizing that their ignorance is an opportunity to discover further awareness. Lastly, they should be able to communicate effectively with anyone, no matter what his or her educational background is. After all, learning in isolation without sharing that knowledge is antithetical to essence of what we as a society seek. These are ideals that are worthwhile. **I’ve included the official IB Learner profile on the next page.**

**The IB learner profile**

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

**Inquirers**

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable**

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers**

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators**

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled**

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded**

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring**

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers**

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced**

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective**

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.