**IBDP – English A: Literature Year 2 (HL)**

**Syllabus 2025-2026**

IBDP-EngLit2 Mrs. Angela Lillard

Room 519/ 1st, 6th & 7th Period [lillaan@boe.richmond.k12.ga.us](mailto:lillaan@boe.richmond.k12.ga.us)

Office Hours: by appointment

**Course Description:**

The language A: literature aims at exploring the various manifestations of literature as a particularly powerful mode of writing across cultures and throughout history. The course aims at developing an understanding of factors that contribute to the production and reception of literature—the creativity of writers and readers, the nature of their interaction with their respective contexts and with literary tradition, the ways in which language can give rise to meaning and/or effect, and the performative and transformative potential of literary creation and response. Through close analysis of a range of literary texts in a number of literary forms and from different times and places, students will consider their own interpretations as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

**Standards & Course Aims:**

* Demonstrate ability to engage in independent literary criticism in a manner which reveals a personal response to literature;
* Demonstrate ability to express ideas with clarity, coherence, conciseness, precision, and fluency in both oral and written communication;
* Demonstrate a command of the language appropriate for the study of literature;
* Demonstrate ability to engage in independent textual commentary on both familiar and unfamiliar pieces of writing;
* Demonstrate ability to structure ideas and arguments, both orally and in writing, in a logical, sustained, and persuasive way, and to support them with precise and relevant details from the text.
* Demonstrate an ability to make connections between and to multiple forms and styles of literature.

**Assessment Model**:

It is the intention of this course that students are able to fulfill the following assessment objectives:

1. **Know, understand and interpret:**

* a range of texts, works and/or performances, and their meanings and implications
* contexts in which texts are written and/or received
* elements of literary, stylistic, rhetorical, visual and/or performance craft
* features of particular text types and literary forms.

1. **Analyze and evaluate:**

* ways in which the use of language creates meaning
* uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
* relationships among different texts
* ways in which texts may offer perspectives on human concerns.

1. **Communicate:**

* ideas in clear, logical and persuasive ways
* in a range of styles, registers and for a variety of purposes and situations
* (for literature and performance only) ideas, emotion, character and atmosphere through performance.

**IB Assessments:**

* **Individual Oral** (15 minutes): prepared oral response on the way that one work originally written in the language studied and one work studied in translation have approached a common global issue. **January 2026**
* **HL Paper 1**: Guided literary analysis Guided analysis of unseen literary passage/ passages from different text types. **May 2025**
* **HL Paper 2**: Comparative essay Comparative essay based on two literary works written in response to a choice of one out of four questions. **May 2025**

**Classroom Expectations:**

* Come to class each day *prepared and on time*.
* Treat everyone with respect – no foul or insensitive language. Respect the personal space and property of others
* Eating and Drinking in class is prohibited (only water or cups/bottles with screw on lids)
* Email me with any questions or send a Remind message

**Supplies:**

Learner Portfolio from Year One

Laptop

Pens/Pencils

Loose-leaf paper

**HL WORKS:**

Various Poetry

Cormac McCarthy’s *The Road*

Shakespeare’s *Hamlet* (No Fear Shakespeare Version)

Various Short Stories

Zen Cho’s Sci-Fi Fantasy Malaysian Short Stories

Independent Free Choice (students will choose a literary work to study-time permitting)

**Grading:**

**Major Grades:** (Tests, Projects, Final Drafts of Essays): **40%**

**Minor Grades:** (Classwork, rough drafts, journals, quizzes): **60%**

***Grading Scale:***

A (90-100) B (80-89) C (75-79) D (70-74) F (69 and below)

**Grade Reporting Cycle** Each semester represents an 18-week grading period.

* **Progress Report 1** will be issued at the end of the first 6-weeks.
* **Progress Report 2** will be issued at the end of 12-weeks.
* **Semester Report Card** will be issued at the end of the 18-weeks grading period.

**Cellphone Policy**

**DISCIPLINE:** Due to the potential disruption a cell phone and electronic communication devices may cause to the instructional environment and safety of the school, the disciplinary actions and consequences for violation of this rule are as follows:

**First Offense**: The first offense will result in the electronic device being confiscated, to be picked up by the student or parent at the end of the same school day. The incident will be recorded in the student’s discipline record within the student database (e.g., Infinite Campus).

**Second Offense**: The second offense will result in the electronic device being confiscated, to be picked up by the parent on the Friday following confiscation, at the specific time designated by the school. The incident will be recorded in the student’s discipline record within the student database (e.g., Infinite Campus).

**Third Offense**: The third offense will result in the electronic device being confiscated, to be picked up by the parent on the Friday following confiscation, at the specific time designated by the school. The student will receive one day of in-school suspension (ISS). The incident will be recorded in the student’s discipline record within the student database (e.g., Infinite Campus).

**Fourth Offense**: The fourth offense and thereafter will result in the electronic device being confiscated for ten (10) school days, and the parent must schedule a conference with an administrator to retrieve the electronic device. The student will receive three days of in-school suspension (ISS). The incident will be recorded in the student’s discipline record within the student database (e.g., Infinite Campus).

Further incidents may result in the student losing the privilege of bringing electronic devices on campus, in-school suspension, out of school suspension, and any other forms of discipline deemed appropriate under the circumstances.

**Noncompliance:** All administrators, teachers and/or staff members are authorized to confiscate cell phones, electronic communication devices and/or accessories any time a student is in violation of the Cell Phone/Electronic Communications Device policy. A student’s refusal to surrender his/her electronic device(s) to school personnel will be considered noncompliance and insubordination, resulting in two (2) days of out of school suspension, and any other forms of discipline deemed appropriate under the circumstances.

**AI Policy**

You can use AI tools for checking grammar and spelling, brainstorming ideas, and other uses I will teach you, but not to write entire essays or assignments. You are required to write an explanation of how you used AI in your work at the bottom of all assignments. Misusing AI will be considered cheating and can result in a zero on the assignment. Use AI to help you learn, not to do the work for you.

**The following items have been extracted from the IHA-R: Grading Systems-Administrative Procedures**

**Discipline Policy (Conduct)**

Conduct is important in a school setting and important to the learning environment. Misconduct should be addressed with appropriate prescribed school and/or school system consequences in an effort to improve the behavior and to maintain a positive learning environment for all students. Misconduct should not be reflected in a student’s academic grade. With the above in mind, we will address many issues in the classroom before involving office personnel. I will offer a verbal warning first. If this does not help, I will make parental contact to discuss the issue. If the problem is still unresolved and continues to disrupt the learning environment, I will refer the student to the appropriate principal.

**Academic Dishonesty**

The Student Code of Conduct, Rule 1(A)(t), states that no student shall cheat, alter records, plagiarize, receive unauthorized assistance or assist another in any type of academic dishonesty. The determination that a student has engaged in academic dishonesty will be based on the judgment of the classroom teacher and a supervising administrator, taking into consideration any written materials, observation, or information from witnesses. Students found to have engaged in academic dishonesty will be subject to disciplinary actions as outlined in the Student Code of Conduct. Additionally, the task may be entered as incomplete, and the student required to redo the assignment or retake the assessment**. The use of any AI will be considered as a form of academic dishonesty and will not be eligible to be used as a grade and will result in a score pf zero. If it is determined that students copied each other’s work, both students will receive a grade of zero.**

**Late Work**

Late work is defined as assignments that are submitted after the specified deadline. This does not apply to work submitted late due to absence from school. Students are expected to submit assignments on time. Multiple incidents of late work may result in teacher-student-parent conferences to examine and correct the student’s work habits. Graded assignments that are submitted late should be scored to accurately reflect the level of mastery of standards. **Per RCBOE policy, late work will be accepted within a one-week period in which five points will be deducted for each day that the work is late and a maximum of 25 points off. After one week, the acceptance of the work is at the teacher's discretion. I do NOT plan on accepting any work after the one week unless a verifiable circumstance has existed.**

**Make-up Work**

Students are expected to make up assignments and assessments that were missed due to absence from school. Students are responsible for asking teachers for the make-up work upon returning to class. Make-up work should be completed by the student within the time specified by the teacher. Teachers should provide reasonable timelines for completing make-up work. Generally, such work should be completed within 5 days of returning to school. A student should not be required to take a quiz or test on their first day back to school if the assessment was first announced during their absence. Graded assignments should be scored to accurately reflect the level of mastery of standards. Assignments will remain open for two weeks. Please make sure that your work is submitted before that time period. A grade of MISSING will be entered, and it will be calculated as a zero.

**Relearn & Reassess (R&R) Procedures**

Certain assignments will be eligible for a retake or do-over. Exams, CMAs, etc. are NOT allowed to be redone. The parent/child must present a valid request through the teacher asking permission to redo the work. In some situations, the work will not be allowed to be redone. All assignments must be redone within one week.

**Accommodations and Modifications**

1. Accommodations are changes in instruction that enable students to demonstrate their classroom abilities. They provide equity, not advantage. Appropriate accommodation for students with disabilities does not reduce or lower the standards or expectations for content and does not invalidate assessment results. Therefore, students with accommodations may earn the same credit as those not receiving accommodations. Accommodations will adhere to the State Special Education Accommodations Manual and the decisions of the IEP/504 Team. ELL (English Language Learner) teachers will follow the accommodations found in the Student Assessment Handbook and the Accessibility & Accommodations Manual.

2. Modifications according to the IEP or 504 Plans are alterations that change or reduce learning expectations. These modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications could adversely affect students throughout their educational careers. Modifications on statewide assessments may invalidate the results and may not be appropriate or allowed on statewide assessments. The report card will designate a modified curriculum by the assigned special education-designated course number.

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**Syllabus Contract**

Please complete and return this form by August 11, 2025.

Dear Parent/Guardian:

Please take the time to review the contents in this syllabus with your child. Please discuss with them the parameters of the class. Please sign and have your child return this form. Your signature below will confirm that you agree with the requirements and stipulations outlined in the syllabus and this course.

Please feel free to contact me via email if you have any questions or concerns. Looking forward to working with you and your child for a successful and productive school year.

Sincerely:

Mrs. Lillard

[lillaan@boe.richmond.k12.ga.us](mailto:baxleja@boe.richmond.k12.ga.us)

Student Name:

(Print your name)

Student Signature:

(a legal document has to be signed in cursive)

Parent Name:

(print your name)

Parent Signature:

Parent Email:

Landline Number: Cell number:

Preferred method of contact:(Circle one) Email phone: Cell or house No Preference

All About You 😊

Name:

Favorite Color:

Favorite Number:

Favorite Type of Music:

Favorite Sport(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Favorite Sport Team(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Favorite Academic Subject: Explain why?

Favorite Restaurant:

Favorite Snack:

Extra-Curricular Activities:

Strengths:

Weaknesses:

Goals for this year: