

Mr. Henry’s English 12 IB, Language & Literature

Welcome to Commack High School’s Open House 2019

Dear Parent/ Guardian:

It gives me great pleasure to welcome you to Commack High School’s Open House Night. Commack has a long tradition of high academic achievement, and I look forward to working with you and your student to continue this tradition.

The parent-teacher relationship should be one of cooperation. To ensure that our mutual goal of your child’s academic success is met, I have written a short outline about the course.

**Course Objective:**

The language A: language and literature course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption.

The course is organized into four parts, each focused on the study of either literary or non-literary texts. Together, the four parts of the course allow the student to explore the language in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.

In eleventh grade, students focus upon parts 1 and 4 of the course, Language cultural context and Literature—critical study. Parts 2 and 3 are picked up in 12 IB, Language & Literature.

**Course Outline:**

In addition to a wide variety of texts used to explore and appreciate critical contexts of language, the following are the traditional literary texts your student will be studying this year to assist in the pursuit of the aforementioned goal:

Major works:

* J.D. Salinger’s *The Catcher in the Rye*
* Margaret Atwood’s *The Handmaid’s Tale*
* Marjane Satrapi’s *Persepolis*

Major assessments:

The major summative assessments in this course occur during IB testing week at the beginning of May. Students taking this course for the possibility of college credit are tasked with two essays occurring on two days:

* Paper 1: Tasks students to answer one of six questions provided by the IBO for at least two of the three texts listed above
* Paper 2: Tasks students to provide a comparative analysis of one of two pairs of texts provided by the IBO

Additionally, students will be asked to complete:

* Further Oral Activities (FOA) for each of the three major units in the study of language
* Throughout this course, students will build a portfolio of written tasks. There are two types of written tasks, imaginative pieces (WT1) to demonstrate understanding of course work and text types, and critical responses to text (WT2). In March, students will be asked to submit one of each written task type. One written task MUST be literature-related, and one written task MUST be language-related.

**Grading Policy:**

As per English Department policy, the following components will determine your student’s grade for each marking quarter:

**70%** = **Formal Assessments**

**30%** = **Homework, Preparedness, and Classwork** reflected in homework, notebooks, journals, listening, speaking, class participation, etc.

The success of your student in this course is well within their control. I have done and will continue to do all that I can to facilitate this process. As the year progresses, I will be in contact with you if any academic difficulties arise. In order to further the chances of your student’s success, please check my website at **www.commackschools.org/rhenry** and ask your student about what is going on in class.

I look forward to working and learning with your student. Should you have any questions or concerns about your student and this course, the most effective way to contact me is via email at rhenry@commack.k12.ny.us. If you wish to speak with me on the phone, please send me an e-mail and I will respond to you within twenty-four hours to set up a time for a phone conference convenient for both you and me.

Sincerely,

Mr. Henry