

**COURSE OUTLINE SPANISH
SESSION 2014-15**



MS. MALIKA ANANE
IBDP EDUCATOR SPANISH

COURSE DESCRIPTION:

This course promotes respect for the literary heritage of the student's home language and provides an opportunity for students to continue to develop oral and written skills in their mother tongue while studying in a different language of instruction.

The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works.

Through the study of a wide range of literature, this course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, it does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.

AIMS AND OBJECTIVES:

The aims of this course are to:

1. introduce students to a range of texts from different periods, styles and genres
2. develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections

3. develop the students' powers of expression, both in oral and written communication
4. encourage students to recognize the importance of the contexts in which texts are written and received
5. encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
6. encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
7. promote in students an enjoyment of, and lifelong interest in, language and literature.

HOW THE COURSE ADDRESSES:

INTERNATIONAL MINDEDNESS

The IB's commitment to intercultural understanding is particularly evident in part 1 of the syllabus, in which students are introduced to other cultural perspectives through the study of works in translation, selected from a list that contains works in more than 30 languages. Through the study of these works, students gain a deeper understanding of how works of literature are an important part of their cultural contexts and how they reflect or describe experiences and values.

EXTENDED ESSAY

With this course, students have the opportunity of:

- studying in-depth a literary topic
- engaging an independent literary criticism even where appropriate, establishing critical comment
- developing the ability to put forward their views persuasively and in a well-structured manner, using a register appropriate to the study of literature.

TOK

The study of literature offers many possibilities for the questioning and reflection that form the basis of theory of knowledge (TOK). The course focuses on different approaches to reading literary works. It encourages close analysis of language, as well as an understanding of the different perspectives presented through literature and the ways in which these are informed by, and interact with, the student's own culture(s). All of these activities require students to engage in knowledge inquiry, critical thinking and reflection. The following questions are adapted from

the Theory of knowledge guide. They are intended to assist teachers in challenging students to explore the methods of study in the field of literature and to enhance students' critical reflection on related knowledge issues, ways of knowing and areas of knowledge.

- Is a work of literature enlarged or diminished by interpretation? What makes something a good or bad interpretation?
- How can a literary work of fiction, which is by definition non-factual, convey knowledge?
- What is the proper function of literature—to capture a perception of reality, to teach or uplift the mind, to express emotion, to create beauty, to bind a community together, to praise a spiritual power, to provoke reflection or to promote social change?
- Does familiarity with literature itself provide knowledge and, if so, of what kind—knowledge of facts, of the author, of the conventions of the form or tradition, of psychology or cultural history, of oneself?
- What knowledge of literature can be gained by focusing attention on the author? Can, or should, authors' intentions and the creative process itself be understood through observing authors or knowing something of their lives? Is the creative process as important as the final product, even though it cannot be observed directly? Are an author's intentions relevant to assessing the work? Can a work of art contain or convey meaning of which the artist is oblivious?
- What knowledge of literature can be gained by focusing attention solely on the work itself, in isolation from the author or the social context?
- What knowledge of literature can be gained by focusing attention on its social, cultural or historical context?
- How important is the study of literature in individual/ethical development? In what ways?
- What constitutes good evidence within the study of literature?
- What knowledge can be gained from the study of literature?
- What is lost in translation from one language to another? Why?
- Can literature express truths that cannot be expressed in other ways? If so, what sort of truths are these? How does this form of truth differ from truth in other areas of knowledge?

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.

COURSE OVER VIEW

SL TOPICS

SL TOPICS Books studied	TEACHING HRS.
Part 1: Works in translation El Lector, Bernard Schlink Madame Bovary, Gustave Flaubert	40h
Part 2: Detailed study Confieso que he vivido, Pablo Neruda Vientos del exilio, Mario Benedetti	40h
Part 3: Literary genres Los soldados de Salamina, Javier Cercas Fragmentos de una vida interior, Carmen Martin Gaité Cronica de una muerte anunciada, Gabriel Garcia Marqueza	40h
Part 4: Options La casa de los espíritus, Isabel Allende El amor en los tiempos de colera, Gabriel Garcia Marquez La fiesta del chivo, Mario Vargas Llosa	30h = 150h

INTERNAL ASSESSMENT OUTLINE

SL 30%

Individual oral commentary (10 minutes)

Students present a formal oral commentary and answer subsequent questions on an extract from a work studied in part 2.

15%

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.

15%

EXTERNAL ASSESSMENT OUTLINE

SL 70%

Paper 1: Guided literary analysis (1 hour 30 minutes)

The paper consists of two passages: one prose and one poetry.

Students choose one and write a guided literary analysis in response to two questions.

20%

Paper 2: Essay (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%

Written assignment

Students submit a reflective statement and literary essay on one work studied in part 1.

The reflective statement must be 300–400 words in length.

The essay must be 1,200–1,500 words in length.

25%

ASSESSMENT CRITERIA

Formative assessments- During the reading of each book, a range of activities such as quizzes, debates, role plays, text commentaries and movies watching will be led.

Summative assessment- After the study of each book, a text commentary and a paper 2 such as external assessment requires is given.

(SCHOOL LOGO)

SANGAM SCHOOL OF EXCELLENCE

A WORLD SCHOOL

CHILDREN TODAY LEADERS TOMORROW

Spanish A literature COURSE OUTLINE

2015-16

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