

English Language & Literature

2021-2023 Syllabus

General Overview:

The Language and Literature course at BIS is for students who are at fluency or near-fluency levels in English.

The overall course encourages students to examine a wide range of literary and non-literary texts in order to investigate how language shapes and is influenced by culture and identity, as well as how authors use it to construct meaning.

The IB gives us three Areas of Exploration:

- ✦ **Readers, Writers, & Texts:** Examines choices made by authors and how meaning is communicated.
- ✦ **Time & Space:** Examines how cultural contexts affect language, identity, and reception.
- ✦ **Intertextuality:** Examines the connections between and among literature, media, text and audience.

Final Assessments from 2021 onward:

Assessment Title	Description	Courses Required
Paper 1	A timed, handwritten analysis essay responding to a non-literary excerpt	ENL, SL, & HL
Paper 2	A timed, handwritten analysis essay responding to a question about two literary works studied in class	ENL, SL, & HL
Individual Oral	A timed, oral analysis essay presented in a 15 minute exam about a literary and non-literary excerpt studied in class	ENL, SL, & HL
HL Essay	A 1200-1500 word essay completed internally but externally assessed by an examiner.	HL only

Other Course requirements:

In conjunction with both literary and non-literary texts studied, all students will also need to keep a **Learning Portfolio**.

The learner portfolio is a wonderful opportunity for your students to chart their growth and their learning over the two year Language and Literature course. It is meant to act as a tool to aid in their learning, but it's not only that. It's also a space for reflective and analytical thinking, creative and formal writing, spontaneous and studied readings of texts and works.

English Lit Syllabus June 2015

Aya Matsuda



English Lit Syllabus June 2015:

English Studies in India Banibrata Mahanta, Rajesh Babu Sharma, 2018-11-03 This volume is a collection of scholarly papers that explore the complex issues concerning English Studies in the present Indian context. The discussions in this volume range from historical perspectives to classroom specific pedagogies from sociological and political hierarchies to the dynamics of intellectual development in the English language environment. Interrogating both policy and practice pertaining to English Studies in the context of Indian society, culture, history, literature and governance, the chapters seek to formulate contemporary perspectives to these debates and envision alternative possibilities. Since the introduction of English to India more than 2 centuries ago, the language has transmuted the very fabric of Indian society, culture, history, literature and governance. The idea of India cannot be conceived in its entirety without taking into consideration the epistemological role that English has played in its formation. The present globalized world order has added dimensions to English Studies which are radically different from those of India's colonial and postcolonial past. It is therefore imperative that the multitudinous shades and shadows of the discipline be re-examined with inputs drawn from the present context. This volume is for scholars and researchers of English literature and language studies, linguistics and culture studies and others interested in exploring new paradigms of engagement with the disciplinary formulation of English Studies in India.

Shakespeare's Props Sophie Duncan, 2019-01-30 Cognitive approaches to drama have enriched our understanding of Early Modern playtexts, acting and spectatorship. This monograph is the first full-length study of Shakespeare's props and their cognitive impact. Shakespeare's most iconic props have become transhistorical, transnational metonyms for their plays: a strawberry-spotted handkerchief instantly recalls Othello; a skull Hamlet. One reason for stage properties' neglect by cognitive theorists may be the longstanding tendency to conceptualise props as detachable body parts. Instead, this monograph argues for props as detachable parts of the mind. Through props, Shakespeare's characters offload, reveal and intervene in each other's cognition, illuminating and extending their affect. Shakespeare's props are neither static icons nor substitutes for the body, but volatile, malleable and dangerously exposed extensions of his characters' minds. Recognising them as such offers new readings of the plays: from the way memory becomes a weapon in Hamlet's Elsinore to the pleasures and perils of Early Modern gift culture in Othello. The monograph illuminates Shakespeare's exploration of extended cognition, recollection and remembrance at a time when the growth of printing was forcing Renaissance culture to rethink the relationship between memory and the object. Readings in Shakespearean stage history reveal how props both carry audience affect and reveal cultural priorities: some accrue cultural memories while others decay and are forgotten as detritus of the stage.

Educational content up close UNESCO, 2019-12-20

Initial English Language Teacher Education Darío Luis Banegas, 2017-05-18 Trainees' voices, beliefs and experiences as learners shaped by the tension and dialogue between internal and external theories of teaching and learning inevitably penetrate the Initial English Language Teacher Education (IELTE) curriculum. Scrutinising these

beliefs and experiences Initial English Language Teacher Education provides readers with vivid and informed accounts of IELTE from around the world Approaching IELTE from a sociocultural perspective the authors analyse future teachers trajectories and educational histories in order to understand their experiences as learners unpack internal beliefs and problematise the relationships between such beliefs with theories and research in the field Exploring accounts from a number of under researched contexts Initial English Language Teacher Education investigates and analyses perspectives from Argentina Brazil China Colombia Kenya Singapore South Africa Spain and Uruguay Through the eyes of future teachers the chapters address issues such as trainee motivation tensions between theory and practice role of feedback teacher development and identity critical pedagogies online teacher education and intercultural awareness Meaning-Focused Materials for Language Learning Marina Bouckaert, Monique Konings, Marjon van Winkelhof, 2019-01-10 This publication is a result of the joint conference held by MATSDA and Fontys University of Applied Sciences the Netherlands in Tilburg in June 2017 MATSDA is an international materials development association founded in 1993 which serves to bring together researchers teachers materials developers and publishers in an effort to improve the effectiveness of language learning materials The 2017 conference centred on issues related to the development of meaning focused materials for language learning and attracted presenters from twenty five countries stretching from Greenland to Brazil These issues are reflected in the chapters in this volume with each one focusing on a different aspect of meaning focused materials and many of them introducing the reader to previously unexplored facets of the theory of meaning focused instruction and its application to materials development The contributions here are of essential value to post graduate students to teachers to materials developers and to researchers They are written to be academically rigorous but at the same time accessible to newcomers to the field and to experienced experts alike **Constructing a New Canon of Post-1980s Indian English Fiction** Sahdev Luhar, Madhurita Choudhary, 2017-08-21 The literary canon implies the evaluation or estimation of certain literary texts as the most important during a particular time The canon is not merely a set of texts it is a set of standards evaluative procedures and values Belonging to a canon confers a guarantee of literary greatness A canon is formed by a particular group to channelize cultural hegemony over others or can be constructed by a governed group to bring about cultural symmetry The rise of diverse literatures in English in different parts of the world after the colonial rule of England was the consequence of an urge to articulate a cultural equilibrium or an urge to strike back The process of canon formation is also a focused and bigoted act and is always carried out to accomplish certain self centred objectives It is commonly accepted that canon formation is executed to accomplish or naturalize certain ideological functions In the sphere of Indian English literature Indian English fiction after the end of the 1980s has emerged as a new canon This book looks into the process of literary canon formation in Indian universities and examines such fiction as an alternative literary canon and as an anti imperialistic response to the British literary canon The book ascertains the anti imperialistic design involved in forming the

canon of post 1980 Indian English fiction examines the gradual emerging trends in such fiction and discerns the role of language culture and native ethos in the formation of a canon It also differentiates post 1980s Indian English fiction from British fiction bhasa fiction and even from pre 1980s Indian English fiction Preparing Teachers to Teach English as an International Language Aya Matsuda,2017-01-19 This book explores ways to prepare teachers to teach English as an International Language EIL and provides theoretically grounded models for EIL informed teacher education The volume includes two chapters that present a theoretical approach and principles in EIL teacher education followed by a collection of descriptions of field tested teacher education programs courses units in a course and activities from diverse geographical and institutional contexts which together demonstrate a variety of possible approaches to preparing teachers to teach EIL The book helps create a space for the exploration of EIL teacher education that cuts across English as a Lingua Franca World Englishes and other relevant scholarly communities **NTA/UGC-NET/JRF English** YCT Expert Team , NTA UGC NET JRF English Chapter wise Solved Papers with Notes **The Coalition Government and Social Policy** Hugh Bochel,Martin Powell,2016-03-24 How did the UK Coalition Government s policies differ from previous Conservative or Labour Government policies How did the Liberal Democrats influence them And what can this tell us about the likely policy direction of the Conservative government elected in May 2015 Responding to the political and social policy changes made between 2010 15 this book considers the relationship between the two coalition parties to provide a critical assessment of how their policies affected the British welfare state including the impact of austerity Looking beyond 2015 the contributors consider what the implications of these changes may be for social policy both the challenges and opportunities which will present themselves in the future *ENGLISH* YCT EXPERT TEAM,2019-05-03 NTA UGC NET JRF CHAPTER WISE SOLVED PAPERS WITH NOTES

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