Subject group and course title:

Studies in language and literature: Modern Greek Language & Literature

Course purpose:

The Modern Greek Language & Literature course explores elements of language, literature and performance in both Greek and global contexts. The course endeavours to explore the relationships between texts, readers and writers and how texts function and are received across geographical space and historical time by a multitude of audiences. The course considers and examines both literary and non-literary texts and their audiences. Indeed, the study of literary and non-literary texts provides students the opportunity to comprehend how meaning is constructed within specific contexts and how it comes to be evaluated and communicated across multiple perspectives as generated by multiple readers. The course intends to foster critical thinking about and response to texts. The ultimate purpose of the course is to assist students in understanding how language communicates, formulates, sustains or challenges ways of thinking and being in the world. Students are encouraged to think how form, content, purpose, audience and their associated contexts are built and how they influence them in their daily lives.

Topics covered:

In the course, students study a wide range of literary and non-literary texts in a variety of contexts. By examining a wide variety of literary and non-literary texts alongside appropriate secondary readings, students are encouraged to engage with the nature of language itself and the ways in which it both shapes and is influenced by identity and culture. Students are exposed to a variety of texts from a wide range of genres (prose, poetry, theatre, journalism, graphic novels, amongst others) pertaining to a number of topical issues and concepts (identity, society, politics, economics, amongst others).

How are key concepts served (methodology)?

The course, much like all IB programmes, bases its teaching on inquiry involving the development of students' natural curiosity, together with the skills needed to enable them to become autonomous lifelong learners actively engaged in their own process of learning. The course is designed in carrying out individual and group research; indeed, students are encouraged to engage with their own processes of comprehension, analysis, interpretation and contextualization using specific issue-analysing approaches. The course aims to cultivate students' research skills both in an individual and a collaborative context. The approach to teaching in this course places particular emphasis on the effective exploration of concepts and contexts aiming to help students to engage in both problem-solving and abstract thinking. This higher order thinking allows students to approach concepts such as identity, culture, creativity, communication, representation, transformation in a nuanced manner. This approach to teaching helps students not only to comprehend and acknowledge the complexity and instability of the modern world bur also assists them in forming conceptual tools that will place

all of these issues under a theoretical umbrella as a whole. Students are encouraged to widen their point of view regarding not just what a text does but also how it works, that is to say, the articulation and clarification of the underlying sociopolitical ideologies and concepts engineering not just the text but language itself. In this way, the student is motivated to consider how a text communicates with the reader and what it is that the text communicates to the reader. The ultimate goal is for students to acknowledge how context influences literary production, meaning and the formation of both readerly and authorial identity. Students are made aware of their own role as consumers and, subsequently, producers of culture in a variety of contexts.

How does the course foster international mindedness?

The study of language and literature is instrumental in nurturing and cultivating the awareness and understanding of the individual as a member of a chain of interdependent social groups. The texts through the study of texts written originally in the language studied and selected works in translation give the students the chance to understand the ways in which language and literature come to represent the world. Students in this manner come to understand that representations of the world vary across cultures and times; students are further encouraged to consider how they can attain the varying contexts in which people experience and represent the world.

How are IB Learner Profile attributes promoted?

The course engages students in reflection on the nature, formulation and representation of knowledge. The course engages students in exploring the human experience and how language and literature are constructs rather than unmediated means of accessing knowledge. In this manner, students become more aware of the perspectives of others while concurrently developing a stronger sense of their own social and temporal context.

In the Language and Literature course, students are encouraged to take on the attributes of the IB Learner profile as laid out in the IB guide. Students are constantly engaged with inquiry, critical thinking and reflection as they explore not only how meaning is generated in texts but also how they communicate their ever-widening conception of the world. The Language and Literature course not only boosts the students' ability to examine diverse ways of knowing in a balanced manner but also nurtures their empathy making them principled, caring individuals with a thirst for knowledge. Students thus come to demonstrate initiative, perseverance and a strong willingness to learn independently.

How does the course meet student needs via ATL?

The Language and Literature course is structured around the close reading of texts and the development of a balanced, attentive response to texts. Students are encouraged to establish and articulate connections between texts studied and current affairs so that they learn how contexts are formulated. Thinking is further cultivated through exposure to texts from different genres, times, and cultures, by consistently making thinking processes visible. Students are thus asked to articulate well-developed and well-argued responses to texts studied in both

group and individual assignments, using a variety of digital and analogue tools. Students are also encouraged to hone their communication skills as these relate to the development of the student as a learner. Furthermore, students learn skills such as organizational skills, goal setting, and time management that will assist them when it comes to self-directed research.

Fundamental research skills such as formulating focused and intriguing research questions, appraising sources, and recording, evaluating and synthesizing information are critical skills in studies in language and literature. Throughout their studies, students have ample and excellent opportunities to practise their skills in both informal and more formal and extended ways. A course that deals with a variety of texts produced in a variety of contexts inherently demands some element of research in order to increase engagement and understanding.

Assessment model:

The assessment model in the Modern Greek Language & Literature course, both formative and summative, seeks to ascertain levels of learning at different points of the teaching of the class; the ultimate goal of the assessment model is not only to guide students to the exams but also to assist in the decisions to be about future approaches to the syllabus. The assessment of the syllabus is both process-oriented and product-oriented. Assessment is often teacher-led but students are often given opportunities for formal self- or peer-assessment so that students might gain insight on both their own and other's learning processes and performance. In this manner, the formal and informal work done throughout the academic year aims to encourage students to engage in an ongoing informal self-assessment of their assignments, their Learner Portfolio entries, and the connections they make between them. Assessment is employed bby the teacher as well as a means of informing the teaching process itself.

Instructor's name: Theodoros Chiotis