

## WORK IN TRANSLATION (WIT) ASSIGNMENT OVERVIEW

### Getting to the WIT Essay: An outline of the Four Stages

For each Work in Translation (WIT) text, there is a three stage process that will include assessment and evaluative pieces, leading to the final development of the WIT Essay (the fourth and final stage).

#### WIT texts:

- *Thousand Cranes* by Yasunari Kawabata
- *A Doll's House* by Henrik Ibsen
- *Survival in Auschwitz* by Primo Levi

#### Stage 1: The Interactive Oral (In-class Evaluation)

Students will work in groups (3 groups per novel) to present a 10-20 minute interactive oral discussion about each of the WIT works that should address the following questions:

- In what ways do time and place matter in the work?
- What was easy to understand and what was difficult in relation to social and cultural context and issues?
- What connections did you find between issues in the work and your own culture(s) and experience?
- What aspects of technique are interesting in the work?

#### Stage 2: The Reflective Statement (Evaluation)

After each Interactive Oral, all students are required to write a 300-400 word reflective statement addressing the following question:

#### **How was your understanding of cultural and contextual considerations of the work developed through the interactive oral?**

- The Reflective Statement will be **completed** for homework immediately after the day of the Interactive Oral and be handed in for evaluation. This **MUST** be typed.
- Students will complete a Reflective Statement for all three WIT texts after each Interactive Oral.
- The Reflective Statements will be kept on file. The Reflective Statement which corresponds to the text chosen for the final WIT Essay will also be submitted to the IB Organization for external evaluation.

### **Stage 3: Supervised Writing (In-class Assignment)**

After the Reflective Statement is complete and the novel has been studied, students will write a response to a provided prompt about the WIT text. They will write 40-50 minutes of continuous prose **during class time**.

- The goal of this stage is to help students produce good essays with appropriate topics. This stage must be completed for each of the three WIT texts.
- I will provide three to four prompts of which students are to respond to one (prompts will not be provided ahead of time).
- Students will eventually choose one of their pieces of supervised writing and develop that into the WIT Essay required for submission to the IBO.
- An apparent connection between the supervised writing and the final essay is required, but students are encouraged to provide their own title and to develop the chosen prompt in an independent direction.
- At the end of each session the supervised writing task must be handed to the teacher and an unedited copy will be kept on file. While this writing task is not submitted as part of the final WIT Essay, the IB Organization may request a copy of this file as part of their external assessment of the IB Written Task.

### **Stage 4: WIT Literary Essay (Internal and External Evaluation)**

Once students have completed stages 1-3 over all of the WIT texts, they are required to produce a 1200-1500 word analytical essay that will be evaluated internally by their classroom teacher and also by an external IB examiner. The relevant Reflective Statement (previously completed) will be submitted as part of the final assignment.

- The goal is to produce an analytical, literary essay on a topic generated by the student and developed from one of the pieces of supervised writing.
- The WIT Essay will be worth 25% of the student's final IB mark.