

10th Grade English: World Literature
Spring Course Syllabus: 2018

Instructor: Ryan O'Leary
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Block 2B 9:27-10:58
Block 3B 11:00-12:27

Purpose: It is my goal to guide the development of your own voice as a writer, thinker, and intellectual through the study of literature found throughout the world. If I am successful, by the end of this class then you will be able to closely read texts with purpose and think critically about literature's impact on the world.

Schoology: Given the opportunities technology allows in our society, I will be using Schoology in an effort to streamline this course. I will post all information onto Schoology and assignments will be turned in through the site as well. Please let me know if you need any help using Schoology.

Texts:

- *Literature World Masterpieces*, Prentice Hall (1995)
- *The Tempest*
- *A Doll's House*
- *The Scarlet Pimpernel*

Reporting Standards:

READING

1. CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

WRITING

3. CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
4. CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
5. CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

SPEAKING & LISTENING

6. CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

7. CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

LANGUAGE

8. CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

9. CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

World Literature Course Requirements:

Formative Assessments:

- Daily work, quizzes, in-class writing, daily journals, and rough drafts of essays
- Quarter Exam
- Scheduled conferences

Formative Codes:

- EXE – student performance on the learning task exceeds expectations
- MET – student performance on the learning task met expectations
- DNM – student performance on the learning task did not meet expectations
- NC – student has not completed the learning task

Summative Assessments:

- Formal writing (final drafts of essays, short stories, poems, etc.)
- World Lit. Projects
- Semester Exam

Summative Scores (1-4)

Standards Referenced Grading Scale:

- **4** = Demonstrates thorough understanding of grade level standards and consistently and independently applies knowledge and skills in a variety of contexts.
- **3** = Demonstrates understanding of grade level standards and applies knowledge and skills in presented contexts.
- **2** = Demonstrates understanding and application of most grade level standards; needs teacher support to demonstrate proficiency.
- **1** = Demonstrates limited understanding and application of grade level standards; needs more instruction and/or practice to demonstrate proficiency.
- **0** = Rarely demonstrates understanding and ineffectively applies grade level standards.

Late Work: Assignments will always be due at the beginning of class on the due date. In order to avoid stress, always plan for the worst. Prepare for your computers to die, printers to run out of ink, and papers to get eaten by dogs. Ensure that your papers are punctual by planning ahead.

Academic Integrity policy

You are expected to take credit only for original work that you produce. Plagiarism consists of submitting another writer's work or ideas as your own, or failing properly to credit another writer's words or ideas. It will earn you an automatic **F** for the work, your parents will be notified, and you will be reported to the

administration. In order to protect yourself, always document your sources in notes and/or bibliography. Use the Modern Language Association (MLA) guidelines for all citations.

Plagiarism includes passing off someone else's work as your own, copying from your peers, collaborating on individual assignments with peers, and using sources without proper citation.

Behavior Expectations: The values I strive to promote in my classroom are respect and integrity. Learning community lacks the ability to respect themselves, each other, and the educator than the learning process will become hindered. Every member of my classroom will respect their fellow members and also be respected as well. The members of my classroom must also maintain their integrity in order to be successful. Integrity is a combination of honesty and moral principles. If everyone holds themselves accountable for their education then all work will be a direct reflection of your own skill.

Attendance: If you miss a class, you are responsible for knowing before the next class what you missed and what work is due the day you return. Please ask another student what you have missed and not your instructor (especially during class). Remember, you are responsible for making up all the work you have missed. This work will only be accepted (if your absence was excused) on your first class back. If you miss class or know that you are missing class the day an assignment is due, it is your responsibility to:

- Have someone bring the assignment to class for you;
- Get any and all homework from another student;
- Get lecture notes from a classmate.

Readings: In order to give everyone the opportunity to read the texts, I will do my best to give class time for the readings. However, since classic literature takes more time to read and analyze you must also plan on reading many of these texts outside of class. Since this is an English course, I will require assigned readings to be completed before the class starts so that everyone is prepared for assignments, discussion, and quizzes. In order to ensure every student is completing the assignments I will be reserving my right to give quizzes based on assigned readings.

World Literature Projects: You will complete two projects this semester, one each quarter.

Third Quarter: Independent Literary Critique: Movie Pitch

- Read a classic work of literature by any of the authors from this quarter. You may also choose something we will be studying in class and read the work in its entirety (e.g. *Inferno*). Your parents/guardians and myself must approve the book that you choose to read.
- Prepare a 5-6 minute oral presentation in the form of a movie pitch. You will be filling the role of a screenwriter who is trying to bring a classic work of literature to life through cinema. You must treat the class like producers who have never heard of the classic piece you would like them to produce.

Fourth Quarter: The Scarlet Pimpernel Group Project

This project will consist of a 10-minute group presentation.

- *Soundtrack.* For this project, please choose 2 of the major works (*Inferno*, *The Tempest*, *A Doll's House*, or *The Scarlet Pimpernel*), or 3-4 of the shorter works (poetry and stories) we have read this semester.

- Create a soundtrack for the storylines of the literary works. Your goal is to use music to reflect the mood, theme, character development, and sense of place. The songs you choose should highlight the similarities and differences between or among the works.
 - i. Minimum 10 songs
 - ii. Write a 1-2 paragraph rationale explaining what the songs represent in the works
 - iii. Minimum 6 quotations from the works (3 from each major work, or two from each minor work) to support choices
 - iv. Create a CD or playlist that can be easily shared with the class
 - v. In class, write a 1-2 page reflection, explaining how this process enhanced your understanding of the literary works of choice.

Writing Assignments, 3-5 pgs. All assignments should be typed, double-spaced, and in 12-point, Times New Roman font. Each paper will require evidence to support the ideas presented. Use the Modern Language Association (MLA) guidelines for all citations.

- Paper #1: Dante's *Inferno*
- Paper #2: Shakespeare's *The Tempest*
- Paper #3: Ibsen's *A Doll's House*