

**NOUVEL CATHOLIC CENTRAL HIGH SCHOOL**

**Course Syllabus**

<b>COURSE DESCRIPTION:</b>	<p>World Literature and Composition – 12th grade</p> <p>This class is designed to acquaint students with authors, writings, and cultures around the world in accordance with historical time periods. Students will explore and analyze the diversity, significance, and relevance of world literature. Emphasis is placed on making personal and social connections with the historical background and cultural context of the authors and reading. In conjunction with the literature, a continuation of previously learned writing formats and styles will be perfected. Attention will be paid to understanding author’s purpose, tone, structure, and techniques. Students will learn to model their own writing after patterns found in published authors’ works and to find their own topic ideas from reading quality writing. Students will refine their grammar and sentence fluency skills through careful editing of their own work and that of peers. Polishing will be the final step in every writing process.</p>
<b>MAJOR COURSE GOALS:</b>	<p>The overall thematic focus will cover leadership qualities.</p> <p>Common Core State Standards</p> <ul style="list-style-type: none"><li>• Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</li><li>• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one</li></ul>

	<p>source and following a standard format for citation.</p> <ul style="list-style-type: none"><li>• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li><li>• Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</li><li>• Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension of expression.</li></ul> <p>TLW be able to demonstrate an understanding of the historical development of World literature from its oral traditions to its contemporary forms.</p> <p>TLW develop critical thinking skills (Bloom’s Taxonomy) in order to complete written requirements as well as actively dialog with their peers.</p> <p>TLW demonstrate competence and skill in a variety of writing assignments. Additionally students will experiment with writing strategies to solve problems as they write. MLA is a crucial component of the course.</p> <p>TLW use the English language arts to develop insights about human experiences and connect all knowledge from all curriculum areas to enhance understanding of the world.</p> <p>TLW recognize the role of research as a contribution to collective knowledge keeping in mind the needs of the prospective audience.</p> <p>TLW reflect on personal understanding of reading,</p>
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	listening, and viewing; set personal goals; and take responsibility for personal growth.
COURSE ASSESSMENT PLAN:	Tests, quizzes, compositions, in-class writings, projects, presentations, participation and discussion, class work, homework
SUPPLIES AND MATERIALS NEEDED:	<p><i>World Masterpieces</i>, Prentice Hall 1991</p> <p><i>Survival</i>, T.H. Peek Publisher – Students continue to utilize all prior English department writing requirements (MLA)</p> <ul style="list-style-type: none"> <li>• The Investigative Essay</li> </ul> <p><i>S.F. Writer</i>, Addison-Wesley Educational Publishers Inc.</p> <p>Novels:</p> <p><i>The Kite Runner</i> – Khaled Hosseini</p> <p><i>The Good Earth</i> – Pearl S. Buck</p> <p>Textbook:</p> <p><i>Oedipus the King</i> - Sophocles</p> <p><i>A Doll's House</i> – Henrik Ibsen</p> <p>“The Metamorphosis” - Franz Kafka</p> <p>“<i>The One Great Heart</i>” – Alexander Solzhenitsyn</p> <p>from <i>The Epic of Gilgamesh</i></p> <p>from <i>The Iliad</i> – Homer</p> <p>Various additional literature from the textbook.</p> <p>Notebook/binder exclusively for this class.</p> <p>Flash drive, pens, highlighters, loose leaf paper</p>

EXTRA HELP:	<p>Students are encouraged and oftentimes required to conference other than class time (before school, after school, or appointment). Dialog is imperative in order to understand and remedy any issues that arise. Students are always welcomed to share their thoughts and needs.</p> <p>Tutoring is also available.</p>
INSTRUCTIONAL PHILOSOPHY:	<p>A variety of teaching strategies will be utilized in order to foster student's further development of a comprehensive understanding and appreciation of literature as they examine various British genres. They will have the numerous opportunities to engage in interdisciplinary studies by perusing history, culture, and art alongside the literature they read. Additionally, students will actively engage in numerous learning strategies (e.g. discussion, lecture, presentations, independent study, etc.) in order to tap into all their talents. Academic success will occur through hard work, motivation, and respect for all facets of the class.</p>
MAJOR COURSE PROJECTS AND INSTRUCTIONAL ACTIVITIES:	<p>Contemporary Investigative Research Essay (student driven) 50-75pts., Creative Writing (Parody) 30-50pts., Philosophical research and application/presentation 50-100pts.</p>
CLASSROOM EXPECTATIONS:	<p>Students are expected to arrive on time to class prepared to begin when the bell rings (seated with materials on their desk).</p> <p>Active class participation and discussion is required.</p> <p>Being unprepared will result in a loss of points.</p> <p>Active participation in Turnitin.com.</p> <p>Students are expected to do their own work. Plagiarism is unacceptable and will result in an automatic zero.</p> <p>All work <u>must</u> be submitted on time.</p> <p>Extra credit will not be given.</p> <p>Attendance is crucial. If there is an absence it is the</p>

	<p>student's responsibility to check with the teacher upon return at the beginning of class. A prearranged absence for any reason requires that students make prior arrangements with the teacher in advance (preferably at least a week).</p> <p>It is imperative the proper behavior and respect for all is practiced.</p> <p>Any student infraction will be handled at the discretion of the teacher.</p>
<p><b>HOMEWORK POLICY AND GRADING SCALE:</b></p>	<p>Homework is an extended crucial component of the learning experience. It provides the opportunity for practice and enrichment not available within the time constraints of the class.</p> <p>Various methods of evaluation will be used. The purpose is to give exposure and experience to a variety of procedures. All work will be assigned point values as determined by their importance.</p> <p>Quizzes: 15-50pts., Tests 50-100pts., homework 5-50pts.</p> <p>Research Paper/Presentation (Choice of topic) 75-100pts.</p> <p>Original Narrative – 50-75pts.</p> <p>Comparison/Contrast Essay – 50-100pts.</p> <p>Novel performance project (first semester) 50-100pts.</p> <p>Unit and theme based project and presentation (first and/or second semester) 75-100pts.</p> <p>Investigative composition – <i>Survival (second semester)</i> 75-100pts.</p> <p>A final semester grade is composed of first quarter grade (40%), second quarter grade (40%), and semester</p>

	examination grade (20%). The grading scale used is published in the Nouvel student handbook
<b>CONTACT INFORMATION:</b>	
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