WINDSOR LOCKS HIGH SCHOOL

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COURSE SYLLABUS

Title: World Literature Level: Elective for Grades 11&12 Credit: .5

**Mission:** It is my mission to ensure that each student leaves my classroom a better student and a more mature person than when he or she arrived.

**Vision:** It is my vision that you develop a curiosity for and appreciation of people, ideas, and cultures that are different from your own. I would also like for you to understand that the world goes well beyond the borders of Windsor Locks, of Connecticut, and of the United States. I hope that by taking part in all aspects of this course you will realize your potential as a student and as a citizen and become better equipped with the knowledge, strategies and skills that you will need to meet the demands of your life beyond high school.

Course Expectations:

By the end of *World Literature* you will be able to:

* Analyze various accounts of the Earth’s and humans’ creation and determine which details are common to and emphasized in each account.
* Articulate how great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that humans encounter.
* Explain how different cultures have developed common beliefs.
* Examine the particular points of view or cultural experiences that are reflected in works of literature, and explain how these can deepen appreciation for cultures other than our own.
* Illustrate how a person’s decisions reveal his or her character.
* Justify why a society judges people by their words and actions.
* Explain how an author’s decisions 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) affect one’s appreciation and understanding of a text.

**Course Content and Structure:** Semester sequence is as follows…

* Unit 1 – The World and its Literature – 9 weeks
* Unit 2 – *Oedipus Rex* and Greek Theatre – 4 weeks
* Unit 3 –Creation Myths – 4 weeks

Students will read, discuss, and analyze texts (fiction, non-fiction, novel(s), stories, plays, and poetry) from a variety of cultures. In addition, students will examine similarities and differences among the stories, investigate the roles of dramatic conventions, and determine what these texts may tell modern readers about themselves and about the cultures from which these writings generate

In addition, students will initiate and participate in collaborative discussions on the various topics, philosophies, and issues that arise from their understanding of these texts. Students will also cite, in writing and when speaking, strong and thorough textual evidence for their opinions as well as defend the inferences they make from the text and their knowledge of the world.

Students will also produce clear and coherent writing in which the content, development, organization, and style are appropriate to task and purpose. They will reinforce previously acquired writing skills as well as develop and strengthen their writing by planning, revising, editing, and rewriting.

**Classroom Expectations:**

1. Be on time and prepared for class **EVERY DAY** with appropriate materials and completed homework. All materials should be on your desk when the bell rings. Any borrowing of materials is to be done before class. Additionally, trips to the lavatory, water, etc. are to be done during passing time between classes unless absolutely necessary.
2. Cell phones must be turned off and put away out of sight upon entering the classroom.
3. Work to the best of your ability **EVERY DAY**.
4. Follow directions.
5. Respect yourself, your classmates, your teacher(s) and all support staff. Be courteous and demonstrate good manners.
6. Follow the six pillars of character: trustworthiness, respect, responsibility, fairness, caring and citizenship.
7. Speak, one person at a time, during discussion.
8. Keep the classroom clean and put materials away neatly.
9. Discuss any issues and/or concerns with teachers privately.
10. Wait to be dismissed by the teacher, not the bell.

\*In addition to these expectations, students are expected to follow all rules in the student handbook and Board of Education policies.

**Plagiarism**: Taking credit for someone else’s thoughts or work is plagiarism. Examples of plagiarism include:

* Writing another person’s ideas without giving credit
* Handing in another person’s work or copying another student’s work
* Handing in work for an assignment in my class that you have used in another class
* Handing in work without a correct MLA citation, whether from the internet or any other source

Plagiarism is not acceptable and will result in loss of credit as well as additional conversations with administration and parents or other consequences.

**Course Content and Structure:** Units may be made up of short stories, memoirs, poetry, novels, non-fiction, plays, writing, grammar and vocabulary. *The class will continually build upon and return to these skills throughout the year.*

There are six categories assignments may fall under throughout the year:

* 1. Homework- assignments given to practice, reinforce, elaborate, prepare and extend understanding of standards
  2. Classwork (formative) – initial attempts at learning (for example: checking for understanding and development of skills; responses to literature; entrance/exit tickets; bell work)
  3. Formative Assessments – drafts of essays; reading comprehension quizzes / responses
  4. Classwork (summative)- graded classroom assignments that measure mastery of short-term learning targets and standards in the unit (for example: responses to literature, quizzes, written or verbal analysis)
  5. Projects / Labs – formal presentations of knowledge and skill (for example: major essays; PowerPoint or Prezi)
  6. Summative Assessments - graded assignments that measure learning and mastery of unit standards (for example: quizzes, shorter essays, tests)

**Quarterly Grades (on a point system):**

Classwork (Summative): 20%

Projects / Labs: 30%

Summative Assessments: 50%

**English Department Homework Philosophy:**

Homework is meaningfully designed as a formative assessment to practice and strengthen skills, to reach competency and mastery of standards, and to prepare for subsequent classroom and real world applications. Homework will be reported and assessed as a separate habit of work on your report card. Developing strong habits of work is a springboard for future success in college and career readiness.

**Expectations for Learning:**

* As an active participant in your learning, you will need to ask questions, demonstrate your understanding by answering questions and participating in discussions, and work hard to meet the expectations each and every day.
* In order for us to build on your strengths and address your weaknesses, it is essential that you complete and revise work when needed. You are encouraged to come for extra help if you are struggling with an assignment or its concepts.
* Meeting assignment deadlines is essential! Computer and/or printer issues are not an excuse to miss a deadline. It is an expectation, therefore, that you enter the classroom on the day that an assignment is due with that assignment completed to the best of your ability. If you do not meet this expectation, you will stay after school on a designated day to complete the work for reduced credit. If you are playing a sport or are scheduled for an after-school activity, your coach or teacher-advisor understands this expectation.

**All formal papers** must be typed in 12 font, Times New Roman, double spaced with the proper MLA headings (I will specify when a paper may be neatly written in ink). Students must turn in all drafts of papers (original, revisions, and final).

**Home/School Collaboration:**

To maximize learning, communication between school and home is key. Having a current and up-to-date email address and contact number for both parents and students is essential. Parents, we encourage and welcome you to be an active participant in your child's journey through this course. It will benefit your child's learning experience for you to also be engaged in PowerSchool, student syllabi, email and telephone conversations. PowerSchool will be updated weekly.

**Evaluating Your Habits of Work**: **Separate from your numeric grade** based on the measures above, you will be evaluated on a daily to weekly basis on the following four Habits of Work:

* 1. Homework Completion
  2. Participation in Class Discussions
  3. Conducting Yourself Appropriately
     1. Being on time and prepared for class
     2. Respecting and listening to others
     3. Responsible use of technology
     4. Using Appropriate Language
  4. Time on Task

These four Habits of Work will be reported separately on your report cards according to the following scale:

* **ES** - Exceeds Standard
* **MS** – Meets Standard
* **PS** – Progressing toward Standard
* **LP** – Limited Progress

The separation of homework from numeric grades is a significant school-wide shift at WLHS. The intent is to

distinguish between the reporting of **WHAT** you learn (content standards) and **HOW** you learn it (**H**abits **o**f

**W**ork). To be clear, homework is still graded. You need to do it consistently in order to master standards

and to succeed on tests and quizzes.

However, by reporting homework completion (as well as participation, conduct, and time on task) separately,

your numeric grades become more reflective of *what you know and can do*. Your habits of work scores can

help you and your parents understand *why you are struggling and what to do about it*. Furthermore, as WLHS

continues to develop interventions and supports to help you succeed, the Habits of Work provide clear

expectations about what you can do to usethose additional supports.