

Course Name: World Literature (WLD LIT)

Course Number: ENG 337

Course Description: World Literature is a semester-long English elective offered to juniors and seniors. The purpose of the course is to increase your ability to critically analyze and evaluate the impact of current and historical events/philosophies on society today through the careful reading and discussion of literature from around the globe. This course is specifically designed to offer challenging texts that you might encounter in post-secondary schooling.

Teacher Name: Angie Noel

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Office Hours: Period 1 in the English/SS office or C126

Thematic Overview: **How our worldview impacts the way we live our lives**

Class Expectations:

The course is organized into several thematic units of study. Each unit will require an extensive amount of reading. You are expected to read ALL of the texts assigned to you during this semester. Your faithfulness in the area of reading will ensure you pass this course.

NOTE: Most of the reading will be done OUTSIDE OF CLASS.

Your understanding of the assigned texts will be assessed through in-class writing as well as small- and large-group discussion. There will be several formal essays during the semester and numerous graded class discussions. Those planning on family vacations, college visits, etc., should let me know IN ADVANCE, so we can make alternative plans for class time and/or assessments missed.

I will give you the tools to help you process the texts. Tools will include: accessing word definitions, annotating texts, analyzing text through a variety of lenses, journaling and blogging, researching cultural and historical background information, and outlines for producing effective written assessments.

NOTE: While reading notes (Spark Notes, Cliffs Notes, etc.) may be used as supplements; they should NEVER take the place of reading the text itself.

Discussion Expectations:

Each day you will be expected to contribute to the class via the voicing of your own opinion and insight. Discussing the texts we read and the ideas shared by classmates is an integral part of the learning process in this class. Oftentimes there will be graded discussion sessions.

NOTE: It is much easier to have an intelligent and worthwhile discussion when all participants have read the required texts.

Attendance/Class Participation:

I will follow the building attendance policy. Please familiarize yourself with this policy, as it will be enforced in this classroom. It is always your responsibility to access work missed through Canvas or communication. I will expect you to use the website/Canvas and/or to ask a classmate BEFORE asking me for missed work. I WILL NOT share that information with you at the beginning of the class; I will be focused on my goals for our learning time together. All late work and missed work will go into PowerSchool as a ZERO until you complete the work and it is graded. Absolutely NO late work will be accepted beyond the completion of a unit.

NOTE: Excessive tardiness is not only rude; it illustrates a lack of character and commitment. Please be considerate of me and of your classmates

Assessment:

All work – discussion, essays, assessments, etc. are given a point value.

Grading Scale:

The grading scale used is in your student handbook and is the same building-wide.

Required Materials: Pens & pencils
Headphones/Earbuds
English binder or separate folder
Notebook paper or spiral for journaling
Post-it notes

Student Ids: Per District expectation, high school students are expected to wear their student id while at school at all times. In this classroom, you will be expected to wear your student id. Infractions of this expectation will result in one of the following consequences: teacher/student conference, parent contact, and/or office intervention.

Utilizing Canvas:

Plan on visiting the LMS frequently. Daily schedules, . Our daily class activities will be recorded as well, so those who are absent should check there FIRST.

Disciplinary Measures:

In the event that behavior and/or attendance become an issue in this class, I will speak with you directly, telephone a parent/guardian, and employ administrative intervention as applicable.

PLAGIARISM

Hempstead students are expected to do their own schoolwork. Cheating by looking at another student's schoolwork, copying others' work, copying from other sources or similar cheating is not tolerated. With the advent of the Internet, the availability of information has exploded into a whole new and exciting realm for our students. The accessibility of documents has also brought with it an increasing concern regarding plagiarism, which is a form of cheating.

All Hempstead teachers are committed to educating our students about plagiarism, helping them understand what plagiarism is—especially through specific instruction in individual courses. We aim to teach students how to accurately quote and document sources as well as how to effectively convert researched information into their own words. **PLEASE SEE PAGE 32 IN YOUR PLANNER FOR THE EXTENDED EXPLANATION.**

My Pledge to You:

As your teacher, I promise to be diligent, organized, caring, and trustworthy. It is my goal to equip you with the skills you need to be a successful learner. I will push you. I will challenge you. I will expect you to strive for **excellence** in everything you do.

2017-2018 World Literature Course Outline

I. Motives: Why We Do What We Do

- *Changing Lanes*
- Orwell's "Shooting an Elephant"
- Confucius—wise sayings
- Plato's "The Allegory of the Cave"
- Machiavelli's *The Prince*
- Universal themes & questions
Assessment: This I Believe Essay

II. My future

- College applications and scholarship work

III. Choices & Consequences: Heaven or Hell

- "Lot's Wife" & "Lot's Wife"
- Dante's *The Inferno*
- *What Dreams May Come*
- Sartre's *No Exit*
- Camus' *The Stranger*
- "I Used to Live Here Once" by Margaret Atwood
Assessment: Blog Response & Your Hell Essay and project

IV. Hopes: When Life Doesn't Make Sense

- Voltaire's *Candide* and/or Cervantes' Don Quixote
- Old Testament: *Job*
- "A Plague of Tics" by David Sedaris & "On Being a Cripple" by Nancy Mairs
- Hosseini's *1000 Splendid Suns*
- *A Long Walk to Water* and service project
Assessment: Blog Response & Analysis Essay

V. Worldview: Do You Really Believe That What You Believe Is Really Real?

- Values/Character Survey
Final Course Assessment: Worldview Essay

First Opportunity for Extra Credit!

By _____, return this signed sheet for 5 extra-credit points.

I, _____ (print student name), understand the expectations of the class and pledge to follow them to the best of my ability.

Student Signature: _____

Parents/Guardians, your signature below indicates that you have reviewed the syllabus and course outline.

Please email questions/concerns to: annoel@dbqschools.org.

Parent/Guardian Signature: _____