

WORLD LITERATURES

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COURSE OF STUDY:

Through our exploration of literatures from the non-western world, 10th grade English students will read and reflect on literature selections that complement the cultures and themes studied in the 10th grade World Cultures course. In this class, we will make connections between culture and literature, develop our writing, research, reading and speaking skills, and strengthen our vocabulary. We will learn about literary devices and structures and will apply our new knowledge to the critical analysis and interpretation of course texts. Additionally, students will make connections between texts read in their English course and the cultures studied in their social studies classroom.

CULTURES STUDIED

- Africa
- The Middle East
- South Asia (India, Pakistan, etc.)
- Asia (China, Japan, etc.)
- Latin America/Caribbean

PRIMARY TEXTS

- *Night* by Elie Wiesel
- *Kite Runner* by Khaled Hosseini
- *Balzac and the Little Chinese Seamstress* by Dai Sijie
- A non-western novel
- various short stories, poems, and myths

WRITING:

Students will build upon their knowledge of narrative and expository writing styles and learn to incorporate clearly defined thesis statements, smooth transition sentences, and various organizational strategies into their writing. Students will reflect on their writing process and develop individual writing goals for the semester. As we learn to write effective essays, we will work to improve our skills in focus, content, organization, style, and conventions. Students will know in advance how their writing is being graded and will reflect on their semester goals following each writing assignment. In addition, we will build our writing fluency through the daily use of writer's notebooks.

CLASS PROJECTS:

- 1) Students will complete a variety of narrative, expository, and creative writing pieces, which will undergo various levels of revision. A few examples include:
 - text-rooted responses
 - research proposal
 - thesis driven paper about a text
 - literary analysis essays
 - personal essay
 - research project
- 2) Students will complete a Self Selected Reading (SSR) project during the first quarter. The project will be completed in small groups who will work together to read a self-selected, non-western story, write an individual paper, and then teach the book and a cultural tradition presented in the text to the class.
- 3) Every tenth grade student completes a research project. Our research project builds on an idea first established by the 3M company and later built on by Google. This project is based on the "20 percent time" Google employees are given, where 20 percent of employees' work time is devoted to a pet project outside their job description. As a result of the 20 percent project at Google, we now have Gmail, AdSense, and Google News. In our second quarter together, you will select a topic – anything – to research. You will need to pitch your project proposal to the class, document and reflect on your progress weekly via our class blogs, and ultimately not only produce something, but share your research in a TED Talk style presentation. This research project will represent a culmination of the skills learned in the World Literatures course and will call for students to incorporate a variety of writing styles and techniques. The project is research based and will teach students how to effectively find primary sources, correctly use the MLA citation style, use the library, and how to discriminate between general (popular) and scholarly (academic) sources. Additionally, students will find ways to share their research with an audience outside of our classroom.

REQUIRED SUPPLIES:

- 1) Something to write with – a pencil or pen
- 2) A spiral notebook to use as a Writer's Notebook
- 3) A highlighter
- 4) A 1 ½ - 2 inch binder

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CLASSROOM EXPECTATIONS:

- 1) **Respect**
Students will demonstrate respect for other students and the teacher by using appropriate language, being prepared for class, following directions, adhering to all school policies, and by keeping an open mind when learning about different cultures, traditions, beliefs and life styles.
- 2) **Be Prepared**
Always come to class prepared. This means coming into class and being seated when the bell rings, bringing your class binder each day, completing homework on time, and reviewing your notes between 15-20 minutes each night. In addition, your presence in the classroom is essential to your success. Tardiness and unexcused absences will have an adverse effect on your grade.
- 3) **Expect great things from yourself and your peers**
Your attitude plays an important role in your education. If you believe you can succeed – you can! Encourage your classmates to succeed as well.
- 4) **Take ownership of your education**
Take personal responsibility for your learning: set goals, evaluate progress towards those goals, adhere to high standards and revise your performance when needed. You can also take responsibility for your learning by asking questions when something is unclear, participating in classroom discussions and asking for extra help if you need it. Take ownership of your classroom. This is your space and your area to learn; help keep it clean and organized. This is your education – get everything you can out of it!

TECHNOLOGY:

We will be using a variety of technology and web-based applications in this course. Students will be posting written work to online discussion boards and blogs as well as finding ways to share their written pieces with authentic audiences. The sites used in this class are password protected and not open for the general public to view. However, it is important to keep the following in mind when publishing online:

- 1) **Safety:** Never post your personal information or information about someone else. Keep things like ages, addresses, phone numbers, full names, and even names of towns off the Internet. Remember that information on the internet may still be around after you've deleted it. Additionally, only post your work and images. Do not post photos of another person without their permission.
- 2) **Respect:** When you post, it is important to be respectful; be respectful of other people posting and respect yourself. This means that personal attacks, inappropriate language and content, insults and harassment of any kind are strictly forbidden. Our online work is an extension of our classroom; ask yourself if your comments would be acceptable in our physical classroom setting.
- 3) **Rigor:** When publishing online, make sure that your comments and posts are adding to the discussion. Before posting a comment, question, or blog entry, ask yourself, "Will this forward the discussion we are having?" Your thoughts and ideas should be supported, and you should be using specific details to illustrate your ideas. Your comments and posts should add to the knowledge of our class.
- 4) **Credit:** Cite your sources and give credit for ideas and someone else's material. Try to use creative commons material. Always give credit and cite your source.

HOMEWORK AND ASSIGNMENT POLICIES:

- Assignments will be listed on a weekly calendar posted at the beginning of each week on our class website. Students should keep track of assignments in their Haverford planner.
- Copying, cheating, and/or plagiarizing are grounds for failing the assignment and disciplinary action. Plagiarizing is defined as using someone's research, ideas, words (whether they are the words of a scholar or another student) without acknowledging the author of the idea. If you had to look it up, you must give credit to the original author through parenthetical citations and a works cited page.
- All handouts, assignments, class notes, vocabulary, and literary definitions will be kept in our class binder. Binders will be periodically checked. Students must have all work organized, fully completed, and correctly labeled in order to receive full credit.
- In order to receive full credit on all assignments, students must turn in their work on the designated due date. Assignments turn in late will lose a percentage of points.
- In the case of an excused absence, students are responsible for making up all missed work and for any class notes given during their absence within two days. Students should plan to speak to the teacher before or after school upon return and/or utilize information posted on the class website.

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GRADES:

Grades in this class are weighted by category. Each quarter students will receive grades for assignments that assess their progress in reading, research, writing, speaking and listening, and general homework assignments. Tests, quizzes, projects, and writing assignments will make up 80% of each quarter's grade with the remaining 20% coming from daily assignments and practice activities. Each quarter starts fresh; grades from the first quarter do not carry over into the grade for the second quarter. The final course grade is calculated by combining the percentages for each of the two quarters with the final exam grade. Each quarter is worth 40% of the final grade and the final exam grade is worth 20% of the final course grade.

PERCENT OF QT. GRADE	GRADING CATEGORY AND DESCRIPTION	PERCENT OF QT. GRADE	GRADING CATEGORY AND DESCRIPTION
20%	SKILLS FOR READING: <ul style="list-style-type: none"> Identifies, describes, and evaluates major themes. Analyzes the use and effectiveness of literary elements. Demonstrates literary analysis by making and supporting assertions. Distinguishes between essential and nonessential information. Identifies author's purpose and effectiveness. Demonstrates evidence of critical thinking, ability to make connections, and insightful analysis of literature through class activities, discussions, and assignments. 	20%	SKILLS FOR RESEARCH: <ul style="list-style-type: none"> Uses a variety of electronic and published sources to support assertions. Organizes research material, including bibliographical information and notes. Skillfully incorporates appropriate and scholarly sources. Applies understanding of MLA conventions through correct use of a works cited page. Uses correct MLA parenthetical citation format for all ideas, paraphrases, and direct quotations. Successfully integrates and punctuates quotes from outside sources.
20%	SKILLS FOR SPEAKING AND LISTENING: Presentation skills include: <ul style="list-style-type: none"> Speaks using skills appropriate to the situation, including pace, inflection, volume, sentence variety, and verbal and nonverbal communication skills. Participates in small and large group presentations using audio-visuals and examples to emphasize and clarify key points. Discussion skills include: <ul style="list-style-type: none"> Introduces relevant information, ideas, and opinions Supports assertions with examples and reasoning Paraphrases and/or summarizes what others say to demonstrate listening and understanding. 	20%	SKILLS FOR WRITING: Writing assignments reflect evidence of sophisticated academic writing skills with respect to focus, content development, organization, style, and conventions. Specifically, the student's writing: <ul style="list-style-type: none"> Maintains a sharp, focused thesis. Appropriately and skillfully incorporates relevant examples and support. Sustains a logical organization Writes with command of stylistic aspects of composition (structure, diction, and voice). Understands and applies knowledge of grammar, mechanics, and MLA punctuation.
20%	DAILY ASSIGNMENTS AND PRACTICE ACTIVITIES: <ul style="list-style-type: none"> Consistently maintains an organized binder that includes all required notes and handouts. Consistently comes to class on time and is prepared for daily activities. Assignments in this category are those that demonstrate the student's organization, preparation, and participation skills. Daily writing assignments, practice activities, and rough drafts are included in this category. 		

I have read and understand the class syllabus and policies for the 10th grade English class. If I have any questions or concerns, I know that I can contact Ms. Ward at either 610.853.5900 ex. 2330 or at ward@havsd.net.

Print Your Name: _____ Student's Signature: _____

Parent/Guardian's Signature: _____ Date: _____