

COURSE SYLLABUS

Senior World Literature

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See UCHS Distance Learning Document

In this course, we will begin a year-long journey that will focus on using literary theory to analyze complex texts through multiple perspectives. You will encounter James Baldwin's "Stranger in the Village," George Orwell's "Shooting an Elephant," Shakespeare's Othello, and George Bernard Shaw's Pygmalion. You will learn about and apply Archetypal, Cultural, Feminist, Historical, Marxist, and Reader-Response Criticism to both literary and informational texts. You will also use your knowledge of these theories to shed new light on film, photography, and media coverage of newsworthy events, including Hurricane Katrina. There are many opportunities for you to synthesize your learning through rigorous writing and speaking tasks. Independent research, film study, and presentations go hand in hand with your study of print texts and allow you to develop complex and nuanced understandings of the texts, films, and issues in the course.

This course focuses on developing and helping students become proficient in the following skills and standards to prepare for life outside the classroom:

- higher-order critical thinking skills
- precision in reading and writing
- accurate analysis and evaluation
- problem-solving skills
- deeper conceptual understanding
- expanded academic vocabulary
- media literacy

Prerequisite: Full-year credit in American Literature & Composition OR AP English Language & Composition.

CLASSROOM EXPECTATIONS 1. **Respect the learning environment.** Even though we will be virtual it is important that we respect each other and our learning time. You will be participating in various discussions and it is important we develop positive relationships, speaking and listening skills, and are respectful towards each other's ideas and experiences. 2. **Be Prepared before each class.** Make sure that you have a fully charged Chromebook, your assignments/tasks are completed, your textbook, and you have any other material needed for class. It is important that you are prepared each and every day. 3. **Assignments completed on time.** It is your responsibility to complete all assignments on time. This class is built upon each assignment so it imperative that you do all of your assignments in order to participate in class discussions, Socratic seminars, and debates. There are supports for you if you are having difficulty with any of the course work and it is up to you to advocate for yourself if you need additional support. 4. **Participation is key.** It is your responsibility to have all materials prepared and texts read to participate in class discussions. Many

of your assignments will be based on your participation in Socratic Seminars and discussions in class. This class focuses on speaking and listening skills and sharing each other's perspectives and experiences as we study various literary criticisms and perspectives around the world.

COURSE OBJECTIVES By the end of the course, students will meet the following goals: Make meaning of complex texts and prepare them for the rigorous textual analysis expected of them in college courses. The skills students acquire in SpringBoard allow them to think critically about and respond thoughtfully to important topics in all disciplines, and in society.

UNIT OUTLINE/SCOPE AND SEQUENCE OF COURSE **Unit 1:** Students will study Reader-Response Criticism and Cultural Criticism Literary Theory. They will study various short stories, poetry, art, film clips, and research various issues in modern society. They will participate in a school book study by analyzing excerpts from the novel *Stamped* and create a photo argumentative essay/documentary focusing on issues of systemic oppression in the US.

Unit 2: Students will study Marxist and Feminist Criticism Literary Theory as they read and analyze Bernard Shaw's play *Pygmalion*. They will also read various articles, poetry, film clips, and other forms of media as they apply their understanding of literary theory to a text. Students will write a literary analysis essay as their summative assessment.

Unit 3: Students will read and analyze William Shakespeare's play *Othello* as they study Historical Criticism Literary Theory. They will also read various articles, analyze various dramatic performances, and analyze art as they apply various literary criticisms to help develop their understanding of how various perspectives shape meaning. Students will perform various scenes from the play and will write a literary analysis as their final summative.

Unit 4: Students will read and analyze how bias in the media influences society's perception of events. They will study various documentaries, read and analyze various articles, poetry, artwork, and other various forms of media. Students will create an argumentative essay/documentary as their final summative.

MATERIALS Chromebook Springboard Textbook (any class novel if specified for specific units)

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Your grade is comprised of summative and formative assessments. The summative assessments are 70% of the final grade and the formative assessments are 30% of the final grade. Summative assessments are assessments *of learning*. Summative assessments measure mastery of a learning target. Formative assessments are assessments *for learning*. Formative assessments guide the teachers and students by measuring the progress being made toward a particular learning target. A typical semester in World Lit looks like this:

The final exam counts for 10% of student's overall semester grade.

If a student does not achieve mastery on a summative assessment, it may be retaken one time during the following unit. In order to redo a summative, a student **MUST** attend a tutoring or relearning/reteaching session before the retake. The student will earn the higher of the two test scores (up to 80%).

LATE WORK POLICY Late work will be accepted before the quarter ends. However, if your assignment is not turned in on time or I have not provided permission for a late submission then you take the risk of not receiving timely feedback on your assignments due to time constraints. Late assignments will not be accepted after a unit of study is completed or the end of the quarter/semester.

ASSIGNMENTS Students will be assigned a variety of homework, including reading and writing, and it is expected that homework will be completed on time. You will be able to redo any formative assessments turned in on time multiple times to help increase your understanding and develop your skills; you will also be provided feedback multiple times for assignments turned in on time. However, work must be completed or an effort to complete the assignment must be apparent to receive multiple attempts of redoing assignments and receiving feedback each time.

ACADEMIC INTEGRITY Plagiarism and cheating will not be tolerated. An automatic zero with a parent conference is the first action. Administration will determine if further action is required.

SUPPORT AND RESOURCES Tutoring is available after school. Mrs. Williams is also available to help students after school. Please come during office hours. Useful websites include:

<https://owl.english.purdue.edu/owl/> (online writing lab)

<http://www.easybib.com/> (generates citations)