

**WORLD LITERATURE SYLLABUS:  
CHAVIVA HIGH SCHOOL  
2019-2020**

**Contact Information:**

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“That is part of the beauty of all literature. You discover that your longings are universal longings, that you're not lonely and isolated from anyone. You belong.”

**-F. Scott Fitzgerald**

**Course Overview:**

The World Literature course provides students with opportunities to explore and respond to multiple genres from various global, historical, and social contexts. As we examine world literature from ancient to modern day, we will consider the context that shaped these novels, epic poems, graphic texts, and plays.

**General Education Core Curriculum Goals & Objectives:**

**Chaviva Belief Statement-**

**“To engage students, encourage questions, and ignite a passion for lifelong learning.”**

**College and Career Readiness (CCR) Standard:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Grade 9-10-** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCR Anchor Standard 2:** Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

**Grades 9-10:** Analyze literary text development.

- Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
  - Provide an objective summary of the text that includes the theme and relevant story elements.

**CCR Anchor Standard 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Grades 9-10:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**CCR Anchor Standard 4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

**Grades 9-10:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).

**CCR Anchor Standard 5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**Grades 9-10:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**CCR Anchor Standard 6:** Assess how point of view, perspective, or purpose shapes the content and style of a text.

**Grades 9-10:** Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**CCR Anchor Standard 7:** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*

**Grades 9-10:** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

**CCR Anchor Standard 9:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Grades 9-10:** Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

**CCR Anchor Standard 10:** Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**Grades 9-10:** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.

#### **Materials for Class:**

- 3-ring Binder with loose leaf paper and dividers (recommended for notes and handouts)
- Writing utensils (pen/pencil) and erasers.
- Highlighters

#### **Classroom Rules/ Expectations:**

- Above all else, students are to be respectful to one another and the instructor.
- Arrive to class on time.
- Be prepared.
- Complete and submit all classwork and homework assignments in time.

### **Readings:**

#### **Novels/Plays:**

- *Sir Gawain and the Green Knight*
- *Hamlet* by William Shakespeare
- *Oliver Twist* by Charles Dickens
- *Dr. Jekyll and Mr. Hyde* by Robert Louis Stephenson
- *The Importance of Being Earnest* by Oscar Wilde

#### **Poetry**

1. Shakespearean Sonnets
2. The Romantics
3. Contemporary

#### **Outline of activities:**

- Introduction to class syllabus, rules and procedures.
- Essay writing.
- Journal writing.
- Vocabulary activities and quizzes.
- Read and analyze works of Literature.
- Multimedia presentations.
- Group assignments.

#### **Homework Policy:**

Homework is an integral part of the student's grade and is essential to developing skills to pass quizzes; to pass tests; to compose paragraphs, essays, etc.; and to complete independent and group projects.

- Assignments must be completed on time on the due date given.
- Submit all homework due at the beginning of class.

#### **Writing Guidelines:**

All work submitted for a grade must be neatly written or word processed. Final drafting and publishing of essays and other assignments must be double-spaced and using 12 point Times New Roman.

**Citation Style Guide:** MLA Citations: <http://wally.rit.edu/pubs/guides/mla.html>

**Grammar Skills:**

Skills will include a review of the parts of speech, subject-verb agreement, pronoun-antecedent agreement, fragments and run-on statements, sentence structure, thesis statements, outlining, parallelism, scholarly quoting and documentation using MLA format, and other information needed for the ever-changing demands and opportunities of the twenty- first century.

**Grading Breakdown:**

- 10% attendance( mandatory for all classes)
- 10% participation
- 10%Homework
- 15% quizzes
- 25% tests
- 30% projects and other in class assignments

**Grade Scale & System**

Numerical	Letter	GPA	Numerical	Letter	GPA
100-98	A+	4.0	79-77	C+	2.3
97-93	A	3.8	76-73	C	2.0
92-90	A-	3.6	72-70	C-	1.5
89-87	B+	3.3	69-65	D	1.0
86-83	B	3.0	<65	F	0.0
82-80	B-	2.7			

This class is graded on a points based system. All assignments have a certain point value in accordance to their length and difficulty. Grades are calculated by adding all points and dividing by number of assignments.

