

**Maggie L. Walker Governor's School  
for Government and International Studies**

**Syllabus for  
World Literature and Composition II (10<sup>th</sup> grade), 2018-2019**

Mrs. Celie Boswell

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workroom: 330 / 354-6800 x 3308

planning periods: 1<sup>st</sup>, 6<sup>th</sup>, & 7<sup>th</sup>

**Course Description:**

The tenth grade core English course continues the study of classics of literature and global literature started in ninth grade. The cycle follows the tenth grade Global Studies course and builds upon the cultural knowledge gained the previous year. To enhance understanding of different cultures, students will study how literature, history, geography, art, music, food, and language are interrelated. Students write literary analyses as well as other types of compositions. Students gain practice both in presenting in front of the class and in participating in formal discussion. As in ninth grade, vocabulary and grammar are both systematically studied.

**Textbooks:**

- *Literature and Composition*
- *The Bedford Anthology of World Literature*
- *Hamlet* by Shakespeare, *The Metamorphosis* by Kafka, and *The Inferno* by Dante.
- Regional Supplemental texts as assigned, including *The Kite Runner* by Hosseini and *Night* by Wiesel.
- *Vocabulary Workshop: Level G*
- *Rules for Writers*

**Web Page:** <https://mlwgs.itslearning.com/index.aspx> and/or [bosnet.weebly.com](http://bosnet.weebly.com)

**Objectives/Goals:**

- Read and analyze selections of fiction, drama, poetry, epic, and non-fiction
- Read and critique literature from the regions/cultures studied in the two-year global studies cycles
- Actively participate in group learning activities, responding to findings made within the group and to findings of other groups
- Present informative and persuasive oral reports to the class and evaluate presentations given by other students
- Practice and critique creative and informational writing in a variety of forms
- Explicate and analyze literature, poetry, and drama in a variety of formats, including using original and supported thesis statements in short, multi-draft, persuasive essays
- Participate in group writing workshops
- Utilize both print and electronic resources to research information
- Effectively use research, identifying sources with the appropriate documentation style
- Systematically study vocabulary, to enhance both recognition of meaning and application of usage
- Apply appropriate usage, grammar, and mechanics to all written work

**Major Topics:**

1. World Literature from Cycle II regions: Asia, SE Asia, Africa, and Latin America that reflect literary genres: fiction, short fiction, drama, poetry, and non-fiction
2. Introduce multiple literary critical lenses to enhance the scope of literary interpretation.
3. Writing focuses on achieving coherence and clarity demonstrated through effective use of coordination and subordination to vary sentence structure.

**Assessment/Evaluation Procedures:**

Our main focus in this class is literary analysis and interpretation. Therefore, it is imperative that you thoughtfully read and contemplate all assigned texts and come to class prepared to discuss them on a literal and figurative level. Because you are expected to support assertions with evidence, but you are not allowed to annotate your borrowed texts, **I highly encourage you to use post-it notes when you read and to bring extra post-its to class to mark key passages and add notes explaining their significance.**

Evaluation and assessment will be based on active participation in class discussions, Socratic Seminars, tests, oral presentations, projects, quizzes, and essays of varying lengths – both timed and untimed. The **primary homework for this course will be completing assigned readings from each text and completing interpretive tools and seminar admission ticket questions**. My expectation is that reading will be done on time, **from the source assigned**, and **without** use of Cliff's Notes, SparkNotes, websites or any other types of interpretive shortcuts – print or electronic. You are less likely to learn to trust your own interpretive voice if you rely too heavily on the analysis of others. Use of such materials will be considered a willful violation of the school honor code. Reading quizzes may be given at my discretion as needed, especially if discussion lags. A major focus of writing this year will be achieving coherence and clarity demonstrated through effective use of coordination and subordination to vary sentence structure. Our study of literary devices, grammar, and vocabulary units will be assessed by a combination of quizzes and their effective use in writing assignments.

Grading in this class is calculated on a total points basis with assignments intended to reflect the following approximate percentage breakdown:

Analytical and Creative Writing (expository and persuasive essays)	25%
Socratic Seminar Discussions & Written Evidence Tickets	25%
Unit Tests and quizzes (literature, composition, and grammar)	25%
Oral Presentations & Creative Projects	15%
Vocabulary Quizzes	10%

The learning process is a journey. I encourage you to celebrate your progress holistically by focusing on overall skill development and increasing fluency in literary interpretation and composition rather than on the accumulation of points. We will have numerous assignments each quarter, which should help mitigate any individual grade. Because I want you to put your best effort into your regular assignments and enjoy down time once they are completed, I rarely offer extra credit opportunities.

### **Classroom Expectations:**

I consider honor and mutual respect to be the governing ideals of our classroom, and I ask you to join me in this practice. I expect you to honor the commitment to check your agenda daily, to come to class well-prepared, on time, and to act in a respectful manner toward your fellow students, me as your teacher, and substitutes or visitors we may have. In class discussions, respect means that you do not have to agree, but you are asked to thoughtfully listen and carefully consider the perspectives of others. Complete all reading and writing assignments comprehensively and honestly. I support the tenets of the Honor Code implicitly, and my response to any sort of infringement or lack of integrity will be serious. I ask you to maintain this same regard for what is right and lack of tolerance for what is not for the sake of our classroom integrity and the safeguarding of your personal character. We will adhere to the policy laid out in the student handbook for making up missed work following absences. **It is your responsibility to come to me on the day of your return to my class to schedule any missed assignments, tests or quizzes.** I encourage you to find a homework buddy whom you can call to find out about lecture and discussion notes and handouts you missed while absent. **All missing work is entered into the gradebook as a 0 – this acts as a reminder to you to make it up promptly.** If more than one school week passes without you establishing and following a plan with me for making up missing work, your window of opportunity for making it up may close, resulting in an F for that grade. More than one absence from a Scored Socratic Seminar will require a written make-up assignment more detailed than a ticket.

**Written homework assignments are due at the beginning of class and should already be printed for submission. Please do not come to class holding a USB drive expecting to print out your homework during class time** or with a promise to email the assignment. **Unprinted assignment will be considered late.** Late assignments will receive half credit (50%). **I do not accept emailed work.** Students have experienced software and printer compatibility difficulties in the past. All assignments and tests are to be pledged, with the pledge written out upon completion of the work.

### **Materials Needed:**

You may use either a notebook or a binder for English, whichever you prefer to maintain handouts and notes. **You should be taking regular notes on class discussions so please be certain to have a ready supply of loose leaf paper and post-it notes.** I prefer your written work in class and homework be completed in **pen** rather than pencil and out-of-class essays should be **typed** using the correct MLA format.

Textbooks are sign-out by number and title. You will be expected to turn in that same book in the same condition in which you received it. Novels will be collected upon completion of the unit, anthologies at the end of the year. A lost anthology will cost you \$65 and the paperback texts run \$10 or more.

**Return Page of the Syllabus for**  
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**Instructions:**

Both the student and a parent/guardian should read this syllabus, sign the bottom of this page, and return this page to the instructor by the end of the first week of class.

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Student's name and class period (please print)

**Technology Questionnaire:**

- I do / do not have access to a computer
- I do / do not have access to the internet
- I do / do not have access to a printer

to complete homework assignments for this class, including conducting research for literary period background presentations or conducting assigned literary critical analysis.

**Please let me know if access to technology (flash drive, computer, or internet) will cause a hardship in completing assignments for this class.**

**Signatures:**

I have read and understood this syllabus.

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Student's signature and date

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Parent's signature and date

**Contact Information:**

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Student's name, preferred email address, and phone number (please print)

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Parent's name, preferred email address, and phone number (please print)