College Preparatory English II World Literature

Mr. Tench, Modular 2 (M2)

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**Course Description:** Focusing on a study of world literature, students will develop an in-depth understanding of chronological context and the relevance of period structures in literature within cultures around the world. Students will develop an in-depth understanding of the ways a literary work’s place of origin affects its structure and how the chronology of a work of literature affects its meaning. Students will explore and analyze literature as both a product of its culture and as a culture-bearer and recognize the commonalities and differences among works of literature from different times and places in the world. All modes or genres of writing are practiced at each grade level; however, in order to achieve mastery each grade level has a particular writing focus. Persuasive writing is the focus for English II Honors. By the end of English II Honors, students will demonstrate excellence in persuasive writing for the purpose of debate as well as analysis of literature. Because conventions are essential for reading, writing, and speaking, instruction in language conventions will continue to occur within the context of reading, writing, and speaking, rather than in isolation. Students will also demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. Students will observe and listen critically and will respond appropriately to written and oral communication in a variety of genres and media.

**Class Guidelines, Expectations, and Interventions:**

1. All school rules apply—including no food or drinks (except water), cell phones, or inappropriate language.
2. Be on time and bring all required materials (notebook, paper, writing utensil, etc.)
3. At start of class, sit in your assigned seat, take out your homework, and begin work on the day’s jumpstarter activity.
4. Written work should have your *name*, *date*, *assignment title*, and *block number*.
5. Act quickly and quietly when getting into groups or returning to your seat from groups.

If a student should fail to follow these guidelines, a three-step intervention plan is in place.

1. Verbal warning
2. Seating change
3. Removal from classroom to hallway, parental conference, and possible detention.

*When in doubt, follow the gold rule: “Treat other people like you would like to be treated.”*

**Units of Study: *Do we make the literature or does the literature make us?***

**Unit 1: Ancient Literature: Archetype, Allusion, and Myth**

We will study Greek and Roman mythology, the monomyth structure, and parables from world religions. Students will be able to recognize archetypal characters and elements of plot. Students will also gain foundational knowledge of ancient texts in order to recognize allusions in modern texts.

**Unit 2: From Dark to Light: The Dark Ages to the Enlightenment**

Texts we may study include, but are not limited to, *The Prince*, *The* *Inferno*, *Julius Caesar*, and *Don Quixote* as we explore a time of great transition in world history as it is reflected and shaped by the literature of the times. Students will improve analytical and writing skills and will produce creative responses, as well as continuously improve recognition of archetypes and literary elements.

**Unit 3: The Modern World: Imperialism, Nationalism, and Globalization**

This unit will explore the consequences of the world’s wars and power struggles through *Night*, *Things* *Fall Apart*, *The Kite Runner*, *Life of Pi*, and assorted fictitious and informational texts. Students will use higher order thinking skills to make connections between ancient and modern works while strengthening analytical skills.

**Unit 4: Persuasion: How do we persuade? What persuades us?**

Our final unit will emphasize understanding of persuasive techniques, as persuasive writing is the focus of the Georgia High School Graduation Writing Test (taken in 11th grade). In this unit, students will evaluate the persuasive effects of media, evaluate and form a response to persuasive arguments, and compose persuasive documents of their own. Texts will include web blogs, OP-ED articles, satire, narrative, speeches, and folktales. We will specifically focus on timely controversial issues.

**Grading System:** Grades will consist of major grades (tests, essays, presentations, projects,) minor grades (quizzes, homework,) and the final. Major grades count 45% of the semester grade, minor grades 35%, and the final exam counts the remaining 20% of the final grade.

**Homework:** Daily completion of homework is crucial to passing this course. Homework that is copied from another student will be assigned a zero.

**Late Work:** If you forget to bring an assignment on the day it is due, I will accept it the next day for no more than 70% credit. After that, no more than 50% credit will be given. All work must be completed during the unit it was initially assigned.

**Leaving the Classroom:** Bathroom privileges are for emergencies only! **You have four passes all semester**; additional passes will be issued only in exchange for detention. (If you turn in all four of your passes at semester’s end, I will award you with 10 points on a major grade.)

**Supplies**:

1. 3-ring looseleaf binder stocked with paper
2. Pens, pencils, and a highlighter.
3. Post-it notes for annotating school copies of novels.

**Tutoring:** I will be glad to help anyone who needs it. Feel free to make an appointment with me for a before or afterschool tutoring session. (see contact information at top of syllabus)

Plagiarism: Plagiarism is the use of exact words, whole passages, whole papers, or ANY ideas that are not originally your own without giving credit to the original source. Even if you reword, omit, or change a few words, it is still plagiarism. Plagiarism is a form of cheating. ANY form of cheating in this class will result in a zero on the assignment. There will be no retakes or rewrites allowed for any assignment that receives a zero due to cheating of any kind.

I feel privileged to be your instructor, and I look forward to getting to know each of you over the course of this semester. This is *our* class—let’s make it the best that it can be.

This syllabus is subject to change or amendment by the teacher or the administration.

**Contact Information:** Please provide the most current information I can use to contact you:

Phone number(s) where parent can be reached \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Preferred parental email contact (if available) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mailing address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Interpreter necessary for calls and conferences? yes no

If yes, what language? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signature:** Please sign below, affirming you have received and understand the course syllabus.

Student name (printed legibly)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parents : Please sign below, stating that you have read the syllabus and understand the add/drop grace period and plagiarism policies.

Parent signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_