

COURSE SYLLABUS

**Course Title: Literature
(10th Grade, Upper-Intermediate)
The Asian International School**

I. INSTRUCTIONAL RESOURCES:

1. Text: Spotlight on Literature Level B: **Publisher:** RICHMOND #4511 (2012)**ISBN-10:** 6070607953, **ISBN-13:** 978-6070607950
2. Other: Teacher selected short stories, essays, non-fiction/informational materials, and poetry.

II. COURSE PREREQUISITE:

Students should complete the 9th Grade Literature or students must meet the minimum requirements of the Asian International School to demonstrate English proficiency and show readiness to take the English Language Arts (ELA) course offered to students by the international program.

III. COURSE DESCRIPTION

The purpose of this course is to provide grade 11th students, the texts of high complexity, advanced integrated language arts study in reading, speaking, listening, and language for high school, career preparation and readiness which is in line with the Common Core State Standards (CCSS). The course engages students in interactive text-based discussions, question generation, and research opportunities. It also offers students opportunities to build vocabulary, listening and speaking skills in context over time and to respond more thoughtfully as they gain new perspectives, information, and data.

Reading instruction engages middle school English learners and striving readers with content-rich, complex texts along with purposeful, close reading activities and teaching them how to comprehend, enhance their college and career futures. Students apply skills they learned in earlier grades to make sense of longer, more challenging literary/informational works and articles. Students develop speaking and listening skills through collaborative activities: they further develop their speaking skills to express their ideas clearly, and their listening skills to better participate in lectures, classroom discussions, and cooperative group activities. Students also improve the conventions of Standard English, knowledge of language, and vocabulary acquisition aligned with the College and Career Readiness (CCR) anchor standards at grade level. Overall, the course is designed to shape equitable pathways of striving middle school students and to support them in achieving academic success.

10th Grade Literature and Composition focuses on a study of literary genres including short stories, personal letters, poetry, drama, and a memoir. Students will continue their development of vocabulary and apply effective reading strategies to a wide variety of literary and informational texts. They will work to establish effective writing habits and refine their language skills as they apply to listening, viewing, thinking, and speaking. Students will practice the writing process and produce works that include literary and character analysis, contrast/compare, persuasive, narrative, and research examples. Assignments, activities, and assessments will provide practice in developing the skills necessary to succeed in college and beyond. Although our reading will include a variety of different world-views, learning to read critically and look at literature through different points of view will be applied to all reading and writing assignments.

IV. COURSE GOALS

At the end of this course, students will be able to achieve the following goals:

1. Learning and Innovation Skills:
Use multiple points of view to create alternative solutions.
2. Communication and Collaboration Skills:
Determine an individual's responsibility for personal actions and contributions to group activities; Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects; Model leadership skills during classroom and extra-curricular activities.
3. Cross-Cultural Understanding and Interpersonal Communication:
Demonstrate the ability to understand inferences; Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
4. Career Exploration
Evaluate personal abilities, interests, and motivations and discuss how they might influence basic job and career selection.

V. COURSE OBJECTIVES

- Begin exploring the framework of understanding plot structure and plot devices, evaluating previous knowledge and interests, and integrating prior learning about Literature from the Vietnamese Program into the International Program.
- Understanding key messages of stories to promote literary appreciation through assorted activities and highlights.
- Identifying the use of the elements in literature including types and genre, devices and concepts in the Literary Analysis and Literary Elements sections of each chapter and supplemental presentations.
- Introducing Tier 2 literary devices and exploring their usage.
- Finding connections between storytelling and real life situations.
- Introduce the concept of creative output/storytelling as a response to literature (as opposed to essays and critical analysis). Note that the creative output can take many forms, from written prose, to poetry, to music, to drawings/sketches/diagrams; student-centered approaches require us to allow unique personal and creative expression to introduced concepts.
- Manipulating language by understanding the concepts introduced in the Language Workshop and Linguistic Study sections of each chapter and putting them into practice.
- Exposing students to new and different writing styles and types

VI. COURSE REQUIREMENTS

1. Assessments

The progress made by the students is measured in two ways during the course- (1) formative assessment and (2) summative assessment. Summative assessments include two achievement tests, mid-term (30%) and final (30%) in each semester, accounting for the assigned percentage of the overall course grades. The remaining percentage (40%) of students' grades will come under formative assessment and will come from assignment, research activities, power point presentation, reading and speaking clubs, speech, project work, quizzes, and class performance (e.g. Participation and attendance). In-class assessments will cover the course materials assigned. The summary of the assessment is as follows:

Midterm Exam: 30%

Final Exam: 30%

Class Performance: 40%

Class Performance is split into 2 components (20% each of final semester score)

1. Attendance/Participation/Discipline (30%)

These components are all related and easily assessed by the individual teacher. Do you come to class? Do you care? Do you take part in class or are you more worried about building paper airplanes and drawing pictures?

2. Assessments (Quizzes)/Writing (Portfolio)/Projects/ (70%)

Each subject is different, but in literature we will focus more on writing and creative output to ensure that students are both engaged and can show comprehension of the topics/concepts/genres that are in focus. The teacher's role is a facilitator of creative thought and student engagement, not the taskmaster. If we can work on these tasks together in class, there is no need for homework or additional work outside the classroom. If students can engage in discussions in class about the concrete and more abstract ideas of subject topics, then we can more accurately assess their comprehension of the material.

VII. GRADING SCALE

The English Language Arts grade will be based upon achievement tests (midterm and finals) and other course work (including projects, quizzes, and homework) designed, planned, and implemented by classroom teachers. Assessments of learning consist of the achievement tests which will comprise 60% of the overall grade, and other course work will make up the remaining 40%. The following grading scale will be operated separately in each semester. The scale is operated to translate letter grades into point values, and vice versa, when calculating student final grades.

Letter	Range	Percentages
A	90-100	90%
B	80-89	80%
C	65-79	65%
D	50-64	50%
F	0-49	Below 50%

VIII. POLICIES

1. Foreign Teachers' Responsibilities

- All foreign teachers are expected to write school report at the end of each SEMESTER giving comments to each student with respect to their progress, achievements, classroom performances, and all other significant matters in their academic learning and development.
- All foreign teachers are expected to write school reports at the end of an ACADEMIC YEAR in regards to student progress, achievements, classroom performances, and all other significant activities during the entire academic year that have crucially contributed to students' academic achievements and English Language Arts (ELA) development.
- All foreign teachers who teach English Language Arts courses are responsible for facilitating special class activities, including speaking club activities and reading club activities. Foreign teachers in charge of the ELA courses are also responsible for reporting the results of student activities to school.

2. Students Responsibilities

- Students must respect instructors and all other students at school. This includes respecting alternative opinions and different points of view, listening to instructors and peers when speaking to the class, and refraining from insulting body language and gestures.
- Students must be alert on needs and requirements in the classroom setting. This includes arriving on time and participating in the entire class period (or letting the instructor be notified in advance if this is not possible), turning off cell phones and similar devices during class, staying

away from doing other activities, including reading comic books, passing notes, chatting with friends, and causing any other potentially disruptive activities.

- Students are responsible for participating in other class activities, including speaking club activity and reading club activity, and for meeting the requirements set for those activities.
- Failure in abiding by these policies will result in consequences based on school policies and regulations.

3. Writing Assignments and Policies

- For all writing assignments prepared outside of class, students will be trained throughout the academic year to document all information that is not their original thought, interpretation, analysis, or synthesis. This includes both direct quotes (phrases or sentences taken from another source, surrounded by quotation marks) and paraphrases (rewordings and summaries of ideas or analyses that are not theirs). Among **the systems of citation (i.e., University of Chicago, Modern Language Association, American Psychological Association, etc.)**, students should learn very basic required citations. All research papers should utilize footnotes, endnotes, or citations within the text, and should include references at the end.
- Failure in observing the academic integrity with respect to writing assignments will result in consequences based on school policies and regulations.

IX. COURSE SCHEDULE

Coverage	Main Topic	Content	No. of Days	Remarks / Notes
Chapter 1: Painting a Life	Background Information	Literary Type - Novel	Week 1	Introduce Key Terms and Concepts
		Literary Devices		
		Literature Techniques - Prose - Poetry	Week 2	
		Literary Genre		
		Featured Author - Vincent van Gogh - Life and works	Week 3	
		Kinds of Art and Literature as a creative cultural product		
Language Development		Language Workshop <ul style="list-style-type: none"> • Dictionary • Glossary 	Week 4	Requirement Journal/Notebook
		Grammar <ul style="list-style-type: none"> • degrees of comparison 		Requirement Journal/Notebook
		Linguistic Study <ul style="list-style-type: none"> • Jargon - Idioms Written Expression	Week 5	Requirement Journal/Notebook
Literature Selection		From the letters of Van Gogh	Week 6	Literature Analysis Worksheet
		Other examples of Epistolary Genre	Week 7	

		- The Epistles of Paul (The Holy Bible) - "Prison of Love" (<i>Cárcel de amor</i>), Spanish Epistle, the first known epistolary novel		
		Literary Analysis ary Genre - Slice of Life	Week 8	
Revision / Pre-Test			Week 8	
Midterm Exam			Week 9	
		Film Viewing (Optional)	Week 10	If there is still time after the Midterm. Served as a reward
Chapter 2	Main Topic	Content	No. of Days	Remarks / Notes
Poetry All Around	Background Information	Literary Type - Poetry <ul style="list-style-type: none"> • Persona • Dramatic Monologue • Types of Poem • Physical Structure of a Poem 	Week 1-2	
		Poetic Theme	Week 3-4	
		Poetic Devices		
Language Development		Grammar <ul style="list-style-type: none"> • Verbs 	Week 5	Written Expression Figurative Language
		Linguistic Study <ul style="list-style-type: none"> • Analogies 		Wordlist Worksheet Word Journal
Literature Selection		<ul style="list-style-type: none"> • Poems 	Week 6	
		- Miracles by Walt Whitman - On the Beach at Night Alone by Walt Whitman - The Oven Bird by Robert Frost - The Road No Taken by Robert Frost	Week 6	Poem Annotation and Featured Author
		Literary Analysis - Poetic Persona - Tones of Poetry	Week 7	Literature Analysis Worksheet
Revision / Pre-Test			Week 8	
Final Exam			Week 9	
		- Culminating Presentation Performance based output	Week 10	Compulsory Suggested Activity - Monologue - Declamation - Speech Choir
Chapter 3	Main Topic	Content	No. of Days	Remarks / Notes
Love in Idleness	Background Information	Literary Type - Play - Playwright (Featured Author: William Shakespeare)	Week 1	
		Literary Elements of a Play - Scriptwriting	Week 2	

		- Setting and Staging - Characters and Actors		
		<ul style="list-style-type: none"> Literature Genre 		
		- Love story - Drama/ Tragedy	Week 3	
		Literature Devices	Week 4	
Language Development		Language Workshop - Compound Words - Blended Words - Clipped Words	Week 5	Wordlist Journal
		Grammar - Verb Tense: <ul style="list-style-type: none"> Simple Past Tense Future Tense 	Week 6	Written Expression - Descriptive Writing - Thematic and personal Blogs
		Linguistic Study - Idioms	Week 4	Proofreading
Literature Selection		<ul style="list-style-type: none"> Excerpt from A Midsummer Night's Dream by William Shakespeare 		Literature Analysis Worksheet
		<ul style="list-style-type: none"> Literary Analysis <ul style="list-style-type: none"> Relationships Romantic relationship Gender-based Violence 	Week 6-7	Writing Analysis
Revision / Pre-Test			Week 8	
Midterm Exam			Week 9	
		Film Viewing (Optional)	Week 10	If there is still time after the Midterm. Served as a reward
Chapter 4	Main Topic	Content	No. of Days	Remarks / Notes
Take the Challenge	Background Information	Literary Type - Memoir - Tone of Memoir - Types of Monologue	Week 1	Notes
		Literature Devices - Allegory, - Metaphor (choose a device that is common for Memoir)	Week 2	Notes
		Memoir Theme		
		Featured Author - Esmeralda Santiago	Week 3	Research Notes
Language Development		Language Workshop - Adjectives - Characterization	Week 3	Wordlist Journal
		Grammar - Adverbs - Degrees of Comparison	Week 4	Wordlist Journal
		Linguistic Study - Formal language - Informal language		- Writing Personal Narrative - Diary

		- Narrative Point of View		- Autobiography
Literature Selection		Literature Focus		
		When I Was Puerto Rican by Esmeralda Santiago	Week 5	Literature Analysis Worksheet
		(Additional Reads) - Other most famous Memoir: - The Story of My Life by Hellen Keller - A Long Way Gone by Ishmael Bae - A Moveable Feast by Ernest Hemingway - Angela's Ashes by Frank McCourt - West with the Night by Beryl Markham Literary Analysis - Life's Challenges - Goals	Week 6-7	- Argumentative Essay - Writing Analysis
Revision / Pre-Test			Week 7	
Final Exam			Week 8	
		Culminating Presentation - Performance-based Output	Week 9-10	Compulsory (see suggested activity)