



World Lit: English 12

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Course Description:

The above illustration was crowdsourced by @BackForward24 and depicts favorite literary works from every country around the world. While we will not have the luxury of visiting every country through its literature, we will explore language and theme by studying a variety of texts by authors from around the world. We will develop our writing, speaking, listening, and critical reading skills. Our writing will be inspired by our own lived experiences and by literary study. Our goal is to embody North Clackamas' mission statement: **Inspiring graduates who are empowered to act with courage in life and to strengthen our local and global communities.**

This year, we will be focusing on these essential questions:

- What are universal themes that transcend culture, time, and national borders?
- How do stories both illuminate and define a country/culture?
- How do I navigate a world with 8 billion strangers and thousands of cultures in a way that is true to who I am?

Key Texts:

Students will read a variety of short stories, poetry, nonfiction, and literary texts* that include, but are not limited to the following:

- Excerpts from *I Am Yours* by Reema Zaman, *Crying in H Mart* by Michelle Zauner, and *Spirit Things* by Lara Messersmith-Glavin; essays by Amy Tan and Chris Kelly
- *Persepolis* by Marjane Satrapi and a choice selection of books by international authors
- Works by a selection of modern poets
- *Homegoing* by Yaa Gyasi

*Text titles are subject to change based on availability and the changing needs of our students.

Note: If you need further clarification about why any of these novels/texts are central parts of this year's curriculum, please contact the teacher after reading and reviewing them.

Course Objectives (this year you will...):

- Investigate the writer's craft, the writing process (especially revision), and yourself as a writer.
- Articulate your thoughts clearly in the form of academic writing and academic speaking.
- Acquire, understand, and use new vocabulary in speaking and writing.
- Read complex text closely to develop your own understanding.
- Study and use the techniques of professional authors in creative nonfiction.
- Explore journal keeping as a tool of self discovery and personal expression.

Priority Standards:

RL.1 Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.

RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. Provide an evidence-based summary of the text that includes analysis.

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uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.

RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.

RL.6 Analyze a case in which... perspective or cultural experience requires distinguishing what is directly stated in a text from what is really meant.

W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SL.1 Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective; ensure that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Technology, Materials, and Supplies:

Each student must bring the following supplies to class each day. If you need help finding something or figuring something out, let me know. I am happy to help when I can. You may also call our technology help line: 503-353-5822. You will need the **TANGIBLE SUPPLIES** by the second day of class:

- Chromebook or personal laptop running Google's Chrome browser. Safari, Microsoft Edge, and other browsers do not work well with the District's Google class technology.
- Google Classroom:
 - Students should access Google Classroom by using ClassLink - info and help [here](#).
 - Google Classroom will contain all assignments, recorded lessons, and materials.
- Should you need assistance with your Chromebook or with access to the internet from home, please let technology know. They will be happy to help you!

TANGIBLE SUPPLIES:

- Lined paper
- Pencils, pens (black, blue, and red are commonly used in our class), highlighters (yellow, green, pink, and blue)
- Binder with a section for English handouts
- See me if you need help getting these things!

Grades:

In this class, we will be using the A-F Scale for all assignments. In Parent/StudentVUE, what this means is that each assignment will be graded with a letter instead of using percentages. In this grading scale, each of the grades lands in an equal-sized bucket per assignment type that is averaged into the final grade.

How does A-F on assignments turn into a letter grade for report cards and transcripts?

The scores for all assignments are averaged and then converted to an overall letter grade—without pluses or minuses for the final report card:

A-, A, A+ = A

B-, B, B+ = B

C-, C, C+ = C

D-, D, D+ = D

NE/F = F

On Parent/StudentVUE, the student's current letter grade for the course is represented in a bubble that reflects the data at that point in time. The top is the letter grade, and the bottom is an average (on the A-F scale).

How is this different from grading with percentages?

This letter-based scale corrects for the mathematically inaccurate over-valuing of missing assignments (zeros). With this A-F scale, if you have one A and one F, then your overall grade will calculate to a C. In the past, if you had one A and one F, your grade might average to an F. (Let's say you had 100% on the first assignment, showing that you understood the

content really well, but you got a zero for missing the next assignment. $100 + 0 = 100$. $100 \div 2 = 50$. I don't think that's an accurate reflection of your understanding, and neither do our building leaders. I am excited that we are trying new, fairer ways to grade.)

Rubrics will be provided for major assessments that explain what is expected.

NE (No Evidence) may be used instead of an F to show that the student has not submitted enough work to be graded, or the work is missing entirely. Students should communicate with the teacher to resolve NE scores by the end of the quarter or semester.

Weighting

<u>Summative Assessments</u> (e.g. Unit Tests, Essays, Final Projects)	=	70%
<u>Formative Assessments</u> (e.g. Homework, Quizzes, Classwork)	=	30%

If you want to geek out about grades with me, I am happy to talk more! Just reach out! and essays.

Extra Help:

- Adrienne C. Nelson High School offers an after school tutoring program on Tuesdays and Thursdays from 3:20-4:45. Transportation home is provided by bus. Successful students attend these sessions! Help is available from both teachers and peer tutors.
- I would be delighted to work with you individually. If you would like extra help from me, please make an appointment with me. The best way to reach me is via email.

Due Dates:

All assignments are due at the beginning of class on the day specified. We use that work in class, so please be prepared. Your classmates depend on you. As a general policy, **LATE WORK IS NOT ACCEPTED!** Assignments turned in late will only be accepted if a student has an excused absence or if there are extenuating circumstances. Computer or printer problems are NOT an excuse.

- Please follow specific instructions for assignment submissions. In most cases, students will be asked to turn in a hard copy or submit via Google Classroom.
- If you are absent (sickness, emergency, sports event, field trip, etc.) on the due date of an essay or assignment, the assignment is due the day you return to class. If a you miss class it is **your responsibility as a scholar** to make up the work in a timely manner. Check Google Classroom and check in with peers. Late work will not be accepted after the end of the unit.
- Rewrites on essays and/or projects must be arranged with the teacher and may require teacher consult. These must be completed by the end of the next unit OR the end of the grading period, whichever comes first.
- Tests need to be made up within **one week's time**. It is the **student's responsibility** to arrange to make up missed tests.
- **Late assignments must be given to me in person.**

Academic Honesty and Plagiarism:

Refer to the Adrienne C. Nelson Academic Honor Code for specific details regarding plagiarism, but the key points are:

- collaboration is wonderful, but when asked to do independent work, your work must be your own.
- talk to me (or any other teacher) if you need help or are confused.
- if a friend asks you for help, explain the concepts to them to help them learn; don't just give them your answers.
- If you quote or summarize words or ideas from another source (book, online, or anything), you must cite it. And if you don't know how to cite correctly, ask! It's literally my job to help you learn this! :)

Cheating/plagiarism damages the trust we build as a community. I trust you to do the right thing and talk to me if you need help. I hope you will trust me to actually help you.

Incidents of cheating/plagiarism will result in a behavioral referral, a meeting with parents/guardians, and possible academic consequences.

Attendance and Community Expectations:

Attendance is important:

- Be here: regular attendance is the key to success.
- Be on time: you are an essential part of the classroom community. We need you!
- Be prepared: come to class with all materials needed - including completed homework!

Community Expectations:

- As seniors, you will be engaged in career and college-level work. As teachers of young adults moving out into the world, we have attempted to select texts that reflect an increasingly complex world. This course may include perspectives that could be considered controversial, including references to ethnicity, nationality, religion, politics, race, dialect, sexuality, gender and class. Seniors are expected to have the level of maturity and skill required to thoughtfully consider and analyze diverse perspectives, allowing them to come to their own well-considered conclusions. Ideas, arguments, and ways of being presented in the texts we read are reflective of the world around us, and are not intended as an endorsement by the teacher or the school of the content, ideas or values expressed in the material.
- ANHS values every student and every identity. As such, racist, sexist, homophobic, or otherwise offensive language/behavior is not tolerated here.
- Students in this class are expected to use technology, especially phones, mindfully. During our class time, whether in whole group work, small groups, partners, or working independently, please be present. In general, your phone should be off and away for the eighty or so minutes we are together. Yeah, you can charge it.

Communication:

Students and families are encouraged to contact me with any questions or concerns throughout the year. I am willing to help and can best do so when issues are addressed early on. Be your own self-advocate and keep me informed!

*****Please note: this classroom includes a class library. Students are welcome to read a book of their choice. Selections are similar to those found in the public library and in local bookstores. Genres include classic literature, science fiction, horror, non-fiction, young adult, and mystery. If you do not want your student to have access to the library, you must email or call me.*****

TEAR OFF AND RETURN **ONLY** THIS PAGE!

1. Students, please sign below.
2. Parents/Guardians, please sign below and complete your optional "homework."
3. Students, remove this page and return it to your teacher with signatures.
4. Parents/Guardians **AND** students must sign and return this syllabus signature sheet to your teacher by Tuesday, September 13th.

*****This contract is an assignment and will count toward your grade.*****

World Literature - Grade Contract/ Information Sheet

By signing below, I acknowledge that I understand the course objectives, expectations, grading policy, academic honesty and other information included in this syllabus.

Student Name (print) _____

Student Signature _____

Parent or Guardian Name (print) _____

Parent or Guardian Signature _____

Parent/Guardian Homework: In a Million Words or Less...Tell me about your scholar!

Yes, parents/guardians, you are getting a homework assignment! It is simple: you know more about your child than I do! It often takes me a month or more to really get to know my students and some I never know as well as I'd like. The person who knows your child best is...YOU! I could wait until conferences, but many of you will be unable to attend, and truly, fifteen minutes is not enough time. So, this gives you a chance to tell me what you think I should know about your scholar. I will be reading each and every one of them and will use the knowledge you share to strengthen the education your child receives from me this year. However, I would also like you to know I value you and your child's privacy and will not share the letters without your permission.

*You may write your response on paper, or if it is more convenient, please feel free to email me at patrickd@nclack.k12.or.us. Thank you for taking the time to do this. I appreciate it!

Final Note: I accept donations for the Class Supply Fund!

The following are items that I try to keep in stock for students in need. As you are well aware, these things are expensive and aren't paid for by the school. If you would like to help, you may!

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|---|-----------------------|
| ● Peanut-free granola bars for hungry writers and readers | ● Pencils |
| ● Post-it notes | ● Lined paper |
| ● Highlighter pens | ● Gently used binders |
| ● Colored pencils | ● 3x5 cards |
| ● Markers | ● Pencil pouches |
| | ● Pens |

Thank you for your generosity!