



2024-2025 Fall Semester
Women in Literature Syllabus - Grades 10-12
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Course Description

The essential question is “How have depictions of women in literature defined women's roles in society and how have women's changing roles influenced evolving representations of women in literature?” This overarching question will guide students through 6 units which explore identity, social, economic, political, educational, and personal spheres through a combination of fiction, non-fiction, and poetry. Each project-based unit will culminate in a final deliverable that offers students opportunities to improve a variety of skills (reading through critical lenses, literary analysis, narrative and argumentative writing, academic discourse, and presentation) as well as interactions within the community.

Intellectual Virtues and Women in Literature

At IVA High, intellectual virtue development is a primary aim of our academic culture. Throughout our disciplines, we take a learner-centered approach to project based learning. This means we create opportunities for everyone to learn in our classes through the development of projects that are personal, relevant, and impactful to our learners and their respective communities. We give learners’ voice. We push them to make connections, collaborate, critique, revise, and apply their ideas. We encourage them to explore open-ended questions, and analyze pressing contemporary issues. Through this process, our learners create a culture of thinking rooted in virtues like curiosity, autonomy, thoroughness, and humility. This approach both rewards and further encourages intellectual virtue development

In Women in Literature

- We begin most classes with warm-ups that encourage Intellectual Autonomy and Intellectual Courage in their personal responses to the open ended prompts and quote analysis and then sharing out those responses.
- Intellectual Attentiveness and Intellectual Thoroughness are practiced through our class notebooks with reflections at each notebook check.
- Units begin with a pre-assessment and opportunities to check progress on a project against detailed rubrics so that students can practice Intellectual Humility in identifying areas for improvement and Intellectual Tenacity when they might otherwise feel discouraged.
- Group and individual projects allow students to interpret prompts with Curiosity and Open-Mindedness, and are rewarded for their creativity.

Units of Study

Schoolwide Essential Question:			
Enduring Understanding: <i>How have depictions of women in literature defined women's roles in society and how have women's changing roles influenced evolving representations of women in literature?</i>			
Unit/Theme & Timeline	Driving Questions	Benchmarks of Understanding	Project/Formative Assessments
Intro to Women in Literature	Why do we need this course? What is the role of literature in our culture? of media in our society?	–Character Archetypes –Feminist Critical Lens –Argumentative Claims	Women in Media Awards Project
Women in Captivity	How do political, economic, and social limitations intersect with gender discrimination?	–Development of Theme –Story Arcs –Presentation Skills	Breaking Stereotypes Children's Books
Becoming Visible	What is a woman's voice? How does education affect visibility?	–Intersectional Discrimination –Contextualizing Evidence –Analyze Point of View	Literary Analysis Essay

Projects/Performance Assessment:

Describe your final project. How will the benchmarks build towards this goal?

Grade Weights:

Most of the work students complete in this class will be compiled in their class notebooks, but individual assignments fall under the following weighted categories:

Projects - 60%

In Class Learning - 25%

Home Thinking Assignments - 15%

Learning in Class

Class engagement time is used to learn and practice content and engage with other learners in the classroom — both students and teachers. Learning is a collective endeavor as much as an individual endeavor. The teacher uses this interaction to track learning and form the next steps of instruction. In the case of an excused absence, learning in class can be made up or excused at the teacher's discretion.

Rationale: In general, class learning is graded for engagement and participation. The goal of class learning is for students to explore meaningful questions either individually or as a group. Teachers strive to create a culture of thinking where the individual's and the group's thinking are equally valued.

- Describe how students learn in class? What methods and/or strategies will students use?

Learning at Home

Home learning provides opportunities to extend thinking, consider new ideas, practice skills, and assess learning. Teachers can use these formative assessments as evidence of student progress to form the next steps of the learning plan. If absent, students are responsible to utilize Google Classroom or communicate with their teacher to find out what they missed.

Rationale: Teachers are intentional about naming the Home Learning's purpose emphasizing the expected task, i.e.: home practice, home thinking, home dialogue, home study. These names help remind teachers, students, and parents the purpose and value of the assignment/s. Home thinking is a great place to practice intellectual autonomy, a capacity for self-directed thinking, since the students' classmates and teachers are not present to support the learning. When parents are able to help with Home Learning, the document adopted from IVA, can offer some guidance. We want students to have the opportunity to struggle through complex learning and experience the reward of figuring it out for themselves. We also provide resources for students, and our hope is that parents will support students by apprenticing them in organization and troubleshooting so that students know how to use the provided resources. This apprenticeship into self-advocacy and intellectual autonomy is part of the foundation of a love of learning.

- While most of the learning will go on in class, there will be times when students will be expected to continue that learning outside of class. Home thinking will consist of specific assignments meant to help extend and reinforce the material being covered in class and may also consist of continuing assignments and activities that began during class time but were not finished.
- Students will be asked to read or reread texts at home, especially during units in which we are studying a novel. In these cases, there will be an audiobook linked in google classroom to support students in reading at home. There may also be extra copies of the book if parents/guardians want to read along as well. Both novels, Huston's *Their Eyes Were Watching God* in the fall and Austen's *Pride and Prejudice* in the spring, are readily available at local libraries.

Testing & Retake Policy

Assessments, such as quizzes, tests, or performance tasks will be completed in class and cannot be taken home unless the teacher has otherwise stated. If additional time is needed, the assessment must be concluded during an intervention support period or after school. Retakes and test corrections must be requested by the student. Retakes and test corrections must be taken during school hours, or at a time approved by the teacher. The time limit and deadline regarding when students can retake/redesign assessments [is at the discretion of the teacher](#), or set forth by the intervention team. Please note: at regular intervals there will be a schoolwide deadline for ALL missing or retake assignments. The due dates will be widely published.

Rationale: In order to protect the intellectual integrity of the assignment and in order to use the assessment to inform our teaching, assessments need to be an accurate representation of the student's understanding. High school is a time for students to develop autonomy and learn to advocate for themselves. This helps students take ownership over their own learning. We are also optimistic about the potential for personal growth, we embrace challenges and regard struggle as an opportunity to learn and improve.

Each subject matter department has their own grading policy regarding retakes and test corrections. In general, retakes or test corrections allow students to raise their grade by some portion of the possible points of the original assignment. Students may not be able to receive a full score for retakes; however, this is at the discretion of each teacher.

Late Policy

Most Home Thinking and Class Thinking assignments may not be accepted late if the student was present in class. Students who are absent will be able to make up assignments (one day for one day of absence) by checking with their teacher through email. If a student has an IEP accommodation for late work, they will only be given up to one extra week to complete the assignment.

Rationale: Learning at home should be done prior to the class discussion on the day it is due, so that students can participate and be engaged in class. If students complete the learning after the class discusses it, they have lost the opportunity to think about it independently or develop their intellectual autonomy. Learning in class is a measure of engagement in others' ideas; therefore, it is not appropriate to be completed elsewhere. Students are always encouraged to talk directly with their teacher about extenuating circumstances. Students will not be excluded from learning if an assignment is late.

Scores for late Projects or Performance Tasks may be deducted up to 10% for each week it is late. For example, if the Children's Book was due on Monday, however is turned in by the following Monday, you will be deducted 10%. Late projects and essays may lose a maximum of 30% for being late. If a student has an IEP accommodation for late work, they will only be given up to one extra week to complete the assignment without penalty. Please note: at regular intervals there will be schoolwide deadlines for ALL missing or retake assignments. The due dates will be widely published.

Rationale: In order to prepare students for college, career, and life, we feel that it is important for students to gain experience of deadlines. We provide students with support in the development of time management skills through checkpoints to evaluate their progress towards the final product. As parents, you can support your child by sitting with your child to regularly check Parent Square for general school communication, Google classroom for assignments and notes, and Illuminate for grades.

Grading Discretion & Reporting

Teachers have the discretion to adjust any grade that falls plus or minus 2% of appropriate letter grade cut off. Gradebooks for all classes include at least one graded assignment every week that will be included in the online grading system, Illuminate. The threshold for all missing work is 40%. Report cards include grades on each semester report card and comments that address intellectual character. Report cards will be emailed home within two weeks after the end of the grading period.

Grading written work requires thoughtful feedback and time on the part of the teacher. Please have your child check with your teacher to find out when they anticipate completing grades for larger assignments if it has taken longer than two weeks.

Rationale: Increase or decrease in student effort over the semester can affect their overall grade. Teachers will justify this discretionary grade adjustment in the comments. Report cards will be emailed and mailed to parents after the close of the semester in order to maintain an academic environment through the full semester. Teachers are provided time to carefully reflect on the character development of their students to give parents and students thoughtful commentary that can encourage contemplation and discussion.

Materials

The following materials are recommended: highlighter and sticky notes for annotations

The following materials are required: spiral notebook (provided if needed), pen

Academic Integrity

In class it is important that students recognize the value of learning is in thinking through assignments on their own. Students should avoid giving or receiving solutions from each other, from their parents, or from the Internet. Students will feel a great sense of accomplishment when they come to solutions using intellectual autonomy. Students need to always give credit when they have used a source of any kind. Students are to never use words (or other forms of text including art and music) that are not theirs without giving credit to the author. If a student is caught cheating/plagiarizing (copying someone else's work, or allowing their own work to be copied) the incident will be brought to the Director's attention, investigated, and as appropriate the student(s) will receive a zero for the assignment or test and their parents will be notified. The second offense will result in further disciplinary follow up and restorative action.

Rationale: We value accessing new ideas through collaboration, research, and observations. We know this ignites the creative and critical thinking processes, inspiring connections to core concepts. However, in order to cultivate a culture of thinking, students must be able to access their own creative process of learning, and practice thinking for themselves.

Electronics

Cell Phones and Accessories

Cell phones/electronic games cannot be used in the classroom unless the student has explicit permission from a teacher or staff member for a specified amount of time. If a teacher or staff member observes a misuse of a cell phone/electronic device, the following steps will address the infraction:

1. Warning: student will have cell phone held in office until the end of the school day
2. Second infraction: email or call home about the policy and the phone will be held until a parent can pick up the cell phone
3. Email or call home, which may result in any of the following: a. loss of privilege, b. behavior contract, c. parent conference, and/or d. restorative action.

Technology

Students must sign the Acceptable Use Agreement in order to use Google Chromebooks, assigned academylbhs.org email, Illuminate, and Google Classroom. Each Chromebook is assigned to multiple students and shared between classes. If students are not able to follow teacher direction in technology use, they may lose this privilege. Digital citizenship is part of being a 21st century learner where the learning environment is extended beyond the classroom into shared technological spaces.

Rationale: We seek to develop competent Digital Citizens. These expectations are in place in order to maintain an academic and courteous environment. In order to support thinking and learning, students are expected to respectfully use technological tools at the right time and in the right place.

Instructional Policies:

[\(Add any particular policies your course has\)](#)

For a full list of the Academy policies, please see the handbook or our website. In addition to the school policies, [this class includes the following additional policies:](#)

Communication:

Please feel free to reach out with any comments or concerns. Email is best, and I strive to return all emails by the following school day. Guardians may also sign up for our google classroom to receive weekly summary emails of your student's missing work and upcoming deadlines.

We strive to maintain positive and open communication between students, teachers, and parents. Students are encouraged to contact teachers with questions and concerns, as well as take advantage of support systems. In the event that there is a concern or question first have your student talk to the teacher directly. If your concerns are not resolved we then welcome parents to contact the teacher via email or the teacher's google voice number, included on the syllabi. If your concerns are still not resolved, we can set up a meeting with the administration, teachers, and students as appropriate.

Rationale: We want to help our students learn how to practice their intellectual courage. One way to engage in this practice is to persist in communicating with teachers in the face of any fear or shyness. Our teachers strive to be warm and inviting and believe that students should learn to practice autonomy by advocating for themselves. These are transition years where we want to encourage our students to practice communicating with teachers directly.

"If you give me a fish, you have fed me for a day. If you teach me to fish, you have fed me until the river is contaminated or the shoreline seized for development. But if you teach me to organize, then whatever the challenge, I can join together with my peers and we will fashion our own solution." ~Ricardo Levins Morales

IVA High
Class Name and Grade Levels
Parent Letter and Syllabus

I have read the (class name and grade levels) Letter and Syllabus and understand it to the best of my ability. I agree to abide by these guidelines.

STUDENT NAME: _____ **DATE:** _____

EMAIL _____ **PHONE NUMBER** _____ (okay to text? Y/N)

PARENT/GUARDIAN: _____ **DATE:** _____

EMAIL _____ **PHONE NUMBER** _____ (okay to text? Y/N)