

# World Literature

Fall 2025

Mrs. Sorgenfrei

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[ENG 1010 Syllabus](#)

Google Classroom: vpshtzlq

[Sept 1](#)   [Sept 9](#)   [Sept 15](#)   [Sept 23](#)   [Sept 30](#)   [Oct 6](#)   [Oct 14](#)  
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## Power Essentials and Learning Targets:

Date	Power Essential	Learning Target	In-Class	Assignments	Activities for Success
Friday August 15			~Why are we here? Class objectives, grading, Syllabus ~AP credit/Wesleyan credit, set up Google Classroom ~Personal Literacy Narrative due by end of class	~read pages 1-14 (stop at “images and pathos”) ~Use SOAPS to analyze 9/11 speech ~read and analyze with a paragraph “Letter to the Warner Brothers”	
Tuesday August 19	I can respond appropriately to a variety of rhetorical situations.		~Discuss “Letter to the Warner Brothers” ~Malala Background Project	~Read pages 18-20, 23-26 ~Be ready to discuss activity on page 30	
Thursday August 21	I can respond appropriately to a variety of rhetorical situations.		~Malala Project	~Opinion piece writing due Wednesday 8/27	

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			~Summer Book Rhetoric essay ~Discuss Japanese article and essay ~Discuss activity on pg. 30 ~Opinion writing assignment	~Read and annotate pages 39-58	
Monday August 25	I can respond to the needs of different audiences.		~Revise Malala paragraphs based on feedback ~Class discussion on pages read ~Group project on “The Death of the Moth”	~Read <a href="#">“Mother Tongue” by Amy Tan</a> ~Opinion piece due next class	
Wednesday August 27	I can respond to the needs of different audiences.		~Discuss “Mother Tongue” ~Writing work time if time allows	~Opinion Piece writing due by midnight ~Read pages 58-65 ~ Read “Politics and the English Language” and write a thesis for a potential paper	
Friday August 29	I can respond to the needs of different audiences.	I can respond to the needs of different audiences.	~Discuss “Politics and the English Language”	~Page 69 activity	
Monday September 1	No School - Labor Day				
Wednesday September 3	I can respond to the needs of different audiences.	I can respond to the needs of different audiences.	~Discuss thesis statements ~Discuss page 69 activity ~Essay work time	~Papers due next class	

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Friday September 5	I can respond to the needs of different audiences.	I can respond to the needs of different audiences.	~AI Peer edit activity ~Peer editing	~Summer papers due by midnight	
Tuesday September 9	I can respond to the needs of different audiences.	I can respond to the needs of different audiences.	~Print final copy of essays ~Opening discussion ~Quick Write ~Language map ~preview unit readings and assignments	~Read James Baldwin's "If Black English Isn't a Language, Then Tell Me, What Is?"	
Thursday September 11	I can respond to the needs of different audiences.	I can respond to the needs of different audiences.	~Freewrite ~Guided Discussion ~What is an argumentative essay?	~Paragraph ~Brainstorm topics ~Read "How to Tame a Wild Tongue" Read They Say, I Say ch. 1	
Monday September 15			~Show ch. 1 video ~Guided Discussion ~freewrite ~Compare/Contrast	Read "No Kinda Sense" by Lisa Delpit Read They Say, I Say ch. 2	
Wednesday September 17			~What is language policy? Who does it benefit/harm? ~ <a href="#">Counterargument/Rebuttal strategies</a>	~Choose topic for argumentative essay ~Write a thesis and outline using the template ~Read ch. 3-4 of They Say/I Say	
Friday September 19			~ <a href="#">NWU Library introduction</a> ~Peer review of argumentative essay outlines/thesis statements ~ <a href="#">Deeper into rhetorical analysis</a>	Read ch. 5-6 of They Say/I Say  Select public speech or editorial that addresses language, society, or power for your rhetorical analysis	

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			~Model analysis	read and annotate	
Tuesday September 23			Share and discuss findings Workshop: Identifying and explaining rhetorical strategies Work on Essay	Read ch. 7-8 of They Say/I Say  Finish drafting argumentative essay or rhetorical analysis	
Thursday September 25			Peer Editing day	Read ch. 7-8 of They Say/I Say Essays due by Sunday  ~Review <a href="#">Personal Essay Notes</a> ~Read one of the personal essays from this <a href="#">website</a> and bring in your takeaways ~Begin researching colleges	
Friday September 26	No School - Professional Development Day				
Tuesday September 30			~Discuss college essay ~Freewrite	~Read " <a href="#">Peculiar Benefits</a> " be ready to discuss ~Watch <a href="#">College Essay Tips</a> and take notes	
Thursday October 2			~Broke down essay prompts ~Brainstorming	~Read " <a href="#">This is the Life</a> " ~Brainstorming activities ~List and rough outline three potential topics for essays	
Monday October 6			~Showing vs. telling ~Comparing college essays ~Writing (15-20 mins) ~Workshop opening hooks	<a href="#">Essay Mistakes</a>  Begin drafting essay	

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Wednesday October 8			Work day	Read chs 1-13 IKWCBS	
Friday October 10			~Peer edit day Discuss <i>I Know Why the Caged Bird Sings</i>	Essays due by midnight  Read 14-23	
Tuesday October 14	Pre-ACT Testing Day				
Wednesday October 15			Discuss <i>I Know Why the Caged Bird Sings</i>	Finish book	
Thursday October 16	No School - Teacher Work Day				
Friday October 17	No School - PTC Payback Day				
Tuesday October 21			Discuss <i>I Know Why the Caged Bird Sings</i> Introduce Essay Assignment Compare 2 poems	Read 9-10 of They Say/I Say  Read <a href="#">Everyday Use</a>  Read <a href="#">A Metaphor for Death</a>	
Thursday October 23			Gegg Library presentation	Read 11-12 of They Say/I Say  Read <a href="#">A Respectable Woman</a>  Read “ <a href="#">WHAT YOU LOOKING AT ME FOR? I DIDN'T COME TO STAY</a> ”: DISPLACEMENT	

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				<a href="#">DISRUPTION AND BLACK FEMALE SUBJECTIVITY IN MAYA ANGELOU'S I KNOW WHY</a>  THE CAGED BIRD SINGS	
Monday October 27			Discuss	Read 13-16 They Say/I Say  Read <a href="#">Sweat</a>  Read <a href="#">A Discursive Trifecta</a>	
Wednesday October 29			discuss	Read <i>The Awakening</i>	
Friday October 31	No School - Teacher Work Day				
Monday November 3			Discuss	Read <a href="#">"The Story of an Hour"</a>  Read <a href="#">Fashioning the Hybrid Woman in Kate Chopin's "The Awakening"</a>	
Wednesday November 5			Discuss	Read <a href="#">"The Yellow Wallpaper" by Charlotte Perkins Gilman</a>  Read <a href="#">The Masculine Sea: Gender, Art, and Suicide in Kate Chopin's The Awakening</a>	
Friday November 7			Work Day	Read <a href="#">"A Jury of Her Peers" by Susan Glaspell</a>  Read <a href="#">Depression and Chopin's "The Awakening"</a>	

Date	Power Essential	Learning Target	In-Class Activities	Assignments	Activities for Success
Tuesday November 11			Discuss Wed Nov 5 readings and Friday Nov 7 readings	Essays due for peer edit next class	
Thursday November 13			Peer edits	Essay due by Friday  Read 9-75	
Monday November 17			Mini-Lecture: Beyond Basic Rhetoric—The Rhetoric of Truth & Memory Socratic Seminar	Read 76-150	
Wednesday November 19				Read 150-225	
Friday November 21				Finish Book	
Tuesday November 25				Read: <a href="#">Examining Authenticity in Memoir</a>  Read/Watch: <a href="#">“The Danger of a Single Story” — Chimamanda Ngozi Adichie</a>	
Wednesday November 26	No School - Thanksgiving Break				
Thursday November 27	No School - Thanksgiving Break				
Friday November 28	No School - Thanksgiving Break				
Tuesday December 2			Wesleyan Surveys	Read: <a href="#">America Looks at Poverty All Wrong</a> and <a href="#">Rising inequality: A major issue of our time</a>	

Date	Power Essential	Learning Target	In-Class Activities	Assignments	Activities for Success
			Mini-lesson: Persuasion through Narrative Design  Socratic Seminar  Brainstorm ideas for Persuasive Speech or Editorial assignment.		
Thursday December 4			Socratic Seminar  Work on Editorials	Read: <a href="#">A Voyage Homeward: Fiction and Family Stories – Resilience and Rehabilitation</a>  Editorials due by next class	
Monday December 8			Students present Persuasive Speeches or Editorials.  Discussion		
Wednesday December 10			Research Paper work time	Peer edits due for next class	
Friday December 12			Peer edits	Papers due by midnight	
Tuesday December 16			Revision assignment		
Thursday December 18			Final		