

READINESS PROFILE & COURSE EXPECTATIONS

World Literature

COURSE DESCRIPTION

- The goal of this class is to give students exposure to the reading, writing, and speaking tasks that they will face in college courses. We will read a variety of novels, plays, and non-fiction essays, to help train students to be insightful critical thinkers, readers, analysts of language, effective writers, and creative, cogent producers of argument. The class will be conducted primarily as a discussion with the aim of allowing each person to contribute to the other class members' and to refine one's own ideas by the necessity to **communicate** them. Every student should read each assignment **at least once BEFORE** the class meeting on that material. After **careful reading** of a given text, you will be allowed and encouraged to contribute ideas to the other class members and to further refine your own ideas. The discussion will facilitate deeper understanding of the text by hearing different **interpretations** of the same material, while concurrently serving as the main method of increasing students' **speaking** skills.

COURSE CONTENT AND EXPECTATIONS

- **Rhetoric and Style Analysis:** We will learn how to analyze a writer's style, and we will be introduced to the patterns of development authors use to make their claims and to establish their purpose (Narration, Description, Process Analysis, Exemplification, Comparison and Contrast, Classification and Division, Definition, Cause and Effect, and Argument). We will read and analyze a variety of non-fiction essays that follow the modes of development, and we will write our own expository essays using these modes.
- **Novels and Plays:** *Beowulf*; *Things Fall Apart*, Chinua Achebe; *Hamlet*, William Shakespeare; *Brave New World*, Aldous Huxley; *The Alchemist*, Paulo Coelho; *1984*, George Orwell; *In the Time of the Butterflies*, Julia Alvarez. We will read, analyze, and discuss these works. Each piece also has an essay/project and an exam.
- **College Vocabulary:** Each unit consists of twenty-five vocabulary words. The first twenty-five questions ask students to match the word to the definition, and the next twenty-five questions are sentence completions, where students must use the contextual clues to place the appropriate word into the sentence. The lists are not cumulative, and there is not a final vocabulary exam.

STUDENT BACKGROUND

Students entering World Literature should already have a good understanding of the following:

- Essay structure
- Critical thinking
- High organizational skills
- Strong reading comprehension
- The ability to support arguments with the best available evidence (verbal and written)

Please see syllabus for additional course rules and information

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Sample Prompts

- During this unit we will study and read several texts that focus on the impact of imperialism: the novel *Things Fall Apart* by Chinua Achebe, the poems “Gunga Din” and “White Man’s Burden” by Rudyard Kipling, the autobiographical essay “On Seeing England for the First Time” by Jamaica Kincaid, and the autobiographical essay “Shooting an Elephant” by George Orwell. As you read and re-read these texts, investigate the impact of imperialism and how it seemed to affect the individual people who lived under these conditions.

Finally, using these texts, you will write an essay explaining your thinking: According to these texts, what effect did imperialism have on people who lived through it? Be sure to use evidence from the texts to support and develop your thinking.

Remember, a good informational essay: has a clear introduction; states a focus/topic clearly, precisely, and thoughtfully; uses specific evidence from the text(s) to support and develop the topic and explains that evidence; concludes effectively; uses precise language; and shows control over conventions.

- Prompt: How is our world actually growing closer to the world of *1984*? Write a 2-5 page essay that discusses Orwell’s warning in relation to one of the topics below and compare this warning to Big Brother danger signs that exist in the world today. Around each main idea are several subtopics that could be discussed in your essay and compared to modern day events.

Suggested preparatory courses

- 3 years of High School English

Please see syllabus for additional course rules and information