

10th Grade English World Literature

Ms. Pratt

“Books help us understand who we are and how we are to behave. They show us what community and friendship mean; they show us how to live and die.”

– Anne Lammott, *Bird by Bird*

In this class, we will work to become...

Informed, Empathetic World Citizens

We will dig through stories that explore a variety of cultures from around the world to help us understand each other, ourselves, and the world we live in. We will examine literature as both a product of its culture and as a culture-bearer. We'll read, watch, and listen to these stories closely, analyzing not only themes and characters but also history and context.

Critical Thinkers

We'll build on what we learn from these stories by thinking critically. We will question and challenge what we read by evaluating logic, research, and rhetoric from a critical perspective. Through this constant questioning, we will develop informed and inspired ideas of our own.

Clear, Persuasive Communicators

Great ideas – *your* ideas – deserve to be communicated. And even more importantly, they deserve to be understood. We will practice and improve our writing and speaking skills this year to do just that. We'll draft, revise, discuss, and present, targeting our words toward specific audiences and purposes. And we will support all of our ideas with strong evidence and analysis.

Everything we do for this class will help us meet these three goals.

Units of Study and Main Texts

Folklore

Various folktales from around the world

Revolution

Persepolis by Marjane Satrapi

Choices and Consequences

The Kite Runner by Khaled Hosseini

Writing Workshop

Various excerpts of “real world” analytical writing

Genocide

Various news articles and poetry

Immigration

Excerpts from *Enrique's Journey* by Sonia Nazario, current news articles

Child Soldiers

A Long Way Gone by Ishmael Beah***

Shakespeare

The Tempest by William Shakespeare (Folger Edition)



***Students must provide their *own* copies of *A Long Way Gone* by our return from spring break.

Areas of Focus

Reading

literary and informational texts of various lengths and styles

Writing	analytical, narrative, expository/informative, and argumentative pieces for different purposes and audiences (essays, stories, review/commentary, etc.)
Listening	instructions, stories, brief lectures, presentations, group work, discussions
Speaking	class participation (asking and answering questions), discussions, presentations, group work
Digital Literacy	research, digital writing, using Google Classroom
Vocabulary	roots, affixes, and words introduced, studied, and quizzed biweekly
Grammar/Usage	NoRedInk.com – individualized online grammar instruction and assessment program that students will personalize and use throughout the semester

Expectations

First and foremost, **BE RESPECTFUL**. Respect yourself, your classmates, your school, and your teachers. Respect everyone’s right to learn, to feel safe, and to enjoy each school day.

The finer points:

- & Come to class with all necessary materials, and be prepared to learn (to read, write, speak, and listen) and to challenge yourself.
- & Use your resources! Seek help when you need it and communicate about any issues (as early as possible).
- & Provide original and thoughtful work on all assignments.
- & Be open to new ideas and perspectives.
- & Be an active member of our classroom; ask and answer questions. If you can’t be authentically engaged and interested, then fake it. ☺

Policies

Late Work

I set every deadline for a reason, and I expect you to do your best to meet those deadlines. When you don’t, it leads to an avalanche of issues for all of us.

Hard copy assignments are considered late if they are not turned in at the beginning of the class period when they are due and collected; however, if you get the assignment to me before the end of the school day, you will only lose a preparation point for that day rather than receive a late deduction for the assignment. **Electronic** assignments (due through Google Classroom by specific times) are considered late if they are not turned in by the timestamp deadline.

My general policy is that for each school day an assignment is late, I will deduct 10% from the total possible points for that assignment. If the assignment is not turned in by the end of the fifth school day it is late (50%), the assignment “dies” and will no longer be accepted for credit.

For **major assignments and summative assessments** (essays, tests, projects, presentations, etc.), students will receive lunch detentions instead of point deductions for each day the assignment is late. If the assignment is still not complete and turned in after 5 lunch detentions have been given, the student will need to arrange a meeting time with me outside of class to complete the work.

Absences

If you missed class, you missed something. Never ask IF you missed something while you were gone; ask WHAT you missed and how you can make it up.

If you know ahead of time that you will be missing class, then I should know too. This includes but is not limited to class time missed for sports and field trips. You *must* turn in *before you leave* (or on time electronically) any work that is scheduled as due the day you plan to miss. This is especially true for long-term and recurring assignments. Unless you discuss exceptions with me before your scheduled absence, work turned in after the absence *will* receive late penalties.

If your absence is unplanned, you will receive no late penalty for work due on the day of your absence – as long as you turn it in on the day you return to school. For any work that was assigned while you were gone, you have the number of days you were absent to make up the work (gone 2 days=2 days to make up any work assigned during the absence).

It is *your* responsibility to find out what you missed and ask for help when you need it. Use your resources:

- Planbook (link on my NPA website: northlandprep.org/teacher/pratt-dayne)
- Google Classroom
- Personalized sticky notes on What You Missed calendar (in classroom)

Grading

Grades are earned, not given. I have high expectations that I aim to make as clear as possible with detailed assignment sheets and rubrics, along with exemplars when possible. If you are ever confused by the criteria for an assignment and are unsure how to be successful, please ask to meet with me outside of class and I will be happy to help!

Your grade for this class is calculated on a weighted scale. The biggest percentage comes from summative assessments – essays, projects, and presentations that serve to demonstrate your mastery of the skills and content covered in each unit. All assignments are divided into these categories:

			Entered ...	Earned by...
Semester Progress = 85%	Preparation	5%	<i>weekly</i>	having all necessary materials and completing assigned reading
	Participation	5%	<i>quarterly</i>	making at least 10 meaningful contributions to the class
	Classwork	10%	<i>as assigned</i>	completion of in-class activities and homework
	Discussions/Presentations	10%	<i>as scheduled</i>	speaking in and reflecting on formal class discussions
	Vocabulary	10%	<i>biweekly</i>	completion of notecards and performance on quizzes
	Grammar/Mechanics	10%	<i>biweekly</i>	completion of online practice and performance on quizzes
	Summative Assessments	50%	<i>unit</i>	meeting assignment goals and rubric criteria
Exams	15%	<i>semester</i>	performance on midterm and final exams (15% of overall grade)	

Academic Integrity

Honesty and integrity are important qualities in all aspects of your life, including academics. Cheating, copying, and plagiarism in all forms are dishonest and disrespectful to our learning environment. Offenses will invoke serious consequences and disciplinary action. Please see NPA's Student Handbook for additional guidelines.

Revision

Writing is never finished, only surrendered. Sometimes, for reasons beyond your control, the "final" draft you turn in on the due date isn't your best work. For summative assessments, if you are unhappy with your work or the grade it earned, you must schedule a meeting with me **within 3 days** of receiving the graded work back. During that meeting we will complete a revision plan, set a due date, and sign a contract. The completed revision must be submitted by that agreed-upon date or the revision will not be accepted.

Materials

- ♦ Pencils or pens
- ♦ Three-ring binder to be used only for this class
- ♦ Loose-leaf lined paper (wide or college rule, refilled as needed)
- ♦ 5 dividers for binder (to be labeled in class)
- ♦ 2 single-subject notebooks (both used for this class *only*)
- ♦ Sticky notes (for annotation of class texts)
- ♦ *A Long Way Gone: Memoirs of a Boy Solider* by Ishmael Beah (needed upon return from spring break)

Technology

- **At home:** For larger assignments (research, essays, creative projects) and ongoing independent grammar practice, some of which must be completed outside of class, it's critical that all students have reliable access to technology—ideally a computer with Internet access. If this is not something available in your home, please let me know *as soon as possible* so we can plan appropriate accommodations.
- **In class:** All cell phones must be stored in the pocket holder upon entering the classroom. Unless I give explicit permission otherwise, you may not remove it until the end of the period. During independent work time, I will allow you to listen to music *if* your phone remains face-down on your desk. Cell phones outside of the pocket holder without permission (or being used for nonacademic tasks at any time) receive the following consequences:
 - 1st time: warning—immediately place the phone in your assigned pocket in the holder
 - 2nd time: phone confiscatedOther personal technology, such as laptops, may be used with permission.

Communication

Please don't hesitate to contact me. I strive to have positive, meaningful relationships with my students and their families. I am available for about 30 minutes before and after each school day, as well as by appointment. You can best reach me during school hours through email at dpratt@northlandprep.org and outside of school hours through the Remind app, which you can sign up for through the links on my teacher page on the NPA website.

Please note: I reserve the right to make changes to this syllabus and the policies within it throughout the school year as necessary.

Congratulations! You've *almost* made it to the end! There's one more page...

Students: Please share and discuss this syllabus with your parents, making sure to highlight any key points we went over in class. Then sign it. You should store the actual syllabus in your binder for future reference, but you will turn in this signature page to Ms. Pratt on Friday.

Parents/Guardians: Please review and discuss the syllabus with your student(s) before completing the section below. Contact me with any questions or concerns.

*** required materials (except the Beah book) are needed by Monday, August 12th.**

SYLLABUS CONTRACT

We have read and discussed the syllabus for Ms. Pratt's World Literature class. We understand the course goals, policies, and expectations.

Student Name: _____

Student Signature: _____ Date: _____

Student Email: _____

Parent Name: _____

Parent Signature: _____ Date: _____

Parent Email: _____

If your student has limited access to technology at home, please explain below.

Possible Technology Issues at Home:
