



**Gifted LearningLinks Program  
Honors/AP®  
Course Syllabus Template**

**Instructor name: Susan Borgen  
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**Academic Year 2010-11  
Gifted LearningLinks Program**

**Course Title:**

World Literature Honors

**Course Description:**

This course engages students in a comparative study of literature from around the world and throughout history. Selections include contemporary and classic novels, plays, short stories, and poetry. Students explore multicultural literature through critical reading, online discussions, writing assignments, and creative expression. By expanding their cultural boundaries, students study the subjects of diversity and prejudices while recognizing their role as global citizens. The goals of this course are to help students improve their ability to read for understanding, to encourage students in using effective modes of discourse about what they read, to assist students in writing about life and literature, and to engender creative methods of synthesis and application of literary and cross-cultural ideas. Further, this course aims to expose students to unfamiliar ideas and histories from several other cultures and invites them to interact honestly but respectfully with those ideas.

**Outcomes:**

Upon successful completion of this course, students will:

- Develop critical reading and writing skills useful in an AP or pre-AP context, utilizing a critical reading journal and regular conferences.
- Participate in meaningful discussions related to the literature and cultures studied.
- Analyze literature through a variety of critical lenses.
- Generate pieces of writing that reflect clear organization and development, creating multiple drafts and responding to intensive feedback.
- Use the academic voice in their writing.
- Read texts and view films from Latino, African, British, Native American, and Asian literatures.
- Develop in their ability to discuss and evaluate important ideas based upon their reading of cross-cultural literature.

**Resources and Materials:**

**Students should purchase these books:**

*Prentice Hall World Literature: World Masterpieces* by Prentice-Hall, ISBN: 0134146328

*How to Read Literature like a Professor* by Thomas C. Foster, ISBN: 006000942X

*The Power of Myth* by Joseph Campbell, ISBN: 0385418868

**Students must have easy access to these books (buy or borrow):**

*Things Fall Apart* by Chinua Achebe, ASIN: B0037XYU4E

*Cry the Beloved Country* by Alan Paton, ISBN-13: 978-0743261951

*The Kite Runner* by Khaled Hosseini, ISBN-13: 9781594480003

*Purple Hibiscus* by Chimamanda Ngozi Adichie, ISBN: 9781400076949

*The Handmaid's Tale* by Margaret Atwood, ISBN-13: 9780385490818

*God of Small Things* by Arundhati Roy, ISBN-10: 0060977493

*1984* by George Orwell, ISBN-13: 978-0451524935

*Beowulf* by Seamus Heaney, ISBN-13: 9780393320978

*Dante's Inferno* by Dante Alighieri, ISBN-13: 9781585101139

*Hamlet* (Folger Shakespeare Library Series ), ISBN-13: 9780743477123

*Heart of Darkness* by Joseph Conrad, ISBN-13: 2940000739914

*Pride and Prejudice* by Jane Austen, ISBN-13: 9781593082017

*The Awakening* by Kate Chopin, ISBN-13: 9780380002450

*Paradise Lost* by John Milton, ISBN-13: 9780393924282

*The Canterbury Tales* by Geoffrey Chaucer, ISBN-13: 978-0393925876

*Frankenstein* by Mary Shelley, ISBN-13: 9780141439471

*Dracula* by Bram Stoker, ISBN-13: 9781593080044

*House on Mango Street* by Sandra Cisneros, ISBN-13: 9780739322796

**Schedule:**

SEMESTER ONE				
	Topic/Focus	Activities & Reading Assignments	What do I need to post to the Discussion Board?	What do I need to turn in?
Week 1	Orientation to Online Learning; The Importance of Reading Literature	Welcome to Gifted LearningLinks Activities & Web Fluency Modules; View teacher introductory PowerPoint; Begin reading <i>How to Read Literature like an English Professor</i>	A short bio of yourself; Comment on two others; Comments on chapter readings	Survey; 250-word essay on why reading literature is a meaningful practice
Week 2	Reading literature like a pro	Finish reading <i>How to...</i> ; Complete all assignments posted on blackboard in connection with this text	Remaining posts responding to chapters in text	250-word essay on how the text missed a literary concept you feel is important

<b>Week 3</b>	The Epic and Its Quest	<p>Begin literary terms journal; Read background information and answer discussion questions Read <i>Gilgamesh</i> in textbook View selected film: <i>Lord of the Rings</i> or <i>Star Wars</i></p>	Describe how your selected film reflects the epic/quest concept	Created underworld; Mind map; 500-word essay analyzing the elements of an epic as reflected in <i>Gilgamesh</i>
<b>Weeks 4 &amp; 5</b>	The Hero's Journey	<p>Read Campbell's chapter "The Hero's Journey" Examine the hero's diagram View PowerPoint on the Hero's Journey Begin reading "Beowulf" Keep a video diary of your impressions about the readings</p>	200-word commentary on the Campbell reading; Post your video diary	Timeline of "Beowulf"; Completed chart of how the poem reflects the historical, cultural, and literary contexts of the time period in which it was written; Essay test on "Beowulf"
<b>Week 6</b>	The Power of Myth	<p>Read Campbell's Chapters: "Myth" and "The First Storytellers"; Read the creation stories in the text; Read the selected online readings of other creation stories</p>	200-word commentary on the Campbell reading; Tell your own creation story, noting the elements within it that align with the features of creation stories.	Complete chart on the elements of creation stories; Write a new creation story, complete with the required elements
<b>Week 7</b>	Pastoral Poetry	<p>View the TPCASTTing PowerPoint; Practice TPCASTTing with selected song lyrics Read the Egyptian poems and Psalms; Add entries to your literary terms journal</p>	Post a video of you TPCASTTing and reading another Egyptian poem or psalm	TPCASTT a poem selected from the list
<b>Week 8</b>	Persian/Arabic literature	<p>Read the information preceding the literature; Read from "The Rubayiat" and completed the chart; Read from "The Koran" and answer the discussion questions; Read from "The Shanama" Read from "The Thousand and One Nights" Complete the three Tales assignments Write your own tale or adapt a folk tale</p>		Chart on selected words and phrases;"Koran" questions; 250-word essay describing the historical, cultural, and literary contexts of "The Shanama"; The tales Assignments (3); write your own tale; Multiple choice and constructed response test
<b>Week 9 &amp; 10</b>	Indian Literature	<p>Review introductory PowerPoint; Read about Indian influence; Read from "The Rig-Veda: and complete chart; Read "Sibi"; Read "The Yoga of Knowledge"; Read <i>God of Small Things</i>; Complete study guide</p>		Selected important quotations from the "Rig-Veda" and their explanations and relevance to modern life; "Rig Veda" assignment; <i>Things</i>

				Project
<b>Week 11&amp;12</b>	"The Canterbury Tales"	<p>Read Campbell's Chapter: "The Hero's Adventure" View pre-reading PowerPoint on "The Canterbury Tales";</p> <p>Read "The General Prologue";</p> <p>Read the selected tales, completing a literary analysis of each tale in bulleted format: "The Wife of Bath's Tale," "The Pardoner's Tale," "The Knight's Tale," "The Nun's Priest's Tale," and "The Miller's Tale." Complete quiz for each tale.</p>	<p>Dress up like your favorite character from the tales, offer a character analysis of that character, all the while talking and acting like your character.</p> <p>Videotape and post on website.</p>	<p>Characterization chart;</p> <p>Drawings of four of the characters and explanation of how the drawings reflect the characters;</p> <p>Moral Thermometer;</p> <p>Literary analyses;</p> <p>Write your own tale in the style of Chaucer;</p> <p>Dinner party chart and analysis;</p> <p>CT Final test</p>
<b>Week 13</b>	The Ancient Greeks and irony	<p>View streaming video <i>Oedipus the King</i> mini-PowerPoint</p> <p>Read <i>Oedipus the King</i>, completing the "Important Quotations" assignment and a character analysis of Oedipus</p> <p>Answer discussion questions</p> <p>Review study guide</p>	Share your responses on selected discussion questions	Test on the play: Essay, multiple choice questions and constructed response
<b>Week 14</b>	The Romans and The Fate of Man	<p>Read "Inferno" by Dante Alighieri</p> <p><a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=293">http://edsitement.neh.gov/view_lesson_plan.asp?id=293</a></p>		500-word essay, explain the nature of the universe as explored by John Milton's work
<b>Week 15</b>	Shakespeare and his work	<p>Complete quest of Shakespeare;</p> <p>View Shakespeare in Love;</p> <p>Shakespearean sonnets</p>	Videotape/record a reading of one of Shakespeare's sonnets	<p>Quest responses;</p> <p>TYPCASTTings of selected sonnets;</p> <p>500-word essay comparing/contrasting two sonnets</p>
<b>Week 16, 17, &amp; 18</b>	<i>Hamlet</i>	<p>Read <i>Hamlet</i>;</p> <p>Complete study guide;</p> <p>Analyze "To Be, or not to Be" speech</p> <p>Analyze Polonius's speech to his daughter;</p> <p>Scansion</p>	Record your reading of one soliloquy from the play and share with your peers	<p>Important quotations from the play and their relevance to modern life;</p> <p>Scansion</p> <p>Analysis of Hamlet's soliloquy;</p> <p>Analysis of Polonius's speech;</p> <p>Paper on selected topic;</p> <p>Literary terms journal</p>
<b>SEMESTER ONE EVALUATIONS EMAILED</b>				
<b>SEMESTER TWO</b>				

	Topic/Focus	Activities & Reading Assignments	What do I need to post to the Discussion Board?	What do I need to turn in?
<b>Week 19</b>	Research Paper	Read "Approaches to the Literary Analysis"; Complete chart; RAFT writing assignment; View PowerPoint on Selected Novels		Chart RAFT assignment Submit novel choice
<b>Week 20</b>	Literary Analysis	Read selected novel Keep double entry journal while reading Complete discussion questions while reading Read "Notetaking" handout	400-word reader response regarding possible literary lens choice	Discussion questions Double entry journal
<b>Week 21</b>	Literary Analysis	Finish novel Analyzing sources Research and read three literary criticisms of your selected novel Working bibliography Analysis of sources Source analysis Select research topic Take notes on the research pieces	Plus/delta the research process	Analysis of the criticisms Working bibliography Submit research topic
<b>Week 22</b>	Literary Analysis	Craft the thesis statement Brainstorm potential main points Create formal outline Draft paper Citations Using quotations from sources Revise draft	Thesis statement Rough draft Peer response	Formal outline and first draft Final draft Works Cited page
<b>Week 23</b>	Rationalism	Read Jonathan Swift's "A Modest Proposal" Read a modern "modest proposal" The Argument- Logos, Ethos, Pathos Creating a satiric pamphlet	400 word summary of the modern modest proposal	Questions on MP Analysis of new vs. old modest proposal Satiric pamphlet
<b>Week 24</b>	Rationalism	Read "Paradise Lost" by John Milton, keeping a double-entry journal; Project—Create your own Paradise	Share your Paradise	Double entry journal 500-word essay, explain the nature of the universe as explored by John Milton's work
<b>Week 25</b>	Romanticism	Read Campbell's Chapters: "The Gift of the Goddess" and "Tales of Love and Marriage"; Review PowerPoint on Romanticism and Ibsen; The importance of setting and characterization in the play; Begin to read <i>A Doll's House</i>	200-word commentary on the Campbell reading; Respond to discussion questions	Characterization chart on Nora and Torvald; Setting chart; Storyboard
<b>Week 26</b>	Romanticism	Finish "A Doll's House"; Answer discussion questions; Read short stories: "The Bet," "Two Friends," "The Overcoat"	Respond to selected discussion questions	750-word essay on the feminist approach to the play; Discussion questions; Analysis of the stories

<b>Week 27</b>	Chinese Literature	Read Campbell's Chapter: "Masks of Eternity"; Read background information on the Chinese culture; complete chart Chinese Philosophy chart Read "Substance, Shadow, and Spirit" by T'ao Ch'ien; Read from the <i>Tao Te Ching</i> ; Read from <i>The Analects</i> by Confucius	200-word commentary on the Campbell reading	Chinese Historical Background Chart; Word Scramble; Chinese Philosophy Chart Fortune Cookie Chart; Interpretive assignment
<b>Week 28</b>	Chinese Literature	Read selected poem from the text: T'ao Ch'ien, Wang Wei, Li Po, Tu Fu, and Po Chu-i		Chinese Poetry Project
<b>Week 29</b>	Japanese Literature	Read Campbell's Chapter: "The Journey Inward"; Complete background handout; Read from <i>Essays in Idleness</i> by Yoshida Kenko; View Japanese Poetry PowerPoint; Japanese poetry forms discussion; Read Japanese tanka and haiku by various poets	200-word commentary on the Campbell reading	Background handout; Re-phrase the Essay assignment; Japanese Poetry assignment, including chart, TPCASTTing, and selected interpretation
<b>Week 30&amp;31</b>	Corruption in the Modern World	Read Joseph Conrad's <i>Heart of Darkness</i> ; Answer discussion questions as you read		Debate on the morality of colonization
<b>Week 32</b>	Alienation in a Modern World	Read Franz Kafka's "The Metamorphosis"; Complete "As You Read" journal assignment and graphics assignments	Respond to discussion questions on handout as prompted	Journal assignment; Human vs. Insect chart; character change chart; 750-word essay on the relevance of the story in today's world
<b>Week 33</b>	Feminist Literature	Read Jane Austen's <i>Pride and Prejudice</i> or Kate Chopin's <i>The Awakening</i> ; Complete a script between the novel's main character and a modern day feminist about the nature of male/female relationships	Post your selected modern day feminist	Script
<b>Week 34</b>	African and Latino Literature	Read <i>Things Fall Apart</i> by Chinua Achebe; Read Sandra Cisneros's <i>The House on Mango Street</i>	Select paper topic and share with your classmates, offering a potential thesis statement	<i>House Things</i> essay
<b>Week 35</b>	Multi-Cultural Poetry	The Poems of U Sam Our; The Hispanic Experience; Lessons from Cambodia and Vietnam; Answer discussion questions	Post PowerPoint for your peers to view	PowerPoint on selected poems
<b>Week 36</b>		Final Exam		Exam
<b>SEMESTER TWO EVALUATIONS</b>				

## Student Evaluation and Grading Policies for Credit Courses Only:

### a. CTD Grading scale

<b>A+</b> (97-100)	<b>B+</b> (87-89)	<b>C+</b> (77-79)	<b>D+</b> (67-69)	<b>F</b> Below 60
<b>A</b> (93-96)	<b>B</b> (83-86)	<b>C</b> (73-76)	<b>D</b> (63-66)	
<b>A-</b> (90-92)	<b>B-</b> (80-82)	<b>C-</b> (70-72)	<b>D-</b> (60-62)	

- b. grade determined as follows-  
Composition 35% Discussion 30% Participation 35%
- c. Students receive a Semester I evaluation via email after week 18 of the course. If the student has not completed 18 weeks of the course they will receive an incomplete. This grade will be revised upon completion of the course to reflect the quality of the work completed.
- d. Students receive a Semester II evaluation upon completion of the course.
- e. Interim progress reports are emailed when a student is earning a grade of C or below.

### Instructor Biography:

Susan Borgen received her BA in Elementary Education at Harris Stowe College in St. Louis, Missouri. She later earned a secondary licensure in English and a Masters of English Education at the University of Minnesota- Twin Cities. She has taught English, literature, and composition at the high school, community college, and university levels, including AP Literature and Composition, American Studies, World Literature Honors, Shakespeare I and II, Creative Writing, Publishing I- Newspaper, Freshman Composition, and English Foundations. In addition, Ms. Borgen has been involved with the development of writing centers at high school and university sites and online instruction. She has a particular interest in multi-cultural literature and inclusive curriculum. This is her first year with CTD.

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