

ENG 140—World Literature

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Required Course Texts and Materials

The St. Martin's Guide to Writing, 9th ed., Axelrod & Cooper
A Pocket Style Manual, 6th ed., Hacker
assigned novels
3-Ring Binder or Folder
notebook
writing utensils including highlighters

Course Focus

This writing component of this course is designed to help prepare students for the rigor of university writing and reading by developing analytical writing skills and critical reading skills. Over the course of the year students will develop clear, effective writing skills that emphasize writing as a process. Through the writing process students will learn how to refine topics; develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activities will include exposition and argumentation with at least one researched essay, along with essays of analysis, comparison, and synthesis.

The literature and film component will introduce students to the critical study of the motion picture as an expressive medium comparable to literary art. This course will examine the translation of literature into film viewing and writing. Students will focus on cultural traditions and values in both literature and film. Students will be trained to view films critically the same way that texts are read critically. By learning about film techniques (editing, cinematography, sound, etc.) and the cultural and historical contexts in which particular films were made, students will be able to improve their ability to “read” a film.

The Holocaust literature component will focus on the period leading up to the Holocaust and the Holocaust itself in order to understand the historical, political, and emotional climates in which the Holocaust itself was able to occur. Particular attention will be given to the experiences of those targeted by the Third Reich, their destruction, resistance, and survival as well as the lasting impact of their experiences. Students will be provided insight into the history of the Holocaust and its present memory through examination of challenges and problems encountered in trying to imagine its horror through the media of literature and film. This course will focus on the moral, philosophical, and cultural legacy of the Holocaust in the hands of our society through several genres of print and film media.

Please note: *The Holocaust will make great demands on our hearts, minds, and spirits. Our readings and discussions will focus unrelentingly on human suffering and human cruelty, often deliberately inflicted extreme cruelty. This course will be challenging because the information presented in this class is at times difficult to read and discuss. I encourage you to ask questions, and share thoughts and emotions. You will be expected to respect the memories of the victims, and to respect one another as we struggle to understand the inexplicable.*

Course Pre-Requisite

Successful completion of Freshman English, Sophomore English, and Junior English, and teacher recommendation.

Student Learning Outcomes

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“the standards”) represent the next generation of K–12 standards designed to prepare all students for success in college, career, and life by the time they graduate from high school.

The standards establish guidelines for English language arts (ELA) as well as for literacy in history/social studies, science, and technical subjects. Because students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines.

The Common Core asks students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer back to what they’ve read. This stresses critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.

See link for further detail: <http://www.corestandards.org/ELA-Literacy/>

Academic Policies

- **Assignments**

ENG 140 is graded on a points system. *All due dates will be announced in class. You are responsible for keeping track of the specific due date for each assignment.* **Late work will not be counted.** Not all assigned reading will be discussed in class, but you must keep up with the reading assignments in order to fully comprehend the course and assignments. You are responsible for making sure you know when to complete the assigned reading and when the major assignments are due. **In order to pass this course you must complete all major writing and speaking assignments.**

- **Semester I Final Exam: Persuasive Speech**

You will deliver a 4-minute minimum formal speech (using your persuasive essay topic) to the class during final exam week. More information will be distributed in class.

Due: Week of exams: Jan. 20-22

“Start early and work hard. A writer’s apprenticeship usually involves writing a million words (which are then discarded) before he’s almost ready to begin. That takes awhile.” —David Eddings

- **Attendance and Participation**

A primary method of learning in this course is based upon reflective analysis of the course content (readings, films, and class discussion). This method of learning requires active participation in discussion so that ideas and beliefs can be shared, supported, possibly challenged and even reconstructed based upon new ideas and insights. Simply attending class without contributing to the discussion is not really “attending” class.

You must be present to fully participate in this course. You will be periodically graded for participation during class. You must come to class prepared and participate in class discussions to receive credit for participation during each class.

****Do not use computer during class instruction/discussion unless otherwise instructed.**

****Do not play games on the computer or shop online. If you are caught doing either you will be removed from the computer and lose credit in class for that day.**

- **Essay Submission**

Each student must have a turnitin.com account for this course. I will give you the course information for your assigned course section. Every draft will be submitted and graded on turnitin.com. At the end of the year you will have an electronic portfolio of all the work you submitted in class. If you fail to submit a draft by the submission due date, (all final drafts will be due by 11:59 p.m. on the day they appear on the syllabus) your work will not be counted. If for some reason you are unable to submit to turnitin.com, you must email me (and carbon copy yourself) an attachment with your essay by 11:59 p.m. on the day the essay is due. It will be up to you to see me about the essay submission failure before class on the following day. I will reopen turnitin.com and it will be up to you to convert the essay to a usable format and resubmit your essay. Failure to complete this process will cause you to lose credit for the assignment.

*“Close the door. Write with no one looking over your shoulder. Don’t try to figure out what other people want to hear from you; figure out what you have to say. It’s the one and only thing you have to offer.”—
Barbara Kingsolver*

Class Rules and Procedures

An additional handout will be distributed in class.

A Final Word

I hope that you will find our class to be a place where you can receive help with developing your academic writing skills. Though many students are uncomfortable with academic writing, understanding how to go through various writing processes will help you achieve your writing goals. To make this course as successful as possible for yourself, I encourage you to take advantage of the resources around you and to keep in touch with me as we go through the semester. If you have any questions about these achievement requirements or other class matters, please be sure to talk to me.

“When I look back, I am so impressed again with the life-giving power of literature. If I were a young person today, trying to gain a sense of myself in the world, I would do that again by reading, just as I did when I was young.” — Maya Angelou