**9th Grade Global Literature and Writing 2017-2018**

**Eugene International High School**

**Ms. Courtney Dearinger**

**Room 536**

**Office Hours:** Every day from 11:15-12:30, drop in and by appointment

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**BLOG:** [http://blogs.4j.lane.edu/dearinger](http://blogs.4j.lane.edu/dearinger_c)**[\_](http://blogs.4j.lane.edu/dearinger_c)**[c](http://blogs.4j.lane.edu/dearinger_c)

**Course Overview**: Welcome to 9th grade Global Literature! This Language Arts course introduces literature from various regions around the world and focuses on the foundations of reading, writing, communication, and critical thinking skills. We believe that these skills—reading, writing, speaking, and listening—are essential for building your confidence and addressing universal issues in a global world. The units in Global Literature correlate with your I.H.S. Global Health and Global Geography classes and will incorporate literature from Australia, Asia, Africa, and Europe. Woven into these units will be the study of formal writing, critical thinking, vocabulary, art, and public speaking skills.

**Goals of this Course**: Our primary goal is to help students learn and grow in a supportive learning environment. The various aspects of the course will help develop your critical thinking and writing skills by reading, writing, and discussing the literature and ideas of our own and other cultures so that we may become more knowledgeable and engaged global citizens. Other goals include:

* To speak thoughtfully and analytically about literature
* To develop critical and creative writing skills including organization and MLA usage
* To increase vocabulary in both speaking and writing
* To establish and maintain a comfortable, safe, and inspiring learning environment based on respect and equity

**Themes of this Course**: Eugene International High School is an alternative program and we will read some material that may contain difficult themes, elements, or images. Through various types of literature, we will explore other cultures and come to realize how they are similar and different from our own. We ask that you approach Global Literature with an open mind and suspend judgment of cultural differences in the readings you encounter. In this classroom we will resist apathy, show empathy, creativity, respect, kindness, conviction, determination, and curiosity. Some of the themes we will encounter this year include:

* Who am I? Identity and Human Behavior
* What are the universal and unique aspects of each culture we study?
* What are individual culture’s views of the natural world?
* What is cultural appropriation and how do we avoid the “Single Story”?
* How have historic events and oppression shifted the literature of a geographical region?
* How is literature a living testament to the history of others?

**Course Requirements and Activities:**

**Written Work**:

* **Essays**: You will be assigned several essays of varying lengths throughout the year. These essays will include personal, expository, persuasive, and analytical writing. We will focus on form, depth of ideas, textual support, and quotation integration this year. Essays are expected to be in MLA format.
* **Notes:** You will take notes on the works we read and discuss. We will learn how to annotate a text for a particular purpose, and we will also use Cornell Notes as an organizational structure.
* **Creative Writing:** You will have the opportunity to write several creative responses to literature this year, including an original short story, poetry, artistic representations, and more.

**Reading Work:** We will read short stories, essays, poems, articles, and novels this year (please see the outline of reading on the last page of this syllabus for more details). I will provide a detailed reading schedule for all units in order to ensure that you always know what reading assignment you have due for each day of class. You may have unannounced reading quizzes, so please come to class prepared having read the homework assigned each day.

**Speaking Work**: Speaking thoughtfully about the literature we read is a crucial part of this class and of your IHS experience over the next four years. Class participation in terms of effort put forth in class discussions will be reflected as part of your overall grade. You can expect class activities that require your active involvement. You will also present information orally, in formal and informal ways, through group discussions, speeches, Socratic Seminars, and role-playing activities.

**Listening Work**: A classroom in a unique community; every member of the community owes his or her active, constructive, and critical listening to the rest of the class. You will be expected to respect the thoughts and words of others (even when—***especially when***—you disagree). You will demonstrate your active listening skills through paraphrasing, note-taking, summarizing, and evaluating presentations in class.

**Expectations and the Evaluation Process:**

**Academic Integrity:** We value academic honesty. According to the IB brochure, *Academic Honesty in the Diploma Programme*, “plagiarism” is defined as “the representation, intentionally or unwittingly, of the ideas, words, or work of another person without proper, clear, and explicit acknowledgement.” Furthermore, “collusion” is defined as “supporting academic misconduct by another student.” Collusion and plagiarism will result in disciplinary action and a zero on the assignment.

Do your own work—ALWAYS. Most colleges and universities consider plagiarism to be grounds for failing classes and potentially being asked to leave the school. Do not copy, cheat or plagiarize, from a classmate or from an online source. Do not turn in writing you find on the Internet as your own. If you feel tempted to comprise your integrity, please ask me for help instead. We will be using **Turnitin.com** to check for plagiarism and provide online feedback for major writing assignments.

**Attendance:** Good attendance will be vital to your success in this class. Active participation is an important part of your grade. If you are absent or late without an excuse, you cannot earn full credit for class participation, and your grade will reflect this fact. Missing more than (5) IHS class days may result in reduced credit. If you miss a class, please refer to the reading schedule and try your best to stay on track so you don’t get further behind in class. The reading schedule will be posted on the class blog.

**Grades:** Your course grade will be based on work in the following categories:

* Formal Writing/Composition Assignments
* Informal writing assignments, quick writes, quizzes, etc
* Formal Speaking/Presentations
* Informal speaking activities, including small group work
* Participation in all classroom activities (including attendance)

**Grading Scale:**

 A = 100%-90%

 B = 89%-80%

 C = 79%-70%

 D = 69%-60%

 F = 59%- 0%

**Extra Credit:** Extra credit opportunities may be announced throughout the term, but they are very rare. Opportunities for extra credit will be provided as enrichment activities to enhance your learning. I believe that an extra credit option should be used as an extension of a unit, not as a substitution for missing work. Do not expect to earn back a missing or bad grade by doing extra credit later in the term.

**Late Work:** All assignments are due at the beginning of class on the assigned due date. If you have an EXCUSED absence, you will have (2) days from your date of return to turn in all missing work with no penalty. After that grace period has passed, late work will be accepted for 50% credit until the end of the unit—after the unit is over, no work from that unit will be accepted for any credit. Late work will also not be accepted after an assignment has already been graded and returned to the class or after a test on the material has been given. On days when our class activities depend on you having done your homework (i.e. peer editing days) you must bring your work on time or you will get zero points.

**Special Needs:** I welcome student and parent conferences, phone calls and emails to communicate about student needs. In addition, I will make appropriate accommodations for all students with identified special needs, including IEP’s, 504 plans, and TAG plans.

**Food and Drink:** Only water is allowed in the classroom, unless you have a medical condition that requires other liquids or food—or unless you’re having a bad morning and you really need to eat something ☺ In that case, please just check with me before class starts. Of course, you will be expected to clean up your space if you consume anything during class.

**Materials:** Please be on time and bring the following to class every day:

* Your copy of the text we are studying
* All necessary handouts, assignments, etc.
* Your homework due for the day
* A binder or folder with all relevant work and resources for the current unit
* Notebook or loose-leaf paper with many blank pages
* Pens with blue or black ink

**Electronics:** We at IHS place an emphasis on creating a strong classroom community, so that all students can be successful and feel safe. We believe that limiting the use of personal technology increases the quantity and quality of personal interactions among members of the classroom, helping to build the community we desire. **It is our policy that absolutely no cell phones, iPods or personal electronics of any kind are to be used during class time**. All student electronics are to be placed in backpacks/bags prior to the opening bell and not to be used again until the final bell has rung. IHS staff is able to grant the use of electronics during class time only when deemed appropriate and only when direct permission is granted. If I see your electronic device out during class time, I will take it until the end of the period. **Consistent disregard for this policy will result in a formal parent conference.**

\*\*Parents: Please do not call or text students during the educational day. If families need to communicate with students during the school day, then please call the IHS office and have a note delivered. Otherwise please text or call during the appropriate times. Please help reduce disruptions in the classroom.\*\*

**Getting in touch with Ms. Dearinger:**

**In person or email is preferable.**

**Here are some tips for email etiquette from the Purdue Online Writing Lab (OWL).**

* I will answer email as soon as I can, but please allow 24 hours before sending a follow-up inquiry.
* When mailing a teacher, ALWAYS include your full name and class section.
* Include what the email is specifically regarding in the subject line.
* Think twice about whether or not the content of your email is appropriate for virtual correspondence -once you hit Send, anyone might be able to read it
* Try to keep the email brief (one screen length)
* Check for spelling, punctuation and grammar errors before clicking Send
* Use formal, appropriate vocabulary and language when addressing a teacher

An issue that needs to be resolved? Here some suggestions for open communication….

* You should briefly state the history of the problem to provide context for the problem.
* Explain the attempts you made previously to resolve the problem.
* Show why it is critical for the problem to be resolved.
* Offer suggestions on ways you think it can be resolved or how you are willing to help in the matter.

**9th Grade Global Literature 2017-2018**

**Units of Study**

**Travel Literature:** Students will read a packet of travel essays and poems centered around the idea of why we travel and why we are curious about the world around us. Students will practice formal writing, as well as several smaller writing assignments. There will be a focus on vocabulary building, note-taking, and writing conventions. There will also be discussion of identity and culture, bias, and a shared vocabulary for approaching literature and ideas from around the world.

**Literature of Oceania with a focus on Australia:** Students will read a selection of short stories supporting insights into Aboriginal Australia, settler and convict perspectives, and contemporary issues of colonization. We will integrate a mini unit on cultural appropriation and understanding ways to interact with sacred texts and literature from other cultures. Students will explore several short writing exercises focusing on formal skills (thesis, topic sentences, organization, quotation integration, etc) and will write an expository essay for this unit. We will also watch the film “Rabbit Proof Fence.”

**Japanese Literature:** Students will read short stories, poems, and the novel *The Samurai’s Garden* by Gail Tsukiyama. Students will participate in literature circles to discuss and formulate ideas about the novel, use creative writing, and write a thematic essay. Art will be woven throughout this unit as well as a background study on Shinto and Buddhism. We complete this beautiful unit with the film “Spirited Away.”

**African Literature:** Students will read short stories and poetry from around Africa with a focus on South Africa’s system of Apartheid and the rise from oppression. Students will write an essay after studying excerpts from Nelson Mandela’s *A Long Walk to Freedom,* as well as several short responses in poetic and expository forms. The Africa Unit also encompasses short stories and poetry from contemporary African authors including Bessie Head, Ama ata Ado, Tayeb Salih, Yvonne Vera, Chinua Achebe, Jomo Kenyatta, and several others. We conclude the unit by watching the documentary “Amandla!”

**European Literature:** Students will read the memoir *Night* by Elie Wiesel. Students will also write an expository essay in response to the novel, create a 3-D art piece, and have several smaller response writings for this unit centered on human behavior, forgiveness, and the universe of obligation. Poetry, The Butterfly Project, and excerpts from *The Sunflower* will be included in this unit.

#### Syllabus Acknowledgement Form 2017-2018

Freshmen Global Literature

Ms. Courtney Dearinger

***Please sign and have your student sign and return this page of the syllabus—the student should keep the syllabus contents in his/her Literature binder for reference throughout the year. Thank you, and I look forward to a fantastic and fulfilling year!***

I have read and understood all *9th grade Global Literature* course information. If I have any questions or concerns about the course (including readings and films), I will contact the instructor immediately. Signatures below indicate permission for student to participate in course activities as outlined.

In addition, I have read and understood the definitions of Plagiarism and Collusion outlined above, as well as the possible repercussions and penalties for this course. These definitions are taken directly from the IB brochure under “Academic Honesty in the Diploma Programme,” and are followed in all Eugene IHS courses.

*“Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear, and explicit acknowledgement. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.”*

*“Collusion is defined as supporting academic misconduct by another student, for example allowing one’s work to be copied or submitted for assessment by another.”*

Student Name (first and last, printed neatly): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

Parent/Guardian Name (printed):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

Parent Contact Information:

Please provide the best means of contact for the parent/guardian of the student named above.

Phone number (home):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone number (cell):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone number (work):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_