



## **ENGL 10201 Modern World Literature/ AP Prep 2025- 2026 Syllabus and Calendar**

Instructor:

2025-2026 School Year  
Westview High School

Year Long Course/2 semesters

### **Course Description**

English 10201 Modern World Literature is a comparative literature course that explores significant works from both Eastern and Western traditions, spanning from the Renaissance to the present. Beginning with Shakespeare's *Macbeth*, students will read a diverse selection of texts—novels, plays, poems, and short stories—that reflect global perspectives and shared human experiences.

Organized thematically, the course emphasizes key literary concepts and features both canonical and contemporary voices. Students will engage in close reading, analysis, and discussion, with writing assignments focused on argumentation, interpretation, rhetorical technique, and style. Through critical and creative exploration, students will develop clarity and complexity in their writing while examining how literature connects us across time and culture.

As F. Scott Fitzgerald reminds us, great literature reveals that “you’re not lonely and isolated from anyone. You belong.” This course invites students to recognize the power of storytelling—and to discover, through literature, that we all belong.

### **Course Prerequisites**

Placement in this course requires a strong academic record, including a high GPA, as well as placement at or above ENGL 13100 (or equivalent) and either exemption from or successful completion of ENGL 15000.

### **Course Access**

Google Classroom is our learning management system

## Course Goal

*Borrowed from Dr. Hardin Aasand's Fall 2021 Syllabus and Amanda DeBaille's 2022-23 Syllabus.*

- 1) Acquisition of Knowledge: you will explore literature but also all attendant aspects of literature as it is forged to explore life's richness and enigmas. Literature is not written in a vacuum. It swings like music because it captures the rhythms of life, all of the breadth of thoughts and dreams that power our lives. By the completion of this class, you should have the critical vocabulary and generic breadth to write essays that reflect literature's uncommon grandeur.
- 2) Application of Knowledge: you will write and speak of your reflections, the emotional and intellectual responses that literature has moved you to explore. It's one thing to learn something, but it means even more when it is shared. In essays and oral expression, you will demonstrate your command of the essential elements of literature.
- 3) A Sense of Community: we will be reading a mosaic of works, written by men and women across time and ethnic boundaries. If literature is truly universal, it is also specific to cultures and historical moments, no less universal for that moment captured on page. These stories will often include us and give us a sense of belonging and home; other times, we will feel far outside of our comfort zone and this is when you have a unique chance to peer into the unknown and inexperienced. Embrace it. Literature reflects life and therefore can give us knowledge about life beyond our personal experiences.
- 4) Critical Thinking and Problem Solving: Reading literature well is to be engaged critically and to ponder the often irresolvable problems of human existence. In this course, you will use both your mind and your heart in a critical engagement with life's imponderables. You will never reach a definitive answer, but neither should you expect one. You will be asked to demonstrate your research skills and your ability to practice a variety of interpretive strategies to derive meanings and significance from the texts we read.
- 5) Communication: You will have to transmit your ideas to others; otherwise, the art of cultural transmission is lost. At times challenging, you will need to not only put forth your own ideas, interpretations, but also be accepting of others' thoughts, even if they contradict your own.

### Student Learning Objectives:

ENGL 10201 seeks the following outcomes as per PFW's General Education Curriculum:

**1.5.** Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence.

**1.7.** Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.).

**6.1** Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience.

- 6.2** Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources.
- 6.3** Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
- 6.4** Analyze the concepts and principles of various types of humanistic or artistic expression.
- 6.5** Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism.
- 6.6** Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts.
- 6.7** Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time.

### **Learning Resources and Texts:**

Backman, Fredrik, and Alice Menzies. *And Every Morning the Way Home Gets Longer and Longer: A Novella*. Penguin Books Ltd, 2022.

Brontë, Charlotte. *Jane Eyre*. Floating Press, 2008.

*Life of Pi*, Yann Martel. Spark Publishing, 2014.

Sepetys, Ruta. *I Must Betray You*. Thorndike Press, a Part of Gale, a Cengage Company, 2025.

Shakespeare, William. *Macbeth*. Floating Press, 2008.

### **Assignments**

All written work will be assessed based on the following: your ability to understand and interpret literary texts; the strength of your argument (i.e., thesis and logical structure); the sophistication of your organization; your use of supporting evidence; and the quality of your prose in terms of grammar and style.

**Midterm and Final Exam:** Both exams will cover ideas, concepts, and rhetorical devices found in on-demand readings.

I will accept late work up to one week after the due date, but keep in mind that your grade will be in part determined by your ability to submit work on time. We will abide by Westview's late work policy as detailed in the student handbook. If any assignment is submitted late, you must attach a late submission sheet with the assignment.

### **Grading Scale:**

Writers are always welcome to send drafts and questions via email, but to receive a grade a

writing assignment must be submitted via Google Classroom or unless otherwise noted. Further details will be provided with the assignment instructions.

As with any course, it is imperative that you complete all of the work to the best of your ability and complete that work on time. Your Westview semester one and semester two grades will be calculated separately using a total point system. Your PFW grade will combine all the points from semester one and semester two and be submitted to PFW in late May. Assignments and point values are subject to change.

- 1) Essays are worth 100 points.**
- 2) Rough Drafts are worth 50 points.**
- 3) Reading Responses are worth 25 points.**

### **Materials and Classroom Conduct:**

Students are expected to bring their fully charged laptops to class each day, along with any assigned novels, texts, or materials we are currently using. For organization and classwork, students will need a 3-ring binder or accordion-style folder, sticky notes, writing utensils (pens and pencils), and highlighters.

Throughout the year, we will create visual displays and projects to support our literary analysis. While classroom art supplies will be provided, students are encouraged to bring their own colored pencils, markers, and Sharpies (both fine and broad tip) if they prefer using personal materials.

Cell phones are not permitted during class unless specifically allowed by the teacher. Water is allowed only in containers with secure lids—no open cups. Individual snacks are permitted as long as they do not cause disruptions and students clean up after themselves. If this privilege is abused, snack allowances may be revoked for the entire class.

Class parties will be planned throughout the year. I expect everyone to act responsibly and take part in cleaning up afterward.

### **CourseEvaluation:**

Students will receive a link via email to complete a course evaluation. This form is created and managed by the Collegiate Connection office. All responses are anonymous, and the collected data will be shared with instructors and their departments at the end of the school year.

**Academic Misconduct / Plagiarism / AI:**

Academic Misconduct, including plagiarism (using other people's ideas/words and not giving them credit thus implying the work is your own original work) or using your own work from a previous course without the express permission of the instructor, is taken very seriously at any learning institution. It is taken very seriously in this class. Please be aware of what behaviors constitute academic misconduct (See Bulletin, Code of Students Rights, Responsibilities and Conduct Part II. A.) If caught cheating or plagiarizing, a student may receive no credit on the assignment and may result in an F for the course. Any instances of academic dishonesty will be reported to the Office of Student Conduct and Care and your Department Chair and may result in expulsion from the University. Additional potential consequences can be found under: potential consequences (See Bulletin, Code of Students Rights, Responsibilities and Conduct, Part III. A.: i.e., failure of the assignment, failure of the course and/or dismissal from the university) of such behavior.

- ENGL 10201 assumes that work submitted by students—all process work, drafts, low-stakes writing, final versions, and all other submissions—will be produced by the students themselves, working individually or in groups. This means that the following would be considered violations of academic integrity: a student has another person/entity/artificial intelligence (e.g., ChatGPT) do the writing of any substantive portion of an assignment for them.
- Developing writing, analytical, and critical thinking skills are integral learning outcomes of this course. Thus, all writing assignments should be the product of the student's efforts. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, any work produced with the assistance of AI or other automated tools is not permitted and will be considered a violation of academic integrity.
- In the event of suspicion regarding the use of AI or other automated tools to complete coursework, the instructor reserves the right to assign a grade of 0 for the work in question. Furthermore, the instructor will schedule a meeting with the student to discuss the matter and determine if it constitutes a case of academic misconduct. Maintaining academic integrity is crucial for your growth and preparation for a competitive future in the professional realm.

## Student Support Services

Purdue University Fort Wayne is committed to your academic and personal success. Visit the StudentSupport Services page for a list of student support services, including academic services, technology services, health and wellness, and support from administrative offices. For help with technology, including Brightspace, visit the IT Services Student Technology Support page.

If you observe and/or are made aware of student behavior that leaves you feeling concerned, worried, and/or alarmed, trust your instincts and say something. The CARE Team can assist with the student of concern, whether that's you or someone you are referring. Report the concern through the online CARE referral form. Please note that this form is not for emergencies. If you know of a student who is injured, is injuring themselves or others, or is threatening injuries to themselves or others, please call 911 immediately.

Your emotional wellness and mental health are important. If you have a mental health disorder, are struggling with your mental health, your stress overwhelms your ability to cope with it, or you find yourself needing emotional support, please talk to someone. If you or someone you know is in a mental health crisis situation, call 911 or go to the local emergency room.

Otherwise, please reach out to our Center for Student Counseling (CSC). All currently enrolled PFW and IUFW students have access to free counseling at the center. To make an appointment to talk with a counselor call 260-481-6200 or email [csc@pfw.edu](mailto:csc@pfw.edu).

## Course Schedule:

### ENGL 10201 Course Calendar 2024-2025

The following schedule is tentative. I reserve the right to make changes at any time in the semester, and I will often assign readings and writing assignments not listed here. The textbook selections will be read in and out of class and you should always bring *all* of the class textbooks to every class.

<b>Unit One: Stories Shape Us</b> Exploring perspective and the power of narrative	<ul style="list-style-type: none"><li>• “The Danger of a Single Story” by Chimamanda Ngozi Adichie</li><li>• <b>Reading Response</b></li></ul>
<b>Unit Two: Writing Ourselves Into the World</b> Identity, Voice, and the College Admissions Essay	<ul style="list-style-type: none"><li>• “Crying in H Mart” by Michelle Zauner</li><li>• “Chameleon” by Trevor Noah</li><li>• “The Monster of Kings Island” by Christopher Bollen</li><li>• <b>Narrative Essay</b></li><li>• <b>College Admissions Essay</b></li></ul>
<b>Unit Three: Power, Fate, and the Human Psyche</b>	<ul style="list-style-type: none"><li>• <i>Macbeth</i> by William Shakespeare</li><li>• <b>Socratic Seminar</b></li></ul>

Shakespeare's <i>Macbeth</i> and the Tragedy of Ambition	<ul style="list-style-type: none"> <li>● <b>Analysis Project</b></li> <li>● <b>Exam</b></li> </ul>
<b>Unit Four:</b> <b>Truth in the Telling</b> Storytelling, Personal Narrative, and Creative Expression	<ul style="list-style-type: none"> <li>● Finding Truth in the Tall Tale inspired by <i>The Moth</i></li> <li>● <b>Presentation</b></li> </ul>
<b>Unit Five: Reading Between the Lines</b> Literary Analysis and Critical Lenses	<ul style="list-style-type: none"> <li>● <i>How to Read Literature Like a Professor</i> by Thomas C. Foster</li> <li>● <b>Presentations</b></li> <li>● "The Garden Party" by Katherine Mansfield</li> <li>● <b>Essay 2</b></li> </ul>
<b>Unit Six:</b> <b>What is Real?</b> Magical Realism and the Boundaries of Belief	<ul style="list-style-type: none"> <li>● "A Very Old Man with Enormous Wings" by Gabriel Garcia Marquez</li> <li>● <b>Socratic Seminar</b></li> <li>● <i>Life of Pi</i> by Yann Martel</li> <li>● <b>Socratic Seminar</b></li> <li>● <b>Essay 3</b></li> <li>● <b>Exam</b></li> </ul>
<b>Unit Seven: The Power of Persuasion</b> Rhetoric, Argument, and the Art of Influence	<ul style="list-style-type: none"> <li>● Intro to Rhetoric and Persuasion</li> <li>● <b>Essay 4</b></li> </ul>
<b>Unit Eight: Resistance</b> Totalitarianism, the Human Spirit and the Power of Voices	<ul style="list-style-type: none"> <li>● <i>I Must Betray You</i> by Ruta Sepetys</li> <li>● <b>Reading Responses</b></li> <li>● <b>Socratic Seminar</b></li> <li>● <b>Analysis Project</b></li> <li>● <b>Exam</b></li> </ul>
<b>Unit Nine: Research Paper</b>	<ul style="list-style-type: none"> <li>● <b>Research Paper</b></li> </ul>
<b>Unit Ten: Fire, Feminism, and the Gothic Imagination</b> Women, Madness, and the Struggle for Words	<ul style="list-style-type: none"> <li>● <i>Jane Eyre</i> by Charlotte Bronte</li> <li>● <b>Reading Responses</b></li> <li>● <b>Socratic Seminar</b></li> <li>● <b>Analysis Project</b></li> <li>● "Yellow Wallpaper" by Charlotte Perkins Gilman</li> </ul>

<b>Unit Eleven: The Music of Language</b> <b>Exploring Poetry Across Time and Genre</b>	<ul style="list-style-type: none"> <li>● “Stereo Hearts” by Gym Class Heroes</li> <li>● “A Red, Red Rose” by Robert Burns’</li> <li>● “Breakeven” by The Script</li> <li>● “Sonnet 30” by Edmund Spenser, 1595</li> <li>● “Miniver Cheevy” by Edwin Arlington Robinson</li> <li>● “The Lamb” and “The Tyger” by William Blake</li> <li>● Poet Corner</li> <li>● <b>Reading Responses</b></li> <li>● <b>Poetry Unit Quiz</b></li> </ul>
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<b>Unit Twelve: Memory and Meaning</b> <b>Love, Loss and the Weight of Letting Go</b>	<ul style="list-style-type: none"> <li>● <i>And Every Morning the Way Home Gets Longer and Longer</i> by Frederick Backman</li> <li>● <b>Reading Responses</b></li> <li>● <b>Socratic Seminar</b></li> <li>● <b>Analysis Project</b></li> </ul>
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<b>Unit Thirteen: Who’s at the Table?</b> <b>Imagination, Identity, and the Ultimate Dinner Party</b>	<ul style="list-style-type: none"> <li>● <b>Creative Writing</b></li> <li>● <b>Literary Analysis</b></li> <li>● <b>Socratic Seminar</b></li> </ul>
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