

LAN1000_202338_Staging_EMBR_TEM

LAN-1000

2023 05/01/2023 to 04/30/2024 Modified 03/23/2023

Course Description

This year-long course provides an engaging overview of world literature from ancient and modern cultures. Students read major works of fiction, non-fiction, poetry, and drama and evaluate the historical context, author's influence, and literary impact of the works. These and other texts frame the students' vocabulary comprehension through contextual application. Students study all steps of the development of a research paper and then utilize the learned skills to produce a well-structured research paper comparing or contrasting literary works. Students are guided with biblical truths to develop the skills necessary to honor God through excellence in the written word.

Rationale

This course is rich with classic works and renowned authors and is a key component of a broad understanding of literature. As students are exposed to these great works, they are also making connections with universal themes still evident in our own world.

Course Learning Outcomes

- A. The student will identify major authors and works of literature.
- B. The student will describe the major historical and cultural influences evident in primary works of literature.
- C. The student will analyze literature for historical, cultural, authorial, and literary value.
- D. The student will model certain genres of writing on their own writing.
- E. The student will discuss the presence of universal themes and make comparisons to today's world.
- F. The student will read for understanding and application.
- G. The student will research effectively and follow a specific process.
- H. The student will write to meet the needs of a specific audience and purpose.
- I. The student will speak knowledgeably and effectively on pertinent subjects.

Course Resources

See Ember's [Systems Requirements](#) for computer specifications necessary to operate this curriculum.

- Note: Embedded YouTube videos may be utilized to supplement Ember's YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit educational institution, Ember is able to use YouTube video content under the YouTube Terms of Service. For additional information on copyright, please contact the [Jerry Falwell Library](#)

Course Policies

Types of Assessments

To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by the title, “1.2.W Quiz: The American Revolution.”

- **Lesson:** *Any item on the Modules page designated as a “Lesson”*

These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.

- **Assignment:** *Any item on the Modules page designated as an “Assignment”*

Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do his or her best work on the first time.

- **Quiz:** *Any item on the Modules page designated as a “Quiz”*

This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.

- **Test:** *Any item on the Modules page designated as a “Test”*

This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.

Materials Selection Policy

Ember curates educational materials that are consistent with the school’s philosophy; however, the fallen human condition depicted in literature (as in Scripture itself) is not always pleasant. Valuable works sometimes have objectionable or profane elements. Good books provide four (4) recognized values.

- They build godly attitudes and character traits.
- They deepen our social and cultural awareness.
- They strengthen our use of written language.
- They provide a lifelong source of enjoyment and relaxation.

In order to instill these values in students and fulfill the stated objectives of the school, all Ember students are expected to read and study good books on a regular basis. Recognizing that materials designed for one level may not be appropriate for another, three (3) levels of criteria are applied:

- Elementary materials must contain no objectionable material,
- Objectionable elements in sixth through eighth-grade materials must be limited and must serve a specific educational purpose, and
- Objectionable content may be included in high school materials but must be outweighed by positive literary, curricular, and/or Christian values.

The curriculum department has approved required educational materials for students.

Resubmission Policy

Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

- **Lesson:** Students are automatically permitted two attempts on a lesson. Students may freely resubmit for their first two attempts without the need for teacher approval.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as a computer malfunction, the student should message his or her teacher to make the request. With Ember, the teacher may be a physical school teacher or the student’s parent/guardian. The teacher can give another attempt from his or her Canvas account.

Schedule

Module 1: Course Introduction & Writing Review

- Week 1: Introduction & Vocabulary
- Week 2: Writing Well & Avoiding Plagiarism
- Week 3: Grammar & Style Review

Module 2: Greek Epic: *The Odyssey*

- Week 4: Introduction to Greek Culture and *The Odyssey* Books 1-3
- Week 5: *The Odyssey*: Books 4-10
- Week 6: *The Odyssey* Books 10-16
- Week 7: *The Odyssey* Books 16-20
- Week 8: *The Odyssey* Books 21-22
- Week 9: *The Odyssey* Books 23-24 and Test

Module 3: Greek Drama: The Oedipus Trilogy

- Week 10: *Oedipus the King*
- Week 11: *Oedipus the King*, continued

Module 4: Italian Literature: Selections of the Inferno

- Week 12: Introduction to Dante
- Week 13: *Inferno* Selections
- Week 14: *Inferno*, continued

Module 5: British Literature: Shakespeare

- Week 15: Introduction to *Julius Caesar*
- Week 16: *Julius Caesar*, Acts 3-4
- Week 17: *Julius Caesar*, Acts 4-5
- Week 18: *Julius Caesar* Analysis and Quarter Exam

Module 6: Nonfiction

- Week 19: Cicero and Pericles
- Week 20: Theodora, More, Wollstonecraft, Augustine, & Lewis
- Week 21: Comparative Texts and Sermons

Module 7: Short Stories

- Week 22: Introduction to Short Stories and Russian Literature
- Week 23: Spanish Literature: *Don Quixote*
- Week 24: German Literature: *Metamorphosis*
- Week 25: French and Spanish Short Stories
- Week 26: Eastern Folk Tales: *Arabian Nights*
- Week 27: Eastern Literature and Test

Module 8: African Literature: *Cry, the Beloved Country*

- Week 28: *Cry, the Beloved Country*, Chapters 1-6
- Week 29: *Cry, the Beloved Country*, Chapters 7-27
- Week 30: *Cry, the Beloved Country*, Chapters 28-36

Module 9: Research Paper and Poetry

- Week 31: Introduction to Research
- Week 32: Gathering and Evaluating Sources
- Week 33: Creating an Outline and Finishing Research
- Week 34: First Draft Submission
- Week 35: Poetry and Paper Revisions
- Week 36: Final Draft Submission and Poetry, continued