

English 10 Course Syllabus

Course Overview

In this course you will read short stories and novels, autobiographies and other types of nonfiction, poems, and plays. The works come from a broad range of time periods and cultures. As you read and analyze the literature, you will become more skilled interpreters of literature and the world in which we live.

In addition to reading, you will be writing expository, narrative, and persuasive essays as well as stories and poems. You will also have the opportunity to express yourself informally with small writing assignments. We will not, of course, neglect grammar study and vocabulary development.

Contact Information

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Course Content

Novels, Poetry, Short Stories, Drama, Grammar Usage and Writing, Nonfiction, Literary Terms and Forms, Electronic Texts, Research Fundamentals, Reading Strategies, Persuasive Language and Logic, Listening, Viewing, and Speaking, Study Skills and Test Taking

Unit Sequence

Unit 1: Introduction to English 10: Practicing the Habits of a Lifelong Learner

Unit 2: *Warriors Don't Cry*: Explorations of Culture, Identity, and History

Unit 3: Where Do I Fit In? Exploring Identity and Culture Through Literature (*The Awakening*)

Unit 4: Nature as Metaphor: A Sense of Time and Place

Unit 5: Dramatic Literature (Shakespeare's *Macbeth*)

Unit 6: Speech Analysis

Unit 7: I Need a Hero: Joseph Campbell, *Siddhartha*, and *Life of Pi*

Unit 8: The Allegory (*Animal Farm*)

Unit 9: Thematic Unit Genres

Grammar mini-lessons will be spread out among the year. Writing assignments will correlate to the units of study.

Resources

TCCHS Library

Classroom Textbooks

Classroom Novels Sets

Materials

Paper

Pencils and/or Pens (Blue or Black Ink Only)

Folder and/or Three-Ring Binder

Please note: I only have classroom sets of the following novels: *The Awakening* by Kate Chopin, *Warriors Don't Cry* by Melba Patillo Beals, and *Life of Pi* by Yann Martel. If you would like your own copy, you will need to purchase these.

Attendance Policy/Makeup Work

Your presence (mind and body) in class is essential. If you must miss class due to illness or other circumstances beyond your control, it is your responsibility to find out which assignments you missed, to acquire the handouts, and to borrow and copy the class notes for the day(s) you were absent. Because you will have at least a week's lead time for papers and other major assignments, the due date remains the same regardless of your absence. If an emergency arises (illness or otherwise) and you absolutely cannot complete an assignment in a timely manner, please come and speak with me.

Assessment/Grading Policy

Your grades will be based on the following aspects of this class: Reading Comprehension, Listening Comprehension, Speaking, Writing, Viewing, Research, Study Skills, and Literacy Community Membership. The last category assesses your active participation as a member of a literacy community (English classroom). **In other words, you will not pass this class by remaining an inactive participant.** Along with active participation, you must adhere to the due dates given for each summative assessment.

Late Assignments

Your responsibilities in this class include maintaining pace with the reading and turning all assignments in on time. If you do not understand an assignment, ask for help far enough in advance to have time to finish the assignment. If you are having personal difficulties apart from class, talk to me before an assigned due date so that we can make other arrangements. Most assignments are due at the beginning of the class period on the day of the due date. Late work may be accepted; however, penalty points will be taken as deemed necessary. There will be times when I will not accept any late assignments. You will be warned in advance if this is the case.

You will be given at least a week's lead-time for out-of-class papers and other major assignments, so plan accordingly: if you spend most weeknights working on daily homework for other classes, you will probably need to block out a significant amount of time on the weekend for prewriting, writing, and revising your work.

Reading

Keeping up with reading assignments is crucial to your success in this class. If you have not read the assignment, you cannot thoughtfully participate in class discussion. If you fall behind in the reading, you will become overwhelmed and set yourself up for frustration when it comes time to write a paper. Bear in mind that some of the reading will be difficult and you may not understand it all the first time. That's OK; I want the reading to stretch

your thinking. Do the best you can to understand; meanwhile, write down questions in a notebook that we can address in class. I am always happy to help anyone who asks for help.

Classroom Expectations

Be...

Prompt,
Prepared,
Polite,
Productive, and
Persistent.

Explanation:

Prompt: Get quickly to class and immediately find your seat.

Prepared: Be prepared to learn. Be in your seat and have books, pencils, paper, and homework ready.

Polite: Be respectful of yourself and others.

Productive: Give your best at all times.

Persistent: Be willing to work from start to finish.

Plagiarism Policy

Throughout this course, there may be ample opportunities to use another's work as your own. This is unacceptable behavior as a student in this classroom. If you are found to be cheating on any assignment, you will receive a 0% on the assignment. Distributing test questions via phone and/or person is also a form of cheating. Any forms of plagiarism/cheating will be dealt with as an academic issue; therefore, you will receive a 0% for any inappropriate academic behavior. Also, please be aware that when you share your paper with someone else, you are also cheating. You will receive a 0% as well.

According to the Merriam Webster Dictionary, plagiarism is defined as the following: to steal and pass off (the ideas or words of another) as one's own, use (another's production) without crediting the source, to commit literary theft, present as new and original an idea or product derived from an existing source.

Personal Statement

It is very important that you review your notes and homework frequently! The homework I assign will have one or more of the following aims:

- *Practice* reinforces the learning of material presented in class and helps you master specific skills.
- *Preparation* provides supporting information—history, skills, definitions—for what's forthcoming; it will help when new material is covered in class.
- *Extension* or elaboration involves the transfer of previously learned skills to new situations.
- *Integration* asks you to apply skills and concepts to produce a single product.

I will make every effort to communicate the purpose of homework assignments to you. If you are having difficulties with anything covered in this course, see me as soon as possible.

I am excited and proud to be teaching this course. The nature of this course is to challenge and to push you to stretch beyond what you already know and can do. Although I expect you to work hard this year, I will never give you an assignment or expect you to do anything I haven't already done or wouldn't/couldn't have done myself when I was your age. I also want to say now that I appreciate your effort and value each of you as important members of the class, regardless of the grade you earn from me. Your grade does not equate to your value as a person. My wish is to help you discover and cultivate your gifts for use in a meaningful life.

Please share the syllabus with your parents/guardians by going to my blog at <http://toddcentralenglish.com> and clicking on *English II* in the left hand side menu. Then, sign and return this signature sheet as soon as possible. Those students who return this sheet signed will receive 10 points.

I, _____ (Student), have read the syllabus for English II. I understand the policies and procedures set forth by Mrs. Bailey. I understand what is expected of me in order to succeed in this class.

I, _____ (Parent/Guardian), have read the syllabus for English II. I understand the policies and procedures set forth by Mrs. Bailey. I understand what is expected of my child in order to succeed in this class.

Your signature

Date

Your parent/guardian's signature

Date