

10th English A, B
Syllabus
2017-18

Prerequisite: Successful completion of 9th grade English.

Credit: English **Length:** 1 year **Grade Level:** 10

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Purpose of the course:

1. Course purpose: To strengthen understanding and appreciation of world literature and to increase proficiency in English language writing and speaking skills.
2. Course goals: To help students develop and refine literary analysis, writing and speaking skills. To prepare students for 11th and 12th grade course work and to prepare students for future PSAT, SAT and/or ACT assessments.
3. Course objectives: Students will study prose, poetry and drama; students will participate in seminar discussions; students will use expository, narrative, descriptive and persuasive modes of writing to refine writing competence as it relates to literary analysis; students will complete individual and group projects and presentations; students will refine English vocabulary and grammar skills; students will complete additional independent reading.

The learning environment:

1. Facilities and teaching methods: The class will utilize all available classroom, computer lab and CHS library resources. The teacher will employ lecture, Socratic seminar, small and large group collaborative tasks, electronic and print resources, and formal research. The teacher will use various writing tasks, class handouts, study guides and occasional portfolios to collect student work samples.
2. Required texts: In addition to textbook world literature prose, poetry and drama selections, the class may study *Oedipus Rex*, *Julius Caesar*, *Animal Farm*, *Lord of the Flies*, and at least one additional novel. Themes presented in these novels parallel themes explored in 10th grade social studies units. Students are expected to complete at least one independent reading selection each semester.
3. Required materials: Students must be prepared with paper, pens and pencils, a Steno pad to be left in class and any currently assigned novels or projects. It is also recommended that each student bring independent reading selections to class so that class time may be fully utilized.
4. Provided materials: Class textbook, all required prose, poetry and drama selections and supplementary art supplies required for class presentations.

Time schedule/course plan:

1. Fall Semester: In addition to daily vocabulary and grammar studies and textbook selections like *Twelve Angry Men*, the class will study the Greek play *Oedipus*, and novels *Frankenstein* and *A Tale of Two Cities*.
2. Spring Semester: In addition to continuing vocabulary and grammar studies and study of textbook selections like *Twelve Angry Men* and *Our Town*, the class will study *Julius Caesar*, *Animal Farm*, and *Lord of the Flies*. Time permitting, additional literature will be studied.
3. Assessments and Due Dates: Due dates for all tests, quizzes, projects and papers will be posted well in advance. In general, students can expect at least three extended pieces of writing to be assigned each semester in addition to shorter written work. Final tests will culminate each unit and a comprehensive final will be among the final semester assessments.

How learning will be assessed:

1. Grading procedure: Points are assigned based on completion of assigned work and participation in the classroom process. Participate in discussions. Bring something to write on and something to write with. Bring required textbooks, novels or other materials to class every day in order to earn maximum participation points. Project due dates will be provided, but may be adjusted at the teacher's discretion. Only a finished product submitted on time will be accepted without penalty. Requests to run things off in the library, last minute stapling or hastily composed cover sheets means the product is *not finished*. If you are absent the day a project is due, send your project as an email attachment to Mr. Herinckx prior to class on the day the project is due. This will "stop the clock," but you must submit a hard copy the next day you're in class. If a presentation is due, be prepared to present, regardless of the attendance of other group members.

Late work will be penalized one grade for each day late, until no more than 60% credit is possible. Work over one week late may not be accepted.

2. Grading scale and method: The final grade is based on percentage of total possible points earned and these percentages are absolute: 92.50-100%=A; 90.00-92.49%=A-; 86.50-89.99%=B+; 82.50-86.49%=B; 80.00-82.49%=B-; 76.50-79.99%=C+; 72.50-76.49%=C; 70.00-72.49%=C-; 66.50-69.99%=D+; 60.00-66.49%=D. Percentages below 60% constitute a failing grade. If this grade scale varies, you will be notified. Any grades given verbally are not binding.

Class Participation/Daily Work 100%

3. Mixed assessments: The class involves multiple opportunities for group work. The expectation is that each member contributes equally to the group task, but the reality is frequently different. In addition to teacher evaluation of the group process according to specified project criteria, each participant will participate in the evaluation process through the submission of a formal evaluation that will detail the efforts of the student and that student's assessment of group member contributions.

4. Grade posting: Grades are regularly updated and are available electronically to students and parents on Skyward. Students may request to see a grade if doing so presents no interruption to class proceedings. Additionally, progress reports are available the first week of each new month.

5. Results of a failing grade: The course or its equivalent must be repeated for credit since a 10th grade English credit is required for high school graduation in Washington State.

6. Additional student support information: There are multiple support options for students and students are encouraged to take advantage of them. Begin by requesting additional help from the teacher. From there, counselors or the CHS librarian can help arrange academic mentoring, usually held in the CHS library after school several days a week.