

Advanced English 10

Course Syllabus 2022-2023

Mrs. Koser (room 104)

rkoser@northfork.k12.oh.us

Course Description:

This full-year course is the advanced section of a course required for all sophomores. This course places a strong emphasis upon writing, reading, speaking, and listening skills. Literature for the class includes essays, short stories, the novel, drama, informational texts, and poetry. Projects include essays, research projects, and presentations.

Course Objectives:

1. To demonstrate a deep understanding of novels, short stories, poetry, drama, and informational texts.
2. To write at a sophisticated level, perfecting the ability to write effectively in a variety of formats.
3. To communicate and respond to ideas about a variety of topics during discussions.
4. To listen to and evaluate the spoken word of others.
5. To use proper grammar, mechanics, and spelling in writing.

Texts and Required Supplies:

The following texts are required reading. There will be no course fees unless you damage or lose a book.

- *The Kite Runner* by Khaled Hosseini
- *Just Mercy* by Bryan Stevenson

Daily you will also need a **charged iPad**, a folder or binder, notebook paper, and pen or pencil. I will not accept assignments written in Sharpie, marker, crayon, colored pencil, or highlighter.

Grading Plan:

Grades are weighted to ensure that students who do not perform well on tests are able to bring their grade up through diligent work in class and at home. I do not offer extra credit.

50% Tests and Writing Assignments

50% Class Assignments and Homework

Homework and Late Work:

Students should expect about 20 minutes of homework from this class, two to three times per week.

Homework is due the day after it is assigned unless otherwise indicated. Late assignments can be turned in for partial credit (generally 70% credit for assignments turned in the next day). Assignments will not be accepted, even for a late grade, 1 week after they are due.

Tutoring:

Tutoring is available Monday-Thursday after school in my classroom from 2:30-3:30.

Absences:

If you are absent for any reason, the following guidelines apply to missed assignments:

- Absent on assignment due date: Turn in immediately upon return
- Absent for assignment: Make up within period equal to number of days missed
- Absent for test: Make up within two weeks
- Absent for quiz: Make up within one week

If you do not believe you will have enough time to complete a task, email or speak to me so that we can set up a plan for your success.

Please help me out by asking me for your work immediately following an absence. The best time to ask about missed work is before class, but I'd rather have you ask in the middle of a lesson than completely forget. **It is YOUR responsibility to arrange for and complete the necessary work THE DAY you return.**

Cheating:

Cheating can mean copying someone else's work or allowing someone to copy your work. It also includes using the internet to look up answers that should come from your own knowledge. You should do work individually unless indicated otherwise by me. On any cheating offense, any involved parties will receive a zero on the assignment and may be subject to disciplinary action in the office.

Classroom Expectations:

1. **Show respect.** When someone else is speaking to the class or to your group, look at the person and do not talk. Don't laugh rudely at what someone else says or does. If you have to work with someone you don't know (or don't like), participate in the activity without rolling your eyes or grumbling.
2. **Participate.** All this means is follow directions for class activities. If you don't understand directions, ask a classmate or raise your hand for help. Not all activities will be for a grade. I will expect you to participate whether you are earning points or just practicing. All students will be asked to read out loud on a regular basis.
3. **No phone zone.** Ask permission to use your phone unless you want it confiscated. Permission is on a daily basis.

Classroom Procedures:

1. **Take care of yourself.** Unless we are in the middle of a lecture, you can get up to sharpen your pencil, turn in a paper, or get supplies. Refill the staplers or empty the pencil sharpeners if you see that it's necessary. All supplies on my side table are for student use. Take what you need.
2. **Be on time.** When you arrive at my room, please take your seat, whether the bell has rung or not. When the bell rings, stop talking and prepare to begin the day's work. You are expected to be in class, seated, and ready to begin class by the bell.
3. **Ask before you take.** Don't touch other people or other people's things unless you have permission. If you need a pencil, paper, or other supplies, just ask a classmate or the teacher. If I have something you would like to use (art supplies, colored paper, etc.), please ask before you use it.
4. **Ask before you leave.** Try to use the restroom and visit the water fountain between classes. However, if you need the restroom or the water fountain, you may raise your hand and ask. You should not be anywhere other than the place you asked permission to go. Detours count as skipping class and will receive consequences.

Advanced English 10 Course Outline

Subject to change

Units will be approached by theme rather than by genre. Additional readings may be added to supplement a theme, and others may be omitted to adjust the class to students' interests. Each unit will also incorporate vocabulary and grammar lessons. In April, students will undergo a rigorous test preparation to ensure readiness for state testing.

First Quarter

The Cost of Change

- *Harrison Bergeron* by Kurt Vonnegut
- *Montgomery Boycott* by Coretta Scott King
- *A Eulogy to Dr. Martin Luther King, Jr.* by Robert F. Kennedy
- selected poems
- Survey project

What If...

- *By the Waters of Babylon* by Stephen Vincent Benet
- selected short stories of Ray Bradbury
- selected poems
- Narrative writing

Second Quarter

Cultural Crossroads

- *No Witchcraft for Sale* by Doris Lessing
- *Marriage is a Private Affair* by Chinua Achebe
- *Love Must Not Be Forgotten* by Zhang Jie
- Selected non-fiction articles
- Compare/Contrast essay

Defining Justice and Loyalty

- Selected readings from Plutarch
- *Julius Caesar* by William Shakespeare
- Selected readings on Kohlberg's Stages of Moral Reasoning
- Selected poems of Emily Dickinson
- Research Project: Stranger than Fiction

Third Quarter

Non-Fiction

- Non-Fiction Book Study
- Selected non-fiction articles
- Sentence Structure: clauses
- Group Presentations

Flood

- *And of Clay We Are Created* by Isabel Allende
- *The Flood* by John Steinbeck
- *The Grapes of Wrath* photo essay
- Selected non-fiction articles

Fourth Quarter

Putting It All Together

- Novel Study: *The Kite Runner* by Khaled Hosseini
- Selected non-fiction articles
- Final Project

Advanced English 10 Course Outline

Subject to change

Please return this form to Mrs. Koser, room 104.

Units will be approached by theme rather than by genre. Additional readings may be added to supplement a theme, and others may be omitted to adjust the class to students' interests. Each unit will also incorporate vocabulary and grammar lessons. In April, students will undergo a rigorous but ethical test preparation to ensure readiness for the state testing.

First Quarter

The Cost of Change

- *Harrison Bergeron* by Kurt Vonnegut
- *Montgomery Boycott* by Coretta Scott King
- *A Eulogy to Dr. Martin Luther King, Jr.* by Robert F. Kennedy
- selected poems
- Survey project

What If...

- *By the Waters of Babylon* by Stephen Vincent Benet
- selected short stories of Ray Bradbury
- selected poems
- Narrative writing

Second Quarter

Cultural Crossroads

- *No Witchcraft for Sale* by Doris Lessing
- *Marriage is a Private Affair* by Chinua Achebe
- *Love Must Not Be Forgotten* by Zhang Jie
- Selected non-fiction articles
- Compare/Contrast essay

Defining Justice and Loyalty

- Selected readings from Plutarch
- *Julius Caesar* by William Shakespeare
- Selected readings on Kohlberg's Stages of Moral Reasoning
- *The Balek Scales* by Heinrich Boll
- Selected poems of Emily Dickinson
- Research Project: Create your own history play

Third Quarter

Defining Success

- Non-Fiction Book Study
- Re-creating a Research Study
- Selected non-fiction articles
- Group Presentations

Third Quarter (con't)

Flood

- *And of Clay We Are Created* by Isabel Allende
- *The Flood* by John Steinbeck
- *The Grapes of Wrath* photo essay
- Selected non-fiction articles

Fourth Quarter

Putting It All Together

- Novel Study: *The Kite Runner* by Khaled Hosseini
- Selected non-fiction articles
- Final Project

Parental Advisory: We will be reading texts that contain controversial issues and language that some might find offensive. The texts are all high-quality, critically acclaimed literature, and my sole purpose in presenting the reading is to improve the learning of your student. However, out of respect for the way that parents wish to raise their children, I am notifying parents ahead of time of topics they may wish to discuss with their students.

- *No Witchcraft for Sale* discusses Apartheid in South Africa
- *Marriage Is a Private Affair* discusses a mixed-culture marriage
- *Julius Caesar* contains poetic descriptions of death and violence
- All three non-fiction books discuss poverty and ethnic stereotypes
- *The Kite Runner* discusses the sexual assault of a child

If parents wish to preview a text or a research assignment, they may notify me at any point during the school year, and I will provide the text or assignment for parents to preview.

If parents do not wish for their student to read a specific text or complete a specific assignment, parents should contact me with as much advance notice as possible. I will work with parents on an individual basis to find a solution that provides a learning experience without violating the parents' beliefs.

Your student has an exact copy of this course progression which you are welcome to keep for your reference.

Please check the option below that best applies. Then, sign on the line to indicate your receipt of this course progression. Your student must return this form to the teacher.

_____ I have previewed the course progression. I have concerns about the content and would like the teacher to contact me at the following phone number: _____

_____ I have previewed the course progression. I have no concerns at this time, but I will contact the teacher if one arises.

Student Name

Parent Signature