

PETERS TOWNSHIP HIGH SCHOOL

COURSE SYLLABUS: HONORS ENGLISH 10

Course Information	Teacher Information
<u>Course Length:</u> Full Year <u>Class Location:</u> Rm. 129 <u>Teacher Website:</u> www.ptshsenglishgarden.com	<u>Name:</u> Mrs. Hitchens <u>Phone:</u> 724.941.6250 ext. 5391 <u>Email:</u> hitchensd@pt-sd.org

Course Overview and Essential Skills

With a focus on World Literature, this course is designed as a Pre-AP program in language arts skills. Students will read selections from ancient texts to contemporary works reflecting a variety of philosophical and cultural contexts. Emphasis is placed on text-based analysis; clear, correct, and coherent writing; and knowledge of literary terminology as a tool for critical study. Summer reading of designated books is required and will be assessed during the first week of school.

Course Textbook and Required Materials

- Textbook: *World Literature*. Third Edition. HRW. 2001. (Imprint 2003) ISBN: 0-03-055617-1
- Novels: *Siddhartha*, *The Odyssey*, *The Tragedy of Julius Caesar*, *Maus I*, *Maus II*
- Independent Reading: Historical Fiction, Biography
- Summer Reading: *Things Fall Apart*, *A Long Way Gone*
- Required daily materials: Textbook, Three-Ring Binder, Pen or Pencil
- Additional useful items: Highlighter, Earbuds

Course Outline of Material Covered:

Unit or Topic	Concepts/Skills/Resources	Timeframe
Textbook Unit: World Myths and Folktales	* Explore storytelling as an ancient art form and a valuable means of human expression * Compare and contrast the elements and purposes of myths and folktales, “the world’s oldest stories” * Recognize the function and importance of the oral tradition * Write in response to reading, creating text that reflects attention to focus, content, organization, style, and conventions	Approx. 3 weeks
Textbook Unit: The African Literary Tradition	* Examine selections of classical African literature * Analyze the use of literary devices in poetry and prose * Enhance reading proficiency * Write in response to reading, creating text that reflects attention to focus, content, organization, style, and conventions	Approx. 3 weeks
Textbook Unit: The Ancient Middle East Graphic Memoir: <i>Maus I</i> <i>Maus II</i>	* Analyze the literature of ancient Mesopotamia * Examine selections of Hebrew literature * Navigate a graphic memoir, considering comic book conventions * Analyze the form of a book and the effect of its classification * Explore metaphor involving anthropomorphism	Approx. 6 weeks

	<ul style="list-style-type: none"> * Analyze the complexity of a story through character study * Write in response to reading, creating text that reflects attention to focus, content, organization, style, and conventions 	
<p>Textbook Unit: Greek and Roman Literature</p> <p>Epic: <i>The Odyssey</i></p>	<ul style="list-style-type: none"> * Demonstrate understanding of plot details, character development, and literary conventions in a complex text * Analyze a literary hero's personal characteristics and epic journey * Explain cultural references and allusions to a classic work of literature * Write in response to reading, creating text that reflects attention to focus, content, organization, style, and conventions * Film option: Excerpts from <i>The Odyssey</i> 	Approx. 7 weeks
<p>Textbook Unit: Indian Literature</p> <p>Novel: <i>Siddhartha</i></p>	<ul style="list-style-type: none"> * Examine selections of classical Indian literature * Recognize the use of literary devices in poetry * Trace the development of a dynamic character in a novel * Analyze traditional Buddhist teachings presented through a work of fiction * Analyze plot, conflict, theme, and the purposeful use of figurative language in a novel * Enhance reading proficiency and vocabulary skills * Write in response to reading, creating text that reflects attention to focus, content, organization, style, and conventions * Film option: <i>Little Buddha</i> 	Approx. 4 weeks
<p>Textbook Unit: Chinese and Japanese Literature</p>	<ul style="list-style-type: none"> * Examine selections of classical Chinese and Japanese literatures, including poetry and prose * Evaluate the contribution of Confucianism, Taoism, and Buddhism to Chinese literature * Analyze the structure, imagery, and themes of Chinese poetry, and the main ideas of Chinese maxims, anecdotes, and biography * Interpret examples of Japanese poetry and prose * Write in response to reading, creating text that reflects attention to focus, content, organization, style, and conventions 	Approx. 4 weeks
<p>Textbook Unit: Persian and Arabic Literature</p>	<ul style="list-style-type: none"> * Examine selections of classical Persian and Arabic literatures * Comprehend the literal level of a text * Analyze the use of metaphor, frame story, irony, and analogy in selections of literature * Write in response to reading, creating text that reflects attention to focus, content, organization, style, and conventions * Film option: <i>Children of Heaven</i> 	Approx. 2 weeks
<p>Textbook Unit: The Middle Ages</p>	<ul style="list-style-type: none"> * Examine selections of classical Medieval literature * Relate feudalism, chivalry, Arthurian romance, and courtly love to medieval literature * Recognize the elements of the heroic epic and Medieval verse romance * Analyze an extended metaphor 	Approx. 2 weeks

	<ul style="list-style-type: none"> * Write in response to reading, creating text that reflects attention to focus, content, organization, style, and conventions * Film option: <i>First Knight</i> 	
Textbook Unit: Renaissance Literature Play: <i>The Tragedy of Julius Caesar</i>	<ul style="list-style-type: none"> * Become involved in the process of correctly reading and understanding a Shakespearean play as a literary and dramatic work of art * Analyze details of plot, conflict, characterization, and theme in a play * Analyze dramatic and poetic techniques in a play * Recognize and interpret famous quotations from a drama that often serve as allusions in other pieces of literature * Write in response to reading, creating text that reflects attention to focus, content, organization, style, and conventions 	Approx. 3 weeks
Independent Reading: Historical Fiction selection Biography selection	<ul style="list-style-type: none"> * Build the reading habit * Apply comprehension strategies to independent reading, including connecting, visualizing, questioning, and inferencing * Write in response to reading, creating text that reflects attention to focus, content, organization, style, and conventions 	Approx. 1 week Independent reading schedule determined by student
Summer Reading: <i>Things Fall Apart</i> <i>A Long Way Gone</i>	<ul style="list-style-type: none"> * Build the reading habit * Apply comprehension strategies to independent reading, including connecting, visualizing, questioning, and inferencing * Write in response to reading, creating text that reflects attention to focus, content, organization, style, and conventions 	Approx. 1 week Independent reading schedule determined by student

*** Depending on the needs of the class or changes in the school year, the course outline is subject to change.**

Grading Policy:

A student's quarter grade will represent an average of total points for all tests, quizzes, compositions, projects, and homework. Accumulated earned points divided by the total number of possible points determines the percentage grade. Grading criteria for compositions will always be thoroughly discussed in advance. In general, no late work will be accepted nor will extra credit be available. Scores for homework assignments and brief quizzes should be available within 2-3 days. Essays and other composition assignments requiring more thorough commenting may take 2-3 weeks to be returned and recorded.

Attendance:

Attendance is expected at every class meeting, for the full time period. If class time must be missed, it is a student's responsibility to keep up with the lessons. If a student knows in advance of an absence, he or she is advised to contact the teacher as soon as possible. If an absence occurs on a day of an assessment, the student must take the test or quiz during the next attended class period. Students are expected to be on time for class. Hall passes will be reserved for emergency situations only.

Academic Integrity and the Student Honor Code:

Plagiarism is defined as taking words and/or ideas from another person and offering them as one's own. Students are responsible for crediting other sources by citing the author, text, publication, website, and date.

Cheating also includes, but is not limited to:

- * Copying anyone's answers to questions, class work, or homework assignments
- * Looking on another student's paper or electronic device during a test or a quiz
- * Looking at study notes or other test aids during a test or quiz without the teacher's permission
- * Writing test information on desks or any other viewable item during a test
- * Collaborating on assignments when independent work is expected
- * Sharing test questions with students in other classes

More specific to technology, cheating includes:

- * Using electronic devices to share answers to questions, class work, or homework assignments without the teacher's permission
- * Using electronic devices to send test questions, answers, or information to other students

Important note: All academic work in this course follows the Academic Integrity policy of the Peters Township District. Students are expected to maintain the Peters Township Honor Code: **As a student of Peters Township School District, I recognize the value of my own learning and pledge to maintain honesty and academic integrity in all that I do. All work that I submit is my own.** Any student that is unsure of the expectations of an assignment should seek clarification from the teacher.

Electronic Devices:

Students are permitted to bring their own technology devices to school for educational use in our class. I enjoy incorporating technology in activities when its use enhances learning. Devices can be used for assigned tasks only and must otherwise be silenced and kept out of sight. No photos or videos may be taken in the classroom without teacher permission.

A Final Note:

"The difference between a successful person and others is not a lack of strength, not a lack of knowledge, but rather a lack of will."

These words, by Vincent T. Lombardi, one of football's most accomplished and respected coaches, speak to the power of a positive attitude and certainly apply to your progress in the classroom. Be aware that Honors English is a challenging course. But with hard work, including a dedicated effort to every task and a strong desire to succeed, you will not only survive, but you will thrive this year. Your reward for your determination will be pride in your great accomplishment. Best wishes!