

Collegiate School of Medicine and Bioscience
10th Grade: English II: HONORS

Course Syllabus 2019-2020

Instructor's Information:

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Conference: By appointment

Course Overview

1. Strengthen the effectiveness of your writing through close reading and frequent practice at applying rhetorical strategies, analyzing information from source texts, and writing arguments.
2. Become a critical reader of Literature, including novels and short stories, poetry and multimedia works from various authors and time periods.

Course Description

Integrates critical reading, writing, and thinking skills and studies actual literary practices. Sequenced reading and writing assignments build cumulatively to more complex assignments. Includes formal and informal writing, drafting and revising, reading poetry, drama, fiction and graphic novels.

Students in this course will learn to:

- Adopt appropriate tone, voice, and level of formality in writing
- Understand how genres shape reading and writing
- Understand a written assignment as a series of tasks
- Be aware that it usually takes multiple drafts to complete a successful text
- Learn to critique their own and other's work
- Control such surface features as syntax, grammar, punctuation, and spelling
- Construct arguments supported by evidence

The student will, as a result of direct and continuous instruction before, during, and after every reading event:

- Reading literary (e.g., short stories, poems, autobiographies) selected to give students opportunities to identify and explain an author's use literary tropes and devices;
- Understand not only the basic meaning of a work, but also how the literature is produced and contributes to a cultural moment (and its history).
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Note: It is possible that at some point in the semester we will read material that offends you in some way. All course readings are selected on the grounds of their ability to strengthen writing skills and critical literary awareness.

Writing:

The student will, as a result of direct and continuous instruction before, during, and after every writing event:

- Develop an ability to incorporate an argumentative format in the traditional forms of writing--that is, to write with an "argumentative edge" not only in expository essays, but in narrative and descriptive pieces as well ("argument" being defined as a basic point or distinct opinion);

Revision Process:

The student will be expected to participate and engage in the following:

- Focus on developing the style, structure, and organization of their writing;
- Use a variety sources to develop a coherent and intellectually stimulating essay

Course Texts:

Antigone
Macbeth
Souls of Black Folks
Assorted teacher texts

Supplies and Materials:

Students will be required to keep all handouts, in class assignments, homework, essays, revisions, and tests as a type of portfolio to demonstrate growth and improvement throughout the course of the year. To stay organized they will need the following supplies:

- Three-ring binder with dividers or three-subject notebook with pocket folders
- Loose leaf paper
- Black or blue pens
- Red pens
- #2 pencils
- (This is not strictly necessary but I recommend it highly: A small notebook the student may keep to jot down personal thoughts, quotations they’ve come across they don’t want to forget, etc. This is a version of what once was called a “commonplace book.” Note this is *not* a journal, per se; rather, it is a place to keep and contain one’s experiences, new words, associations, thoughts, drawings, inspirations, and musings. This may be utilized *at any time in class* as long as the writing is not disruptive and brief)
- A book of your choice for independent reading

Assignments and Homework:

Students are required to complete the Do Now activity every day, participate in class discussions, group work, cooperative activities, read aloud activities, and homework assignments. Late or missing work will not be accepted from students who were in class, but not utilizing their time wisely.

- Do Now
- Notes
- Reflections
- Handouts
- Returned Work

Grading Procedures:

Rubrics will be made available in electronic **and paper copy for each assignment type.** Your grade will be composed of the following:

Class work (Do Now, Reflections, Exit Slips, Discussions)	15%
Homework (Reading Assignments, Reading Questions)	5%
Major Writing Assignments (Essays Drama, Short Story, Poetry)	25%
Assessments (Unit Exams, Quizzes)	35%
Semester Exam	20%
<i>Total:</i>	<i>100%</i>

Grading Scale:

90-100%	A	Excellent Performance
80-89%	B	Good Performance
70-79%	C	Average Performance
60-69%	D	Not Mastering Concepts
0-59%	F	Unsatisfactory Performance

Classroom Rules:

In order to create a safe and constructive learning environment, I have adapted four rules for my classroom. These rules will be defined during the first weeks of school by you. As students, I believe you should take ownership of your actions; therefore, you must define these rules and give them meaning in our classroom. The rules are as follows:

1. Stay on task
2. Be on time
3. Be prepared
4. Mind your manners*

As always, you must abide by all school rules and regulations in my classroom as well.

Classroom Norms and Expectations:

Entering the classroom: When we enter the classroom, we should do so quietly. It is the expectation that you simply find your seat and begin the Do Now. Know now that your seat is subject to change, so be prepared to be adaptable in that process and follow this expectation quickly.

Do Now: We will respond to a Do Now prompt at the beginning of each class. The expectation is that this will be done silently and thoughtfully. You will be graded on your response to the Do Now activity.

BBC: All assignments, classroom objectives, and activities will be written on the white board or the Promethean board before each class. We will read these objectives and be mindful of homework and assignments at all times.

Note taking: You will be expected to take notes throughout the course of a class, especially when specifically instructed to do so. Your notes will be collected and graded with your Do Now and other reflections kept in your class binder.

Communication with me and others: At all points, any communication in this class will be respectful. When attempting to get my attention, please raise your hand and wait to be called upon. Do not write notes to communicate with friends in this classroom.

Absences and work due: It is the student's responsibility to check with the instructor, classmates, following an absence, to make sure of getting notes and turning in assignments. Work missed due to a legitimate absence (doctor's note or communication from parent) is due online before next class period or (if a hard copy is required) at the beginning of next class period.

Moving throughout the room: Unless we are moving into collaborative activities or you are told to get up to retrieve books, technology or other classroom items, you should remain seated throughout the class. When teachers or guests are presenting information, or conducting a lesson, it is especially important that you remain seated.

Transitioning: When moving into cooperative learning groups or retrieving items throughout the room, the expectation is that you must do so quickly and quietly. This is to ensure

maximum instructional and enrichment time. The better you can do this, the more engaging the activities will become.

Cooperative Learning Groups: It is essential that you maintain a reasonable volume while working in groups and that you are absolutely productive. Your cooperation in these groups will be included in your grade.

Hall Passes: You must be issued a hall pass, signed by me, to exit the room for any reason. Unreasonable requests will be noted and will infringe on your participation grade. Note that I work quite well with clocks and watches; if your time out of class is itself unreasonably long, this, too, will be noted.

In Class Work: In class work will include a variety of things: enrichment activities, vocabulary, revision, reading, etc. These activities will be given and expected to be finished in class; however, if you do not use your time wisely, this work must be completed at home and returned the following class period. There will be a 10% deduction in your grade, if you do not complete your assignment(s) in class.

Technology Use: When you enter class, turn your phone to OFF (Airplane mode or its equivalent) and place it in its appropriate, numbered pouch. I will give you explicit, personal permission to retrieve it when class is dismissed. Smart watches must also be switched to OFF.

End of Class Wrap Up: We will summarize what we learned throughout the course of the period at the end of every class. Often, this will come in the form of a journal reflection. You will keep these reflections organized in your binder.

Dismissal: Never get out of your seat early and plan to leave before you are dismissed by me.

* - Minding your manners doesn't need a lot of explanation, but let this list serve as an *introduction to but by no means exhaustive list* of the denotative possibilities: whispering, throwing glances across the room, not keeping your hands to yourself, playing, not paying attention in general, etc. I'm not asking or expecting you to be a robot, or uncommunicative, or in any way otherwise not you, but class time needs to see your best, class version of "you."

Consequences:

Intentionally violating expectations deserves consequences since all students are expected to maintain high expectations for themselves. I view all students with respect, assume you to be a developing young adult, and believe that you are mature unless you prove otherwise. Please feel free to ask questions and/or refer to the full syllabus. Collegiate has a list of consequences and procedures accompanying infractions and these are all followed to the letter. Note that these may be found also in the SLPS 2019-2020 Student Code of Conduct, pages 36-60. I am very happy to print out at any time for you these pages in full should you for some reason be unable to access them. Remember: you are responsible for understanding them.

In general, consequences follow a basic pattern as befits Type I infractions (2019-2020 SCC, classification, 42). I may substitute these measures as I get to know you and see fit:

1st infraction: A verbal warning.

¹ Our room is a sanctuary, a library, a reading room, an agora (look it up please), a room of safety, of risks and failures, a museum and nature preserve and second home for being and becoming yourself. Disrespect this, and necessary remediation, conferences, etc., will be conducted immediately.

2nd infraction: A verbal warning **OR** a verbal warning in a private conference with me *followed up by a same-day* email home (or phone call, if warranted) with corresponding paperwork delivered to the appropriate school personnel at Collegiate and attendant parent conference (if needed).

3rd infraction: Referral to appropriate school administration.

Remember that most infractions needn't go beyond the first, especially if we can talk, relax, breathe, and importantly, reflect.

Late Work

All assignments must be completed and meet the expectations to receive a passing grade. Assignments must be submitted on the designated due dates. Classwork, homework, and major writing assignments must be submitted on the due date unless an extension has been granted or arranged. There is only one calendar week for turning in late assignments for a maximum of 20% off the original grade value.

Make-up Work

Most assignments may be made up according to individual conference with the instructor to ensure a supportive and helpful atmosphere. Made-up assignments will be graded downward, according to the length of lateness (a maximum of one week, 20% off the original grade value).

Academic Honesty

Cheating includes, but is not limited to, the passing of answers on quizzes and tests; receiving or transmitting of specific information about questions on a test; the lending or copying of homework.

Plagiarism is the use another's words or ideas as if they were one's own. To avoid plagiarism when using another person's thoughts, the writer must acknowledge the origin of the ideas and use quotations marks to indicate borrowed language. Within the context of a specific class, a writer may ordinarily incorporate into her/his paper ideas discussed in that specific class without crediting the teacher or fellow students. Published material including passages and ideas from handouts and class texts must always be acknowledged and referenced.

Tentative Schedule

All dates subject to change, if needed by the instructor. The instructor reserves the right to alter the class schedule at his discretion. You will be informed with plenty of time. All assignment sheets and attendant rubrics (these include clear instructions as well as the precise percentage that the particular assignment represents) will be discussed *ad nauseam* in class and emailed when necessary. This schedule is intended to give you an idea of what we're reading and working on, and when. Please don't hesitate to ask for clarification – you will note that some details seem to be forthcoming; this is for a good reason. I need to get to know you before and during and after assignments so I know what to teach next!

Expectations for submitting required work:

- Submitted work will be typed, double-spaced and submitted in print, electronically, etc.
- Written work must adhere to the style of the discipline: MLA, APA, Chicago Style, etc.

- Written work will be evaluated for composition and grammar.

Tentative Schedule

All dates subject to change, if needed by the instructor. The instructor reserves the right to alter the class schedule at his discretion. You will be informed with plenty of time. All assignment sheets and attendant rubrics (these include clear instructions as well as the precise percentage that the particular assignment represents) will be discussed *ad nauseam* in class. This schedule is intended to give you an idea of just the MAIN ideas of what we're working on, regarding themes, units, and primary texts. This syllabus is aspirational: we WILL adjust depending on our needs.

Quarter 1: Introduction to Literature: The Self

August, September, Mid-October

Focus Unit: Identity and Representation Across Media

Focus Unit: Social Justice

Main Texts: *Hesiod*, Li Bai poems, various other poetry

Additional Readings: TBA

Major Written Assignments: Myth Creation, Student selected Essay
(Rubric TBA on handout and via email)

Quarter 2: The Family

Late-October, November, December

Focus Unit: Gender Representation

Focus Unit: Differentiated Media

Main Text: *Antigone*

Additional Readings: TBA

Major Written Assignments: Antigone Essay

Quarter 3: The Society

January, February, Early March

Focus Unit: Adaptation and Literature

Focus Unit: "Morality"

Main Text: *Macbeth*

Additional Readings: TBA

Major Written Assignments: Shakespearean Essay, Poetic Action Essay

Quarter 4: The World

Mid-March, April, May

Focus Unit: Utopia / Dystopia

Focus Unit: Canonicity

Main Text: *The Souls of Black Folk*

Additional Readings: Protest songs from Alan Lomax's Smithsonian Collection, Ida B. Wells speech, Jacob Lawrence's *The Great Migration*, BBC Series on Reconstruction, Kara Walker's silhouettes, *Joe Turner's Come and Gone* by August Wilson

Major Written Assignments: Booker T Washington Essay, Rhetoric and Literature Essay

Congratulations. You made it to the end of the syllabus! Here's the fine print:

- 1) It's important to work hard in this class. But it's just as important to be yourself.
- 2) It is vital to speak your mind. And it's also just as important to listen listen listen especially to one another.
- 3) We all have hard days. Please tell me what you need, and I'll be able to help!

School only works when we communicate openly; respect the work
and support one another; and, most of all, give ourselves time
and space and care to be
our very best selves.
I hope you'll tell me
what I can
do for
you
(and just
for *you!*) this
year: in person,
via email, in a conference
at school. Parents, this goes for you, too!²
☺

² High school can be *very* stressful. We are going to do our best in this class to learn to read and write holistically; to prepare for our tests and papers by looking at past examples and practicing A LOT; and, most of all, to express ourselves and hear each other as we learn how we each learn the best. I am hopeful that students will communicate their needs to me in their own time and at their own pace.