

# **Tenth-Grade English, Part 1**

## **(ENGL-045-302-001)**

### **English 10, Part 1 Syllabus**

#### **Course Description**

In English 10, Part 1, students will explore the course theme of *I Need a Hero*. The course is divided into three units of instruction:

- Unit 1 includes modules 1–5. In this unit, students will examine archetypes—a hero, an antihero, a villain, and a trickster—and they will learn how these characters play important roles in telling a story. The character traits of a hero will be examined and compared to the other archetypes.
- Unit 2, which includes modules 6–10, will focus on heroes in literature. Students will choose an anchor text from a list of novels, based on their interest. Within each novel, students will analyze the characters and heroes in their chosen story and assess whether or not the novel's hero demonstrates heroic character traits. Students will also analyze the hero's journey the character takes in the novel.
- Unit 3, which includes modules 11–15, students will apply the principles and concepts of a hero's journey to their own life. This unit will allow students to examine the courageous events of their lives and write about their journeys. Module 16 is the module where students will submit their final paper, take the final exam, and claim their micro-credential if they choose to do so.

#### **Course Structure**

The structure of each module in the course includes three main sections, referred to as "lessons," so students can monitor their time:

1. **Literacy Skills and Strategies:** This is where students will learn how to be expert readers, writers, and thinkers around literature.
2. **Application and Writing Assignments:** Most of the written assignments for submission will be in this section. Sometimes an assignment is out of order simply because it needs to occur before the next concept is taught.
3. **English Skill Enrichment Focus:** These are the English skills that students need to master, including grammar, sentence structure, punctuation, vocabulary, fluency, etc.

## **Prerequisites**

English 9, Part 1 and Part 2

## **Course Materials**

Students need to buy these materials to complete the course. They will have a choice of which novel they will read for their anchor text in this course. These are the choices of novels:

- *The Odyssey By Homer*, retold by Geraldine McCaughrean
- *The Count of Monte Cristo: Abridged version*, by Alexandre Dumas
- *The Hobbit*, by J.R.R. Tolkien

## **Course Learning Outcomes**

As students complete the course assignments, they will increase their knowledge, improve 21st-century skills, and develop an attribute.

### **Knowledge: English 10, Part 1**

In this course, *knowledge* refers to the subject matter and content students will learn while completing the readings, practices, quizzes, and assignments.

On successful completion of this course, students will be able to do the following:

- Explore how our brains make meaning of stories through reading.

- Explore the development of archetypes by examining traditional and contemporary texts.
- Identify and describe characterization by applying this principle to anchor text characters.
- Use text structure clues to determine the elements of The Hero's Journey text structure and apply them to the anchor text.
- Compare and contrast traditional and modern heroes by using the definition of a hero and applying this definition to texts of their choice.
- Define conflict and distinguish between internal and external conflict by reading texts and participating in the interactives in the module pages.
- Discover ways to make writing suspenseful by identifying the structure of a suspense text structure.
- Identify the importance of a mentor archetype and the mentor-hero relationship in literature by defining the role of the mentor and applying it to the Multigenre Project.
- Practice steps in a close read and take notes on each step in the Unit 3 Content Guide.
- Write about a rite of passage by choosing two articles or videos and writing a paragraph about the rite of passage in the chosen resources.
- Write about a "call to adventure" by writing a descriptive piece about an experience or more when they felt like they were leaving childhood behind and moving toward adulthood.
- Describe how the journeys we have, help us create our identities by annotating an article; and
- Choose two genres to use by writing additional pieces for the Multigenre Project

### **21st-Century Skill: Creativity: Openness and Courage to Explore**

The twenty-first-century skill the student will focus on for this semester is *Creativity: Openness and Courage to Explore*. There are four criteria students will master with this skill: Experience, Create, Learn, and Connect

## Attribute: Courage

The attribute the students will focus on in this course is *courage*. There are various examples drawn from literature and things to think about to help students think of ways to increase their courage.

## Grading and Assignments

The letter grade in this course will be based on these assignments and exams.

Assignment or Exam	Grading	Percent of Total Grade
Skill Assignments (Focus: Creativity: Openness and Courage to Explore)	Teacher-graded Computer-graded	25%
Written Assignments	Teacher-graded	30%
Content Guides (1 for each unit)	Teacher-graded	30%
Midcourse Quiz and Proctored Final Exam	Computer-graded	15%

\*Students must pass the final exam to earn credit for the course. They may retake the final exam once for a fee.

## Due Dates

The due dates in the course are only suggestions to help the students pace themselves. You do *not* need to complete assignments, quizzes, and exams by the due date set in the course.

## Assignments

The overview pages of each module outline exactly what is due in each module. Do not skip these overview pages as they are very helpful.

This is an English course so several assignments must be completed in each module. There is a lot of thinking and processing required by students to personalize this course and get the most out of it. Most of the assignments require students to think through what they are reading or learning. Often, students are required to fill in graphic organizers with specific questions about the content. Students can choose the best method for them and they may download the graphic organizer to their Google Drive or as a Word document and save it and then submit it when it is due.

There may be some assignments in the form of a short quiz. All of these are open notes, open books. They relate to the material in that module.

There are several writing assignments where students communicate using writing in a variety of formats: visual, pictures, PowerPoint or Loom presentations, written essays, discussions, etc. Students will have the opportunity to submit assignments in a variety of ways. There are often choices to make in the assignments. Students will write short paragraphs, and learn how to write a multigenre project and this will be due in Module 16.

NOTE: Several assignments have "turnitin" set for flagging plagiarism and will provide students with feedback AFTER their assignments have been graded.

## **Content Guides**

The content guides require students to take notes on specific questions and processes where prompted in the modules. These notes should be downloaded and kept on the student's computer so they can be filled in where asked, in the modules, and then submitted at the end of modules 5, 10, and 15. Content guides serve as a way for students to hold onto their thinking. Content guides can be used for any quiz. At the end of the course, students will be able to have their important notes from course in one place.

## Mid-course Quiz

This computer-graded quiz will cover the material up to the mid-course quiz. The questions on the midcourse quiz will be similar in format to the questions on the final exam. The mid-course quiz is open book, open notes.

## Final Exam (Proctored)

Students must pass the final exam to earn credit for the course; they may retake it once, for a fee, upon request.

## Course Grade

The letter grade will be calculated according to these percentages.

<b>Percent to Letter Grade Calculation</b>	
<b>A</b>	100%–93%
<b>A–</b>	<93%–90%
<b>B+</b>	<90%–87%
<b>B</b>	<87%–83%
<b>B–</b>	<83%–80%
<b>C+</b>	<80%–77%
<b>C</b>	<77%–73%
<b>C–</b>	<73%–70%
<b>D+</b>	<70%–67%
<b>D</b>	<67%–63%
<b>D–</b>	<63%–60%
<b>F (fail)</b>	<60%–0%