## 10th Grade Honors English Syllabus (Online Learning)

| Template | | Self-Check |
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| Course Information | Welcome to 10th Grade Honors English.  My name is Mrs. Vanessa Gonzalez and I am your instructor and guide.  My office hours are Monday-Thursday from 8 am to 10 pm. | Did you include course title, instructor information, grade level, subject area, office hours |
| Required Textbooks or Resources | It is highly recommended in this course that the you consider obtaining a personal copy of the various plays, novels, poems and short stories used.  Many can be found online in PDF format.<br><br>*Othello: The Moor of Venice* by William Shakespeare<br>The Sun Also Rises by Ernest Hemingway<br>A Moveable Feast by Ernest Hemingway<br>Into the Wild by Jon Krakauer<br>In Cold Blood by Truman Capote<br>The Brief Wondrous Life of Oscar Wao by Junot Diaz<br>Various short stories, poems and mixed media | … and required textbooks or resources |
| Expected Student Audience | Students enrolled in this course are currently attending The Country Day School in Escazú, Costa Rica.  Students have completed 9th grade, and earned year average of 85% or higher. | Is the expected student audience described? (Are your students in the USA?) |
| Teacher Communication | In the event that you need to contact me, you can email me at any time at vanessa_gonzalez@cds.ed.cr, or you can call between the hours of 3 pm. to 8 pm at (506) 8989-4969. | Did you provide at least two forms of communication are included in the syllabus? |

Lokey-Vega (2014)

| Course Description | The Grade 10 Honors English is an accelerated course that explores both fiction and non-fiction texts. A variety of authors, current world issues, and literary movements are studied. The literature consists of novels, short stories, poetry, plays and essays reflecting various times and settings. Writing includes descriptive prose, character studies, persuasive essays, extensive research, and literary analysis. Some of the focus areas in writing include sentence fluency, appropriate and specific vocabulary, cohesive support for arguments, and paragraph development. Proper grammar usage is reviewed as it appears in writing. The course differs from the regular Grade 10 English class in both the reading and writing: both components will be lengthier and contain more challenging content and assignments. Various concepts from the AP Language and Composition course will be introduced in order to best prepare students for a smooth transition. | Does this clearly identify the broad goals or topics to be covered? Does it outline the general topics, concepts and skills to be covered? |
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Lokey-Vega (2014)

| Learning Outcomes & Topics Unit 1 (Semester 1 Weeks 1-9) | **Week 1 Topic:** Reading with a purpose & text annotation - "Good Country People"<br>• Know how to read for a purpose and annotate a text for deeper understanding.<br>• Understand the characteristics of successful reader<br>• Be able to annotate a short story with the express purpose of character analysis.<br><br>**Week 2 Topic:** Basic Literary Elements (character, theme, figurative language and rhetorical devices) - "Good Country People"<br>• Know the basic literary elements and how they interact with one another in a short story.<br>• Understand the interconnectivity of each element and their development over the course of a short story.<br>• Be able to identify a theme in writing, analyze characters through a character panel, annotate the text identifying language techniques that the author employs.<br><br>**Week 3 Topic:** Conducting effective research (On the context of Othello)<br>• Know how to effectively research a teacher assigned topic, cite sources, use reliable sources.<br>• Understand effective techniques for searching on the internet, what makes a source reliable, the importance of citing sources.<br>• Be able to research a topic and present reputable findings to peers.<br><br>**Week 4-9 Topic:** Character development and themes<br>• Know how a character develops throughout the course of a play and how they represent various themes.<br>• Understand the interconnectivity of characters and themes, character motives, and character development.<br>• Be able to portray the development and themes of a character from the play through various multimedia projects.<br><br>**Week 4 Topic:** Elements of Tragedy and Elizabethan Lit.<br>• Know the elements of tragedy, tragic heroes, and elizabethan language.<br>• Understand heroic couplets, iambic pentameter, archaic pronouns, tragedy as a genre, and the qualities of a tragic hero.<br>• Be able to identify these elements in various selections of popular culture, literature and poems.<br><br>**Week 3-9 Topic:** Relevance of classics to our lives<br>• Know how literature survives the passing of time<br>• Understand themes that are timeless<br>• Be able to identify what is timeless about Othello.<br><br>**Week 4-9 Topic:** Narrative writing<br>• Know how to extend on a classic piece of literature by creating imagined experiences and situations for characters.<br>• Understand the development of conflict, themes, characters.<br>• Be able to develop a character, theme and story from beginning to end with the inclusion of figurative language. | Are these measurable and/or observable? Do they describe what students must know and be able to do? Do they involve some cognitive challenge and active learning?<br><br>Did you list the topics to be covered each week? |

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| Learning Outcomes & Topics Unit 2 (Semester 1 Weeks 10-19) | **Week 10-19 Topic: The Lost Generation**<br>• Know the impact of context and culture on literature, the characteristics of a particular literary movement<br>• Understand the 1920's in the world, the impact of modern techniques is several areas of art<br>• Be able to explain the characteristics of the Lost Gen. through the creation of a found poem. Identify and defend a central idea of the generation. Analyze poems, paintings, songs, novels, and short stories from a given period. Embody a persona from the Lost Generation. Recall basic facts about the time period.<br><br>**Week 10-19 Topic: Hemingway's style**<br>• Know the development of a novel through dialogue, sparse diction, and inferred details; the qualities of Hemingway's characters<br>• Understand the iceberg theory, the impact of dialogue on style and meaning, the author's purpose behind sparse diction; the elements of a "man's man".<br>• Be able to analyze Hemingway's language and skill. Recreate his style in a short piece of writing.<br><br>**Week 14 Topic: Critical Lenses**<br>• Know how to read literature through various critical lenses.<br>• Understand the literary criticism lenses (gender, historical, socio-economic, mythological).<br>• Be able to analyze a novel or piece of literature through a literary lens, support analysis with ample examples and detail.<br><br>**Week 14-19 Topic: Argumentative Essay Writing**<br>• Know how to effectively argue a thesis in an essay.<br>• Understand the elements of effective argumentation & organization.<br>• Be able to write an effective argumentative paper about the Lost Generation.<br><br>**Week 17 Topic: Argumentative Essay Writing - Timed & Art analysis**<br>• Know how to effectively argue a thesis in an essay; how to manage time in a timed writing exercise.<br>• Understand the elements of effective argumentation & organization; the method for analyzing a painting.<br>• Be able to write an effective argumentative paper analyzing a piece of art through a critical lens in 50 minutes. | |
| Learning Outcomes & Topics Unit 3 (Semester 1 Weeks 1-19) | **Weeks 1-19 Topic: SAT Vocabulary**<br>• Know the top 100 SAT vocabulary words<br>• Be able to use them in a sentence, define them, identify them in context, and provide a synonym<br><br>**Weeks 1-19 Topic: Sentence Structures**<br>• Know various sentence structures<br>• Understand the complexities of sentence types<br>• Be able to write various sentence types | |

| Learning Outcomes & Topics Unit 4 (Semester 2 Weeks 1-8) | **Week 1-8 Topic: Essential Questions**<br>• Know how to develop an essential question for study, and the various means by which to answer the question.<br>• Understand sound questioning practices<br>• Be able to develop grade appropriate questions for the purpose of research; create sub questions when needed<br><br>**Week 3-8 Topic: Transcendentalism**<br>• Know the basic tenets of transcendentalism<br>• Understand the nature of transcendentalist literature<br>• Be able to identify transcendental themes in literature.<br><br>**Week 1-8 Topic: Research methods**<br>• Know how to research a selected topic using reliable resources.<br>• Understand the limitations of research and the scope of the topic; the necessity of reliable sources and proper citations<br>• Be able to answer an essential question with self directed research; cite sources, identify and rely on reliable sources; use a myriad of sources; identify the limitations of research conducted<br><br>**Week 7-8 Topic: Presenting research**<br>• Know the elements of properly presenting information<br>• Be able to present research findings to peers in an interactive way<br><br>**Week 1-8 Topic: Narrative Non-Fiction**<br>• Know the elements of narrative non fiction; how to identify the main idea of a text<br>• Understand how authors of nonfiction texts often attempt to answer their own essential question<br>• Be able to analyze a narrative non-fiction text for the main idea, and the author's ability to answer his or her essential question and author's choices | |

| Learning Outcomes & Topics Unit 5 (Semester 2 Weeks 8-17) | **Week 8-17 Topic: Tone**<br>Know what tone is, how to find it, and why it matters in relation to meaning.<br>Understand the elements of literature that indicate tone; the relationship between tone and meaning; the subtleties of tone in any given passage.<br>Be able to identify tone in literature, news, and media;  Defend analysis of tone with relevant and ample evidence; recognize various tones within a given passage & explain how that impacts the overall meaning of the text.<br><br>**Week 8-17 Topic: Bias**<br>Know what bias is; how to find bias through tone and various methods; how to eradicate bias;<br>Understand the ways in which the media could be/is biased; the ways in which an author could be/is biased; the ways in which an individual (namely yourself) could be/is biased.  The consequences of bias on personal lives, literature, and media consumption.<br>Be able to identify bias in media; identify author bias and defend analysis with relevant and ample evidence in an argumentative paper; identify personal biases and explore its origins and potential consequences through a research paper.<br><br>**Week 8-17 Topic: Rhetorical Devices**<br>Know basic rhetorical devices.<br>Understand the effectiveness and prevalence of rhetorical devices in literature and media.<br>Be able to identify, define, create various rhetorical strategies in context and out of context. | |
| Learning Outcomes & Topics Unit 6 (Semester 2 Weeks 17-19) | **Week 17-19 Topic: Cultural influences in Lit.**<br>• Know how culture influences literature<br>• Understand the impact that culture has on all elements of a novel<br>• Be able to analyze various aspects of a novel that are influenced by culture and their development over the course of the text, provide ample evidence to support observations<br><br>**Week 17-19 Topic: Development of various aspects of literature through a novel**<br>• Know plot, theme, characters, literary devices and how they interact with one another in a novel.<br>• Understand author's purpose with regard to all of the lit. devices.<br>• Be able to analyze various literary devices, the author's purpose, and the influence culture has on all of these in an interactive multimedia presentation. | |

Lokey-Vega (2014)

| Expectations of Student Participation | Students are expected to<br>1. Write one reading log entry every two weeks.<br>2. Write one original response to all discussion forum prompts from the instructor and reply to at least 2 peers' posts.<br>3. Complete all independent exercises on time.<br>4. Collaborate with and complete all group exercises on time. With equitable contribution among all group members.<br>5. Upload all assignments on time to the dropbox as required by the course calendar.<br>6. Join synchronous class sessions.<br>7. Login to the learning management system daily. | Did you outline class participation with descriptions of how it is measured (expectations for discussion forums, number and frequency of logins, amount of time in online class, group project participation, synchronous sessions, etc.)? |
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| Student Communication Expectations | 1. Reply to emails from peers and instructor within 24 hours.<br>2. Adhere to the conventional rules of grammar and punctuation in all communications and assignments.<br>3. Communicate with respect and courtesy.<br>4. Come to discussions prepared and ready to share/listen. | Did you describe the expectations for student behavior when communicating online? |

Lokey-Vega (2014)

| Late Work & Absent Work Policy | **Late Work**<br>Late work is not the same as absent work.  See the absent work section for these details.  Late work will be accepted with the following limitations:<br><br>A Mastery Assignment will receive a 10% penalty of the total points earned for everyday it is late (up to 50% minimum).<br><br>A Practice Assignment will receive a 10% penalty for being one day late (calendar day), and will receive 50% for any day thereafter.<br><br>**Absent Work**<br>Work missed because of an excused absence must be made up within the same time frame as the days missed.  That is, with an excused absence which lasts 2 days, make-up work must be turned in no later than two school days after the student returns to class.  It is the student's responsibility to see me when they return from an absence.  If you turn in work outside of your absent work window, late work penalties will apply. | Did you explain the consequences for not submitting assignments on time? |

| Grading Policy | All assignments will be classified as a "Mastery" or "Practice" assignment.<br><br>**Mastery Assignments:** 60% of your total grade. A mastery assignment is at the end of a unit or term. They demonstrate your level of "mastery" in the unit of study. These assignments will be essays, tests, projects, etc. No mastery assignment will be a surprise. You will know due dates and expectations in advance.<br><br>**Practice Assignments:** 40% of your total grade. A practice assignment is an activity or work you do to practice a skill or knowledge. These assignments will be homework, reader response, classwork, quizzes, etc.<br><br>**Revisions**<br>To revise an assignment, you must redo the assignment or make specific changes based on direct feedback that I have given you.<br><br>Mastery Assignments can be revised for up to 10% more credit, if:<br>• You turned the assignment in on time<br>• You initially earned below a 75%<br>• You have spoken directly with me prior to revision<br><br>* A 74% or a C is the passing grade for a Mastery assignment. If you have a lower score, you are required to meet with me and revise it until you have reached a 74%.<br><br>Practice Assignments can be revised for up to 90%, if:<br>• You turned the assignment in on time<br>• You follow the necessary procedures for revision (ask me if you don't know)<br><br>*Revisions will only be accepted up to 2 weeks of the assignment being returned to you | Is a grading policy defined with point distribution or weighting scheme? Is the grading scale is included? |

Lokey-Vega (2014)

| Assessments | Assessments vary depending on the learning objective and content being addressed in the unit; however students can expect to demonstrate their mastery of learning objectives through:<br>• Tests<br>• Quizzes<br>• Exit Passes<br>• Essays<br>• Character Video Blogs<br>• Blog posts<br>• Website & Wiki creation<br>• Video (Multi-Media) presentations<br>• Simulations<br>• Short Stories & Scripts<br>• Poetry | Area a variety of assessment types included? Is at least one assessment requiring either applying, analyzing, evaluating, or creating? |
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| Academic Honesty | Students are expected to complete individual assignments independently. You are allowed to consult each other and online resources in order to aid in your completion of various tasks, as the benefit of these conversations and research procedures is a learning benefit; however all work submitted must be in your own words and representative of your own thoughts. If you are concerned about being in violation of the laws of plagiarism, consult your learning coach and ALWAYS cite the sources you have used.<br><br>Consequences for plagiarism and cheating include:<br>• A failing conduct grade<br>• A meeting with the principal and your parents<br>• A failing grade for the assignment<br>• Mandatory revision of the assignment without credit<br>• A permanent mark on your academic profile | Do conduct and academic honesty requirements clearly explain the policy on cheating and plagiarism. Are consequences for inappropriate behavior included? |

Lokey-Vega (2014)

| Acceptable Use Policy | CDS provides access to students on ONE of the school's electronic networks.  This network is provided for educational endeavors to prepare students for success in the 21st century, allowing access to the World Wide Web and the practically infinite resources therein.  The Panthers network has been established exclusively for educational purposes.  The term "educational purpose"  includes classroom assignments, activities & projects, student/student & student/teacher interaction, group interaction, distance learning, and teacher approved exploratory exercises.<br><br>1. CDS assumes that all students will honor this agreement.<br>2. CDS shall place reasonable restrictions on material that can be accessed or posted on the network in order to protect students and maintain optimal network performance.<br>3. CDS is obliged to monitor all activity on our electronic networks as it is our obligation to provide a safe environment for students. Since we cannot control the internet, we employ controls on-site.<br><br>**Expectations for CDS Students:**<br>• Students are expected to follow the same rules in the use of the school's network as are used with other day to day school activities: good manners, respect, integrity, and common sense.<br>• Student work posted on web-based sites is expected to meet CDS's rigorous standards for academic integrity, accuracy of information, clarity of purpose, organization, spelling, and grammar.<br>• Students will promptly disclose to a teacher or other school employee any message received that is inappropriate, makes the student feel uncomfortable, or places another student at risk.<br>• Students will keep information about themselves and others private. Permission must be obtained before forwarding or reposting messages sent by another person.<br>• Students will respect CDS internet filtering restrictions, thus eliminating the use of proxy services, software, or "go-around" web sites.<br>• Students will access ONLY the Panthers network during school hours. Accessing other CDS networks is prohibited. Accessing third party networks while on campus is strongly discouraged.<br><br>**Expectations for CDS Families:**<br>• Students and parents are aware that CDS pledges to provide all the required resources to provide a safe, fast, and reliable network connection for all students. When students act within the expectations set forth in this document, we can and will deliver on that promise.<br>• Students and parents acknowledge that while EVERY EFFORT is made to ensure that students are not exposed to inappropriate or hurtful material, the possibility does exist for that to occur.<br>• Students and parents are aware that any inappropriate use of the Panthers network requires CDS to take appropriate action. Sanctions may include, but are not limited to: limited access, supervised access, temporary suspension of internet privileges, or permanent suspension of privileges. Additional disciplinary measures shall be applied as deemed necessary.<br>• Students and parents are aware that staff networks, passwords, digital resources, etc. are private property of CDS and should be treated as such, just as if they were a physical space.<br><br>**\*Non-compliance will result in the suspension of computer privileges and possible disciplinary action.** | Is the Acceptable Use Policy (AUP) described or linked? Are consequences for noncompliance described? |

| Student Right to Privacy | At CDS we follow basic rules for student privacy.<br>• Parents and students have the right to inspect and review relevant education records maintained by the school.<br>• Parents and students have the right to request that a school correct records, which they believe to be inaccurate or misleading.<br>• Schools must have written permission from the parent and/or student in order to release any information from a student's education record.<br>• Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.<br>Policies derived from the United States' Family Educational Rights and Privacy Act | Did you include the conditions for sharing or not sharing student information? |
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| Technology Requirements | Students are required to have a laptop computer.  Each computer must be able to connect wirelessly to the internet and have Microsoft Word or a comparable word processor.  It is recommended that you have a webcam, built-in or external microphone, and google account; however most equipment can be checked out from the CDS media center.  In the event of technology issues, the technology department located in the CDS High School can assist you.  Please email or call the instructor if you are unable to complete an assignment on time due to technical issues.  You may be asked to produce a note from the technology department to verify your technical issues. | Do the technology requirements outline technical specifications for student computers? Did you describe the procedures to follow when technical problems occur? |
| Copyright Statement | This course is owned by Vanessa Gonzalez with the exception of the canon of literature studied.  The course and course materials are not to be copied, edited, or redistributed for any purpose. If you have questions regarding materials created by Vanessa Gonzalez you may request details at vanessa_gonzalez@cds.ed.cr | Did you provide a copyright statement and disclaimer that identifies the owner of the course? |

| Students with Disabilities | CDS believes that everyone does learn, albeit at different rates and in different ways.  Educating children is the shared responsibility of the school, student, family, and the broader community.<br><br>While some accommodations are available to students with disabilities and learning differences, these are provided after meetings with the principal, parents, and guidance counselor.  Please notify the instructor if you have a learning difference and would like an accommodation. | Did you indicate your willingness to provide reasonable accommodations to a student with a disability? |
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*This document pairs with *Designing a Syllabus for an Online Unit of Instruction (Peer Evaluation Checklist) by Lokey-Vega (2014).*