

# English 10

## Syllabus



James Clemens High School  
11306 County Line Road  
Madison, AL 35756

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### I. Course Description:

Welcome to sophomore English and to the start of an exciting and challenging semester. English class will consist of American Literature up to 1900 along with selected studies from World Literature. To be successful, this course will require each student to exhibit self-discipline and commitment. Recognizing that all students learn in a variety of ways, various techniques will be used in the classroom to help all individuals learn in a way that will best meet their needs.

### II. Course Objectives:

Attain a mastery of American literary movements up to 1900, improve reading and writing skills, develop an understanding of various grammar concepts, attain a mastery of skills related to the Alabama end of course exam, and improve vocabulary. Critical thinking, organization, and communication skills will be emphasized.

The Alabama Course of Study Guide is found here (grade 10 begins on page 165):

<https://www.alsde.edu/sec/ses/Curriculum%20Guides/cglanguagearts-draft%20removed.pdf>

### III. Course Requirements:

1. Bell Work (Consists of journal writing, grammar lessons, and vocabulary exercises)
2. Weekly reading, vocabulary and grammar quizzes and tests
3. Writers Workshop will include lessons across the modes of writing and research writing
4. Novel and literary unit tests
5. **In accordance with the *Alabama State Course of Study*, in order to receive credit for this Class students are required to complete a research project/ paper. Students who do not turn in a project/ paper will be given a grade of Incomplete until the assignment is done and will not be allowed to register for English 11.**

### IV. Materials and Supplies Needed & Responsibilities:

1. Computer
2. Textbook
3. Assigned novels
4. Three-ring binder with loose-leaf paper and dividers
5. Pencils, pens, and highlighters

Students must have a personal account on the following websites:

- Schoology: <https://madisoncity.schoology.com/home>
- Independent Grammar: <https://www.noredink.com/>
- Independent Reading: <https://www.readworks.org/>

**Without these accounts, students will not be able to view content/ lessons and complete/submit assignments for grading.**

**Turnitin Notice:** The majority of writing assignments in this course will be submitted to Turnitin via the Schoology learning platform. The primary focus of this software is to help students become better writers and scholars. Turnitin generates a report on the originality of student writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This program will help students discern when they are using sources fairly, citing properly, and paraphrasing effectively - skills essential to all academic work. Students will have the opportunity to review their Turnitin originality report and will have the opportunity to make revisions before submitting their work for grading. Once their work is submitted, teachers have the opportunity to view the student's originality report and grade accordingly.

## V. Grading Policy:

### Homework

Assignments: Please turn in daily and weekly assignments by due date and time. A zero will be entered until the assignment is turned in (please refer to Late Work policy below).

### Late Work

**There will be a 5 point deduction each day that an assignment is late, including the weekend.**

**You must fill out and submit a [Google Late Work Form](#) for ALL late assignments before your late grade can be entered.**

### Papers

1. All final drafts are to be typed and must be double-spaced. [Notify me in advance if you have technological problems.](#)
2. Only use 12 Font Times New Roman.
3. **Rough drafts must accompany the final draft. (Ten point penalty)**

### Grading Period

This class is divided into nine-week categories. Report cards will be distributed at the end of each nine-week period. Progress reports will be distributed at three-week intervals throughout the nine weeks.

The grading scale is as follows: A (90-100), B (80-89), C (70-79), D (65-69), and F (below 65). Grades will be a reflection of mastery of the standards. The final exam counts for 1/5 of final grade.

### Student grades will be determined based on the following percentages:

Major Tests & Papers/ Projects	70%
Quizzes/ assignments & homework	30%

\*Cheating and plagiarism of any kind are never tolerated. Cheating is attempting to receive credit or helping someone else receive academic credit for work that was not personally done or for knowledge not personally mastered. Plagiarism is the use of another person's ideas or expressions in your writing without acknowledging the source. The academic misconduct policy of the school will be followed in this course.

\*Please note that all requests for accommodations for this course or any school event are welcomed from students and parents. Any student who receives failing grades during the course is urged to **attend Refuel** to make up assignments and to discuss this with me so we can devise a plan for improvement.

## VI. Classroom Expectations:

1. Be respectful, polite, and courteous.
2. Be prepared (bring all required materials to class).
3. Be on time and in your seat when the tardy bell rings and immediately begin working on your Bellringer for the day. (Do not wait for me to tell you to begin.)
4. Stay in your appropriate seat throughout the period unless given permission to move about the room. Do not line up at the door close to dismissal.
5. Keep all handouts, notes, graded papers, etc. in the appropriate section in your binder.
6. If given permission to leave the room, you must sign out and take a hall pass.
7. Follow all procedures and policies as outlined by James Clemens High School and Madison City Schools.
8. Do not do anything that would interfere with all of us having a successful and enjoyable semester.

## VII. Discipline:

Unacceptable behavior can be categorized as disruption, disrespect, and defiance. Unacceptable behavior will NOT be tolerated. The following are consequences for unacceptable behavior:

1<sup>st</sup> offense      Verbal warning  
2<sup>nd</sup> offense      Parent contact  
3<sup>rd</sup> offense      Administrator contact

Any major offense can be sent directly to an administrator.

\*Students who are not in my classroom and seated when the tardy bell rings will be considered tardy. No exceptions.\*

Choosing to follow policies and procedures will result in one or more of the following

\*Verbal acknowledgement  
\*A stress free learning environment  
\*A pleasant and secure atmosphere

## VIII. Appropriate Use of Technology

**Concerning Laptop Utilization:** Student laptops should not be hard-wired to the network or have print capabilities. 2. Use of discs, flash drives, jump drives, or other USB devices will not be allowed on Madison City computers. 3. Neither the teacher, nor the school is responsible for broken, stolen, or lost laptops. 4. Laptops and other electronic devices will be used at the individual discretion of the teacher

## 18 – WEEK PLAN

<b>Unit 1</b>	<p><b>Summer Reading</b> Narrative of The Life Of Frederick Douglass: <b>Moves in Argument</b>. Intro to rhetoric, analysis, and writing. Rhetorical choices used by writer and movement within writer’s argument. Annotations and, CDC basics. Building structured arguments in paragraphs and essays. Writers’ diction, imagery, detail, and figurative language effectiveness. Close reading and evidence-based writing. Questioning for content understanding and writer’s choices. Offering evidence and commentary for author’s purpose. Themes and motifs in literature and nonfiction. 2 weeks</p>
<b>Unit 2</b>	<p><b>The Beginning</b> Native American mythology, captivity stories, Puritanism, Rationalism, Deism, literature from the Revolutionary time period, persuasive writing, and grammar. <u>Approximate Length of Unit:</u> 2 weeks</p>
<b>Unit 3</b>	<p><b><i>The Crucible</i> by Arthur Miller</b> Background on The Salem Witchcraft Trials, modern historical connections, grammar, character analysis, and <i>The Crucible</i> project. <u>Approximate length of Unit:</u> 3 weeks</p>
<b>Unit 4</b>	<p><b>The Love of Nature &amp; Being an Individual</b> American Romanticism, Bryant, Longfellow, sonnet information, Emerson, Thoreau, Transcendentalism, the Dark Romantics, gothic elements, Poe, grammar, sonnet writing, and parody writing. <u>Approximate length of Unit:</u> 2 weeks</p>
<b>Unit 5</b>	<p><b><i>Julius Caesar</i> by William Shakespeare</b> Background information on Shakespeare and the Elizabethan time period, comedy, dramatic elements, modern cultural connections, grammar, and <b>research writing</b>. <u>Approximate length of Unit:</u> 3 weeks</p>
<b>Unit 6</b>	<p><b>Civil War Era</b> Douglass, Truth, Beirce, Crane, Whitman, Dickinson, poetry analysis, grammar, and research writing. <u>Approximate length of Unit:</u> 2 weeks</p>
<b>Unit 7</b>	<p><b>Keeping It Real</b> Regionalism, the rise of Realism, Twain, Masters, Cather, Chopin, London, grammar, sentence structure, and literary criticism responses. <u>Approximate length of Unit:</u> 2 weeks</p>
<b>Unit 8</b>	<p><b><i>Ethan Frome</i> by Edith Wharton</b> Character, symbol, and theme analysis, written response to the text, and sentence structure. <u>Approximate length of Unit:</u> 2 weeks</p>

\*The syllabus serves as a guide for both the teacher and student; however, during the term it may become necessary to make additions, deletions, or substitutions. Adequate notice will be provided to students of any necessary changes.

**Parent and Student Contract**

**Grade Value: Daily Grade: 50 Points**

**Dear Parent/Guardian,**

I look forward to having a great year! I feel fortunate to have your son/daughter in my class this semester and hope that you will contact me should you have any concerns about the progress of your son/daughter or any aspect of the instruction. With your son/daughter, please read the attached policies.

**Please note that any acts of academic dishonesty or plagiarism may result in any or all of the following consequences from Madison City Schools' policy on Cheating:**

**“A student who cheats will not receive credit for the work in question. If any other student has cooperated in the cheating, that student is also considered to have cheated and will not receive credit. Cheating students will also be subject to the consequences in the disciplinary consequences in Section XXII of this CSC.**

**Cheating is defined to include, but is not limited to: Page 15 of 51 (a) copying someone else's work in or out of class and identifying and submitting it as your own (b) failing to quote and/or list appropriate citations for material derived from published sources (including the Internet) and identifying and submitting it as your own (c) the use of unauthorized notes, other materials, or assistance during the accomplishment of graded work in or out of class (d) any other situation in which the student attempts to or accepts credit for work not his or her own.”**

Thank you.

Ms. Beale

Dear Ms. Beale,

I have read and I understand the rules, procedures, and expectations for my English 10 course and pledge to uphold the policies as given. I also pledge to maintain academic integrity by not cheating and/or plagiarizing. I agree to do my best in all class assignments and to ask for help when needed.

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student email address: \_\_\_\_\_

Dear Ms. Beale,

I have read the course syllabus for English 10, which is posted in Schoology and on Ms. Beale's educator's Web Site, and I am aware of what will be expected of my child. I also agree to support my child's education by placing value on that education and remaining interested in my child's progress by checking **Schoology and PowerSchool SIS** frequently. I understand that it takes the student, the teacher, and parents working together to help to ensure my child's success.

Parent or Guardian Printed Name: \_\_\_\_\_

Parent or Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Home telephone # and/or cell phone #: \_\_\_\_\_

Work #: \_\_\_\_\_

Parent(s) Email address: \_\_\_\_\_

Thank you,  
Ms. Beale