

# English 10 Syllabus

**Bob Jones High School**  
650 Hughes Road  
Madison, AL 35758

**Ms. Katherine Bryant**  
**Email:** [kgbryant@madisoncity.k12.al.us](mailto:kgbryant@madisoncity.k12.al.us)  
**Phone:** 256-975-1779  
**Social Media:** msbryant\_bjhs

---

## ***COURSE DESCRIPTION***

This course is designed to develop student competency in English usage and mechanics, oral and written communication, and **early American Literature**. Topics for class activities, discussion, and presentations include poetry, novels, essays, library research skills, short stories, and creative writing. Students use analytical and critical thinking skills while examining the various literary forms. This course fulfills the requirement for one unit of 10<sup>th</sup> grade English for the high school diploma.

\*All requests for accommodations for this course are welcomed from students and parents.

## ***COURSE REQUIREMENTS***

1. Weekly discussion board prompt(s)
2. Daily reading
3. Writing on a weekly basis
4. Essay and research writing
5. Novel and literary unit tests
6. Vocabulary unit project
7. 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. Students who do not turn in a project will be given a grade of “**incomplete**” until the assignment is done and will not be allowed to register for English 11.
8. Other unit projects (group and individual)

## ***MS. BRYANT'S VIRTUAL LEARNING EXPECTATIONS***

- ❖ Log into Schoology each day to check for assignments, due dates, and announcements
- ❖ Submit weekly assignments ON TIME (see below for my grading policy and late work policy)
- ❖ Participate in discussion board prompts
  - Specifics for each prompt will be addressed at the beginning of the week
- ❖ Watch all daily videos (live and prerecorded)
  - Live video times will be posted in Schoology

\*\*See infographic on last page for details about virtual expectations for all Bob Jones students.

## ***ONLINE ATTENDANCE POLICY***

- ❖ Communication between teacher and student should occur DAILY.
- ❖ The teacher will contact both the student and parents if there are issues with attendance.

## ***DISCIPLINE***

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

<b>1st offense</b>	Warning sent to both student and guardian
<b>2nd offense</b>	Contact with Administration
<b>3rd offense</b>	Further disciplinary action sought

*\*Any major offense can be sent directly to an administrator.*

## ***EXTRA HELP***

You are encouraged to schedule a conference with me if you do not understand a concept in this class. I want you to succeed! I have **online student support** times during each block and an **office hour** set aside each day for these conferences. To ensure that adequate support is provided for all students/parents, you must request a conference through the **meeting request form**. A link to the meeting request form is posted in your course page in Schoology. To honor all conference requests, conference times will be a maximum of **fifteen minutes** unless otherwise noted.

**\*\*Any student who is at risk of failing this course will be notified by the teacher at the 9 week grading point.**

## ***GRADING POLICY & LATE WORK***

- ❖ Major grades (essays, tests, research papers, projects, etc) will account for **70%** of the student's grade.
  - Major test grade assignments (projects, essays, etc.) – a deduction of 1 letter grade will be taken off every day it is not turned in. Due dates are given at the BEGINNING of the week.
- ❖ Daily grades (discussion board prompts, class writing, participation, etc.) will account for **30%** of the student's grade.
  - Daily assignments (discussion board prompts, daily work, etc.) – half credit will be given if turned in after the due date. Due dates are given at the BEGINNING of the week.
- ❖ The final exam accounts for **1/5** of the final grade.
- ❖ **Progress reports will be sent home every three weeks.**

**NOTE: IN ACCORDANCE WITH SCHOOL POLICY, IF A STUDENT DOES NOT SUBMIT WORK, A "o" WILL BE PLACED IN THE GRADEBOOK UNTIL IT IS TURNED IN. IF AN ACTIVITY OR ASSIGNMENT DOES NOT HAVE TO BE MADE UP, A NOTE WILL BE PLACED IN THE GRADEBOOK. THIS WILL NOT AFFECT THE STUDENT'S GRADE.**

## ***Academic Honesty and Plagiarism:***

Plagiarism is defined as "the practice of taking someone else's work or ideas and passing them off as one's own." Plagiarism is a form of STEALING. I will not tolerate plagiarism in my class. If I find that you have copied words, phrases, or ideas from a source without citing that source OR if I discover that someone else (e.g. a friend, parent, etc.) has done your work, subsequent punishment will follow, and the grade for your assignment will be **a zero**.

**\*\*DO NOT COPY AND PASTE TEXT FROM WEBSITES WHEN COMPLETING ASSIGNMENTS\*\***

## ***TEXTS AND OTHER REQUIRED READINGS***

All texts will be provided online with the exception of summer reading.

**MATERIALS AND SUPPLIES NEEDED**

- ❖ Computer
- ❖ Internet Access

**\*DONATIONS ARE GREATLY APPRECIATED!**

- ❖ Hand sanitizer
- ❖ Facial tissues
- ❖ Paper towels
- ❖ Post-it Notes
- ❖ Clorox Wipes
- ❖ Copy paper (white, green, lavender, pink, and/or blue)

**MS. BRYANT'S DAILY SCHEDULE FOR VIRTUAL LEARNING**

<b>First Block</b>	
8:15-9:51	<i>Planning</i>
<b>Second Block</b>	
10:00-10:30	Daily Office Hour (1/2)
10:30-11:00	Synchronous Instruction (live or prerecorded lesson)
11:00-11:32	Online Student Support (scheduled conferences)
<b>Third Block</b>	
11:40-12:10	Synchronous Instruction (live or prerecorded lesson)
12:10-12:55	<i>Teacher Lunch</i>
12:55-1:25	Online Student Support (scheduled conferences)
1:25-1:55	Daily Office Hour (2/2)
<b>Fourth Block</b>	
2:00-2:30	Synchronous Instruction (live or prerecorded lesson)
2:30-3:27	Online Student Support (scheduled conferences)

# 18-Week Plan and Required Readings

**\*\*This plan is subject to change at any time\*\***

Weeks 1-2	<p><b>Summer Reading Review -</b></p> <ul style="list-style-type: none"> <li><i>The Narrative of the Life of Frederick Douglass</i></li> </ul> <p style="text-align: right;"><i>Introduction to theme CDC and L1/L2 writing reintroduced and practiced CDC graphic organizer</i></p>
Week 3	<p><b>Native American Literature Unit-</b></p> <ul style="list-style-type: none"> <li>“The Sky Tree”</li> <li>“The World on the Turtle’s Back”</li> <li>“The Coyote and the Wonderful News”</li> </ul> <p style="text-align: right;"><i>Native American mini-research project Create your own myth/trickster tale</i></p>
Weeks 4-7	<p><b>Puritan/Colonial Era Unit-</b></p> <ul style="list-style-type: none"> <li>“Sinner’s in the Hands of an Angry God” by Jonathan Edwards</li> <li>“Half-Hanged Mary” by Margaret Atwood (set in colonial time period)</li> <li>“To My Dear And Loving Husband” by Anne Bradstreet</li> <li><i>The Crucible</i> by Arthur Miller (set in colonial time period)</li> </ul> <p style="text-align: right;"><i>Introduction to rhetorical devices/appeals</i></p> <p><b>**The research paper process will begin at this time. Students will do the following:</b></p> <ul style="list-style-type: none"> <li><i>Review claim, data, and commentary in argumentative writing</i></li> <li><i>Review MLA format and proper source citation</i></li> <li><i>Develop research skills through mini-projects using Alabama Virtual Library (AVL) and other resources</i></li> </ul>
Weeks 8-9	<p><b>Dark Romanticism Unit -</b></p> <ul style="list-style-type: none"> <li>“The Fall of the House of Usher” by Edgar Allan Poe</li> <li>“The Masque of the Red Death” by Edgar Allan Poe</li> <li>“The Minister’s Black Veil” and “The Birthmark” by Nathaniel Hawthorne</li> <li>Select poems by Emily Dickinson</li> </ul> <p style="text-align: right;"><i>Figurative Language Symbolism</i></p> <p><b>*The research paper process will continue. Students will do the following:</b></p> <ul style="list-style-type: none"> <li><i>Create a thesis statement and comprehensive outline</i></li> <li><i>Develop a working introduction and conclusion</i></li> <li><i>Write a rough draft, conduct peer reviews and edit/revise</i></li> </ul>
Weeks 10-13	<p><b>Satire and Nonfiction Unit -</b></p> <ul style="list-style-type: none"> <li>African American Spirituals by various authors</li> <li>Survey of <i>The Adventures of Huckleberry Finn</i> (set in pre-civil war time period)             <ul style="list-style-type: none"> <li>○ Chapters 1, 2, 4, 5, 8, 15, 16, 19, 20, 28, 31</li> <li>○ Introduction to satire</li> </ul> </li> <li>“On Being Crazy” and/or “Of Mr. Washington and Others” by W.E.B. DuBois             <ul style="list-style-type: none"> <li>○ Review Segregation &amp; Jim Crow (tie in with <i>Huck Finn</i>)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● “Atlanta Compromise” by Booker T. Washington</li> <li>● “On Being Brought from Africa to America” and/or “On Imagination” by Phillis Wheatley</li> </ul> <p style="text-align: right;"><i>CDC paragraph practice</i></p>
<b>Week 14</b>	<p><b>Transcendentalism Unit-</b></p> <ul style="list-style-type: none"> <li>● “O Me, O Life” by Walt Whitman</li> <li>● Excerpts from <i>Walden</i> by Henry David Thoreau</li> <li>● Excerpts from “Self-Reliance” by Ralph Waldo Emerson</li> </ul> <p style="text-align: right;"><i>Self-evaluation</i> <i>Bucket List research project</i></p>
<b>Weeks 15-17</b>	<p><b>Shakespeare Unit-</b></p> <ul style="list-style-type: none"> <li>● Review of Shakespeare and Elizabethan English</li> <li>● Excerpts from <i>Julius Caesar</i></li> <li>● <i>Taming of the Shrew</i></li> </ul>
<b>Week 18</b>	Review for the final
<b>*Throughout</b>	Vocabulary, grammar, and literary devices will be studied throughout the course of this class.



# VIRTUAL LEARNING EXPECTATIONS



## BE ON TIME

Wake up early  
Log on a few minutes before class

## BE IN A QUIET PLACE

Find a quiet place  
Check your surroundings

## BE PREPARED

Computer is charged  
Camera is on  
Use headphones if you have them

## PRESENTATION

Wear appropriate clothing  
Sit up straight  
Be in camera view

## MUTE YOURSELF

Mute yourself when your teacher or another student is talking

## PARTICIPATION

Be focused  
Be attentive  
Be an active participant

## CHAT RESPONSIBLY

Raise your hand to speak  
Type your question in the chat box

## COMMUNICATION

Speak clearly  
Look up when speaking  
Stay on topic  
(no side conversation)

## BE RESPECTFUL

R-E-S-P-E-C-T  
Be kind  
Be considerate