



**English 10 Honors 2015-2016**

**Ms. Alexis Harmon**  
[aharmon@mccsc.edu](mailto:aharmon@mccsc.edu)  
 ext. 50141

**Ms. Maggie Clark**  
[magclark@mccsc.edu](mailto:magclark@mccsc.edu)  
 ext. 50288

Welcome to English 10 Honors/World Literature. This course is designed to prepare you with the skills to academically analyze literature. You will learn to critically read a text and to write analytical, academic papers in response to your readings. The course will challenge you to think critically, and examine both your own writing and that of others.

**Central Course Questions**

Our examinations of world literature will center on these questions:

1. How do we interpret a text and come to an analysis based on themes?
2. Why do texts have themes and what is the importance discovering and interpreting those themes?
3. How does literature allow us to have a greater understanding of the world around us and ourselves?
4. How can writing help us to clearly and concisely articulate our ideas, opinions, and critical interpretations?

In order to explore these questions, we will be delving into a variety of world literature. This includes fiction, nonfiction, short stories and poetry. In addition to reading and examining poetry, short stories, and other texts, the course will focus on the following longer texts:

- Richard Adams' *Watership Down*
- Sophocles' *Oedipus Rex*
- William Shakespeare's *King Lear*
- Voltaire's *Candide*
- Goethe's *Sorrows of Young Werther*
- Emily Bronte *Wuthering Heights*
- Tolstoy's *Anna Karenina*
- Plath's *The Bell Jar*
- Faulkner's *The Sound and the Fury*
- Hemingway's *A Farewell To Arms*
- Fitzgerald's *Tender is the Night*
- T. Williams' *A Streetcar Named Desire*

**\*\*\*THIS SCHEDULE IS SUBJECT TO CHANGE\*\*\***

	<b>Readings/Activities</b> (Directions for each week can be found on Canvas or will be discussed in class. I provide a general outline of activities in this document.)	<b>Due Dates and Homework</b>
<b>Unit One: Introduction/Summer Reading</b>		
Week One	-Getting to know you --Syllabus Review --Goals for class—What do you want to make sure we do? --Discuss <i>Watership Down</i>	Independent Reading Assigned ( <i>Farewell to Arms</i> ) Commonplace Entries Assigned  Study for Quotes Exam
Week Two	<i>Watership Down</i> Quotes Exam Prepare for <i>Watership Down</i> In-class Essay	Study for Quotes Exam Prepare for In-class Essay  <b><u>Watership Down</u> Quotes Exam</b> <b>Maroon: Tuesday, August 11th</b> <b>Gold: Wednesday, August 12th</b>



Week Three	<i>Watership Down</i> In-class Essay Maroon: Monday, August 17th Gold: Tuesday, August 18th <i>Farewell to Arms</i> Reading Day Maroon: Wednesday, August 19th Gold: Thursday, August 20th	<b><i>Farewell to Arms</i> Book 1 &amp; 2</b> <b>Commonplace Entry Due: Friday, August 21st</b>
<b>Unit Two—Short Stories: Analysis and Theme</b>		
Week Four & Five	Analysis Notes Elements of Film Practicing analyzing theme with two short stories and a movie	<b><i>Farewell to Arms</i> Book 3</b> <b>Commonplace Entry Due: Friday, August 28th</b>
Week Six	Writing self-evaluation Group Presentations: Analyzing Film	<b><i>Farewell to Arms</i> Book 4 &amp; 5</b> <b>Commonplace Due: Wednesday, September 9th</b> <b><i>Farewell to Arms</i> In-class Essay</b> Maroon: Wednesday September 9th Gold: Thursday, September 10th
Week Seven & Eight	Short Story Vocabulary Elements of Short Story Reading and discussing themes in short stories	<u>Homework</u> : Short Stories and Responses TBA <b>Short Story Vocabulary Quiz</b> Maroon: Wednesday, September 23rd Gold: Thursday, September 24th
Week Nine	Short Story Project and Presentation	
<b>FALL BREAK: OCTOBER 5<sup>TH</sup>-9<sup>TH</sup></b>		
Week 10	Short Story Essay Writing Instruction Peer Review	Independent Reading Assigned ( <i>The Sound and the Fury</i> )  Short Story Essay Rough Draft Due: TBA Short Story Essay Final Draft Due: TBA
<b>Unit Three—Tragedy: <i>Oedipus &amp; King Lear</i></b>		
Week Eleven	Understanding Tragedy Begin <i>Oedipus Rex</i>	
Week Twelve	<i>Oedipus Rex</i>	
Week Thirteen	<i>Oedipus Rex</i> Final Assignment/Essay	
Week Fourteen & Fifteen	<i>King Lear</i> Vocabulary <i>King Lear</i> Analyzing adaptation to understand theme	
<b>Thanksgiving Break</b>		
Week Sixteen & Seventeen	Continue study of <i>King Lear</i>	<i>The Sound and the Fury</i> In-class Essay <i>The Sound and the Fury</i> Writing Component due
Week Eighteen	<b>Finals: Tragedy Final Assignment/Essay</b>	

A schedule for semester two will be handed out the first week of semester two.

### Evaluation and Grading

I hope that the content of this course will motivate you to do well and not your concern for receiving a particular grade. However, I do recognize that grades are important and recognize the importance that grades play in certain areas of life. You can access a progress report on Skyward (link on MCCSC website). I do want to be clear about our general expectations, and are also available to discuss the quality of your work in this class and how it would translate into an overall grade.

Work Products (85%): This will involve mostly written work, including essays, journal writing, tests, and quizzes. We will also

have occasional oral presentations or multimedia projects.

**Classroom Discourse (15%):** This is more than the typical “class participation” grade that is determined simply by how many times you open your mouth during large-group discussion. Contributing to classroom discourse also involves being an active, respectful, and *informed* participant in small-group work, team projects, and other class time activities. This means attending class (and arriving on time), having all necessary materials, and otherwise being prepared to give your best effort.

### **Late Work Policy**

I always want the opportunity to review your work and provide feedback so please complete and turn in every assignment. However, I **will not accept late homework** for a grade, except following excused absences and in extreme extenuating circumstances. If you are absent on the day a homework assignment is due but you were in class on the day it was assigned, it must be handed in at the start of class the day you return to school.

#### Formal Papers:

- **ALL** formal papers are due at the beginning of class on the assigned due dates. NO paper will be accepted after that time for full credit.
- If you absent, **you still need to submit your paper on Canvas by the due date.**
- **Formal papers will be accepted late for ONE WEEK after the due date with the following stipulations:**

**The points earned on the paper will be half the total point value for the paper.** For example – if a paper that is worth 100 points is turned in late, it would earn 50 points. No more, no less.

**The paper will be critiqued, but it will not receive rubric scores.**

A FORMAL PAPER HANDED IN AFTER THE ONE-WEEK GRACE PERIOD WILL NOT EARN ANY CREDIT. I will critique the paper, but there will be NO points assigned.

Truancies: If you are **truant** on a day that ANY assignment is due, it will NOT be accepted. If you are **truant** on the day something is assigned, you may not get to make up that assignment (EXCLUDING WHEN MAJOR PAPERS ARE ASSIGNED). End of discussion.

Absences: It is YOUR responsibility to get the materials you have missed if you have been legitimately absent. You have ONE extra class day to make up work or it will not be accepted.

**However,** if you become ill or experience an emergency of some sort, please let me know as soon as possible. I'm tough with grades and attendance, but I'm not without a human side.

**English 10 Honors Tutorial:** Students in this class may also be required to attend specific Lab tutorials while working on major papers and assignments. Tutorials may be scheduled to work on thesis statements, rough drafts, and revising and editing.

**Academic Honesty:** The difference between learning from others and letting them do your work for you is absolutely crucial in this class, and I will react very strongly against all forms of cheating and plagiarism, including but not limited to automatic failure on the assignment. If you are unsure what counts as “prohibited sharing,” please review the Student Handbook or ask me beforehand.

**The Most Important: Respect:** I offer you our respect, and I expect you to do the same for me and your classmates. This does not mean everyone has to agree with one another (or even like one another—although we hope that will happen). Instead, it means we need to behave and express our opinions in ways that do not demean, embarrass, or belittle others. The ability to respectfully disagree is a vital element of democratic citizenship, and a skill that needs to be learned and practiced.

**Discipline Procedure:** If students violate a school-wide expectation or classroom expectation, they will be given a warning. After the 2<sup>nd</sup> warning, students will be referred to the office for disciplinary action. This includes the following:

\*Using a cell phone during the class period (unless instructed to do so)

\*Any behavior that is disruptive to the learning environment (i.e. inappropriate conversation, inappropriate physical conduct, inappropriate use of technology, etc.)

Please let me know if you have any questions or concerns—I want to make this class challenging, engaging, and rewarding for you, and I value your input on how to make that happen.