**English 10 Pre AP Course Syllabus**

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**Course Philosophy:** Tenth grade students are only two years away from graduation and, potentially, a move to the college level of their educations. And many sophomores do not have highly developed study skills. Often bright students in “regular” English classes rely on superior memory or listening skills and make high grades without intense study or sustained effort. In a class focusing on strategies fostered by the College Board, students will learn to organize and plan ahead. They will realize that, to succeed, they must spend at least as much time studying out of class as they spend in class. Sophomores have much to learn about writing, language, and literary analysis.

The basic difference between an honors English class and “regular” English is the linking of form to meaning. In the past, students were taught the *form* – historical background of literature, themes, tone, character development, conflict, etc. – but often did not learn to connect the *language* – the way the words work together on the page – with meaning. This connection must become clear to students in the next two years if they are to excel in college classes. Honors English students should also develop fluency, creativity, and a sense of risk-taking in writing. Students should write several times each week (perhaps even every day), both graded and non-graded writing. The task of the tenth-grade teacher is to make readers, writers, and learners out of high school students.

**Course Objectives:** Refer to the tenth grade skill progression chart for course objectives.

**Course Texts/Materials:**

*Holt McDougal Literature: Grade 10*. Orlando: Houghton Mifflin Harcourt Publishing Company, 2013. Print.

Knowles, John. *A Separate Peace.* New York: Scribner, 2003. Print.

Kilgallon, Don. *Sentence Composing for High School*. Portsmouth: Boynton/Cook Publishers, 1998.

Textbooks and class sets of novels will be provided for the students. The instructor will also pull from a variety of other sources to complement fiction, poetry, drama and nonfiction studies.

In addition to the texts, students will need:

* 1 three-ring binder, which can be divided into four or five sections
* Spiral notebook(s) {college ruled}
* Blue/black ink pens
* Flash drive
* Highlighters
* Colored pencils
* 3x5 notecards
* 4x6 notecards

**Classroom Expectations/Rules:** Both the student and the teacher are expected to adhere to two basic rules: be respectful and work as hard as possible. These are extremely important for success in the English 10 classroom.

In addition, there are some other expectations for the students:

* Cell phones are not allowed in the classroom at any time. There will be a collection box in the room for those uncomfortable with keeping phones in the lockers. Students who are caught with a cell phone will have it confiscated immediately.
* I-pods and other electronic devices should be out of sight and out of mind. No earphones/earbuds are permitted.
* Water only, in a clear plastic bottle, and no food at any time.
* Students are also expected to abide by school rules as outlined in the student handbook.

**Attendance:** To be successful in the Honors English classroom, attendance is a must. This is a fast-paced, rigorous course, and failure to be in class regularly will make it extremely difficult, if not impossible, for the student to keep up with the rest of the group. The student is responsible for making up any missed work due to absence and should contact the instructor immediately upon his/her return. Homework and other assignments will be posted on the white board, the English 10 Pre-AP home page, and the bulletin board at the back of the room every day.

Students should also make note of the new tardy policy as outlined in the student handbook. Excessive tardiness will result in a conference with the student’s parent or guardian. Students with an unexcused tardy will make up the time after school, and repeated offenses will result in stricter disciplinary measures. All tardiness is deemed unexcused after the fourth tardy each semester, unless a doctor’s note is provided or a chronic illness form is filed. More than four offenses will result in after school detention.

**Late Work/Make-up Work:** Any work turned in late will incur a penalty of minus-5 points for each day late. Long-term assignments such as essays and projects are to be turned in on the date assigned. Remember, e-mail is always an option!

The student handbook states that students who do miss school have two (2) days to complete any missed work. Though extra time may be given at the discretion of the instructor, the teacher will adhere strictly to this rule. Tests and quizzes assigned in advance should be made up on the day of the student’s return to school, and the student is responsible of arranging a time with the teacher.

**Grading:**

Homework: 10%

Classwork/Quizzes 20%

Vocabulary 10%

Tests/Essays 30%

Book Reports/Projects 30%

**Extra Credit:** Grades should be a product of what the students has learned or accomplished, not what he/she scrambles together at the last minute in an effort to bring up his/her mark. With that in mind, extra credit will not be offered in English 10 Honors.

**Cheating/Plagiarism:** Cheating and plagiarism will not be tolerated. Any student found in violation of an integrity offense is subject to the following penalties:

* Zero for the work
* In-school suspension
* Stricter measures for repeat offenders

**Course Outline:**

Unit 1: Making Connections and Finding Patterns

Unit 2: Fiction Analysis

Unit 3: Poetry Analysis

Unit 4: Drama Analysis

Unit 5: Non-Fiction Analysis

Each section of the course will be accompanied by detailed grammar, vocabulary and composition study. Students should expect to write in class every day, and they should be prepared to compose at least one essay, probably more, per grading period. Each grading period will also include dialectical journals and other methods of analyzing literature, which will be discussed during the first weeks of school. The course will also cover the research process, including proper documentation and the dangers of plagiarism, which will culminate in a student research project. Since there are often unforeseen distractions during the school year, this syllabus is subject to change.

**Ongoing Assignments:**

* Students will study vocabulary from a variety of sources, including the texts we analyze.
* Students will study the structure of language through imitation exercises using *Sentence Composing for High School* by Don Killgallon, and by analyzing the texts they study.
* Students will reply often to timed essay prompts.
* Students will read a book of their choice each of the first nine weeks (three novels during the semester) in addition to the in-class novels and plays. For evaluation, students will write an essay based on an open question that suits their novels.

I have read the syllabus above and understand the expectations and outline of the English 10 Honors English course.

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_