

English 10 Course Syllabus
Gulf Shores High School 2019-2020

R. Talantis/Room # 108
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Welcome to Sophomore English!

This year we will be exploring Early American Literature. In order to understand our society today, we must understand the America of the past. To do so, we will look at how this country has changed and discuss what it means to be an American through the lens of American Literature.

Course Description: This course addresses the first part of our journey into the American experience (Native American storytelling through roughly 1900). The course will cover literary movements such as: the Colonial writers, Revolutionary Period, Romanticism, Transcendentalism, and Realism. We **will** also incorporate additional texts.

Course Goal: To build the strong reading, writing, and grammar base that students need for the challenging years of high school and college/career ahead. We will strengthen and sharpen the student's grammar, composition and comprehension skills through a guided study of literature.

Rationale: Reading, writing, analysis, and memory skills are essential to academic success and will enhance study in *any* chosen field. English 10 strengthens the basis for strong reading and writing skills, which will be used throughout high school, college, and career.

Texts: Springboard Consumable, Glencoe Literature text, Grammar and Composition text, PLUS up to two of the following: *Warriors Don't Cry, Julius Caesar, The Red Badge of Courage, The Crucible, The Life of Pi, White Fang, and The Scarlet Letter*. Additional books may be required at teacher discretion. **If any of these novels is offensive in any way to you/your parents, PLEASE let me know now and you will receive an alternate assignment from the rest of class.**

Materials: 3-ring binder (at least 1") for class work, college-ruled loose-leaf **paper** (a lot), tabbed **dividers** (at least 3), **pens** (black or dark blue ink only) and pencils, **highlighters** (2-3 colors). If any additional supplies are needed, students will be notified well in advance.

Wish List: The following items are not required but would be greatly appreciated –Germ-X or other individually wrapped **antibacterial wipes**, paper towels, **TISSUES** such as Puff's or Kleenex.

Responsibility: It is your responsibility to complete all of your assignments on time. Most major assignments will be accepted late at a penalty of one letter grade per **calendar** day. Ask questions if you do not understand expectations. Students must come to class prepared with all needed materials. Students are responsible for keeping organized physical folders and folders on their Google Drives to share. The instructor will ask for most work to be printed and turned in, but some will be submitted via Google Docs in the Google Classroom.

Late/Missing Class Work & Homework: Students will have one day to make up work missed from days they are present in class for 50% credit.

Grading Proportions:

Inside Work-completed mostly in class **40%**, **Assessments** (major tests, projects, major works) **60%**

Attendance: Come to school every day! Absence makes success hard to achieve. Students receive zeros for any work missed on an unexcused absence. For each **excused absence**, students have three days upon returning to school to make arrangements to make up the work. If arrangements aren't made within the three day period, the grade will become a zero without the opportunity to make it up. **IT IS THE STUDENT'S RESPONSIBILITY TO INITIATE THIS PROCESS.** The teacher will not "chase" missed/late work. **Unexcused absences will result in a zero for any assignment due on that day without the opportunity to make it up.**

Cellphone/Portable Devices – Cellphones are not allowed in this classroom. They should be turned off upon entrance to the room. The first time a student is caught with their cellphone out, they will receive a warning. The second time a student is caught with their cellphone out, it will be sent directly to the grade level administrator, and the GSHS school cellphone policy will be enforced. Exceptions may apply.

Chromebook Device Use Policy: Technology, while an excellent tool to facilitate and enhance student learning, can be abused and misused in the classroom. Therefore, there will be strict guidelines that all students must know and follow.

Devices can only be used and out on the student's desk when the teacher has explicitly announced their allowable use.

If a student is using their device at a time deemed inappropriate by the teacher and/or if the student is not using the device for instructional purposes (i.e. visiting or using apps or sites the teacher has not expressly allowed), students will follow the three-strike policy:

- **First strike:** student will be given a verbal warning.
- **Second strike:** Chromebook will be taken up for the remainder of the class period and parent/guardian will be notified.
- **Third strike:** Chromebook will be turned over to the grade level administrator and a formal write-up will be issued, and the administration will provide the necessary discipline.

All other policies in the Gulf Shores High School Handbook related to technology will be strictly enforced.

Conferences: Please contact me, or the front office, at least 48 hours in advance to schedule a conference.

Bathroom: Students should use the restroom between classes, during lunch and break. However, as "emergencies" arise from time to time, I give students three bathroom trips per quarter if they have to leave during my class. After that, they will NOT be allowed to leave for the restroom. Exceptions to this rule will be made with proper medical documentation or in the event of an emergency.

Tardies: Attendance and academic success are correlated. Tardies disrupt instruction and cause gaps in learning. In efforts to maintain the integrity of class time, the following discipline will be administered for tardies to each period:

- On the 4th tardy to class, a referral will be written and the student will receive detention.
- On the 6th tardy, a referral will be written and the student will receive OCS.
- Discipline will continue to increase in severity every two tardies.

Tardy counts will start over each semester.

Contact Me: rtalantis@gsboe.org or (205)310-9383

Keep Track: Parents and students should regularly check their children's grades on iNow. We will also use CANVAS and Google Classroom for many aspects of this course, in addition to many other websites including but not limited to: USATestprep, Vocabulary.com, turnitin.com, commonlit.org, digitalreadworks.org

Units of Study

Year-long

* **Grammar: DGPs** (daily) – includes specific instruction in common grammatical errors, capitalization, and punctuation. Assessments include quizzes, writing, and tests.

***Writing**—You will complete various short and long writing assignments (including creative writing) inside and outside of class all year. We will try to write at least a little bit, every day.

First Quarter

Story-telling, Native American literature and culture- includes personal response to literature, folk tale

terminology, literary analysis, class discussions, project, and tests.

- **Writing** – includes literature, study of writing in the narrative form, and a creative narrative composition.
- **Early America: historical documents and accounts**—includes a close reading and analysis of literature, as well as reader responses, quizzes, a project, and a test.

Second Quarter

• **American Romanticism and Transcendentalism**—includes close reading of essays, poetry, and stories, as well as reader responses, quizzes, and a test.

• **Shakespearean Drama** – includes *Julius Caesar*—background and biographical information. Assessments will include quizzes, composition, and a unit test. Maybe *Taming of the Shrew*.

• **Research-based Formal Essay Writing** - includes introductions, thesis statements, topic sentences, evidence, commentary, transition words, and conclusions. Students will also work together as peer evaluators and editors during the revision process.

Third Quarter

• **Poetry** – includes the study of poetic elements, sound devices, class discussion, poetry interpretation, project, and tests.

• **Excerpts from *A Narrative in the Life of Frederick Douglass***-- includes a close reading and analysis of the memoir, as well as reader responses, quizzes, and a test.

• ***The Crucible***— includes a close reading and analysis of the play, as well as reader responses, quizzes, a project, and a test.

Fourth Quarter

• **Local Color and Realism**-- includes close reading of essays, poetry, and stories, as well as reader responses, quizzes, and a test.

• ***The Red Badge of Courage***-- includes a close reading and analysis of the novel, as well as reader responses, quizzes, and a test.

English 10 Syllabus Signature Form

PARENTS AND STUDENTS, PLEASE FILL OUT THE FOLLOWING FORM AND RETURN.

Students & Parent(s)/Guardian(s) must complete and return this form by **Wednesday, August 14.**
I have read and will comply with the rules, procedures, and syllabus for Talantis's English 10 class.

Student name: (printed) _____

Student signature: _____ Date _____

Parent/Guardian name: (printed) _____

Parent/Guardian signature: _____ Date _____

Thank You! *Also, parents please email me rtalantis@gsboe.org with any insightful information
R. Talantis that you would like me to know about your child.

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