

English 10: Introduction to World Classics



Mr. McAdamis

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Required Texts

~ Mythology	Hamilton
~ <i>The Odyssey</i>	Homer (Eagles translation)
~ <i>Poetics</i>	Aristotle
~ <i>Oedipus Cycle</i>	Sophocles (Fitzgerald translation)
~ <i>Macbeth</i>	Shakespeare
~ <i>English Romantic Poetry Anthology</i>	Applebaum
~ <i>Sound and Sense</i>	Arp/Johnson
~ <i>A Doll's House</i>	Ibsen
~ <i>Vocabulary for the College Bound</i>	Levine/ Levine/ Levine
~ <i>MLA Handbook</i>	

Outside Texts:

During the year, you will be required to read two additional literary works outside of class.

Materials

One three-ring binder dedicated to this class. Divider tabs need to be labeled with the following sections:

1. Syllabus (retain in binder for reference throughout academic year)
2. Writing (in-class writing, notes, and handouts)
3. Essays
4. Grammar/Vocabulary
5. Literature Notes/Handouts
6. Lit Journals
7. Exams/Quizzes

You will need to bring your binder, filled with plenty of loose-leaf notebook paper, EVERY day. EACH page of your binder should be labeled, dated, and filed chronologically in the appropriate section. I will check your binders at random intervals. Also, the final exam is cumulative. So while Mr. McAdamis will say when you may take materials out of your binder at different points in the semester, DO NOT throw anything away.

Also required: Blue or black pens for all work. A highlighter for peer editing and annotating.

Assessment Specifics:

Summative Assessments:

You will have quizzes which cover any material from the preceding weeks (information discussed in class, reading required for homework, writing concepts, grammar or vocabulary).

Exams (objective and in-class essay exams) missed in the event of absence must be made up within one week of the student's return. IT IS THE STUDENT'S RESPONSIBILITY to (1) be aware of all exam dates, and (2) arrange with me to find a time and place to take the exam within the allotted week.

Formal written assignments are due on the specified date and time. Students will write in-class essays, as well as substantive, thesis-driven essays of 3-5 pages in length. All drafts of process papers are submitted online. Details will follow about how this functions. Late essays will lose 10% if turned in one day late, 20% if two days late, and 50% if three days late. After three days, I reserve the right to refuse essays. Please remember that even a failing grade of 50% is still preferable to a zero. Also, please note that you will lose points for not following guidelines (following the online procedures, MLA format, submitting work as a PDF file).

Diagnostic and Formative Assessments:

Homework assignments are due when assigned. Late homework assignments will NOT be accepted and may not be made up for credit. In the event of an excused non-discretionary absence (illness), the student may have one day for each day absent to submit the missing homework assignment. **"I was absent"** is not an excuse for not turning in work that you knew about ahead of time. **It is the STUDENT'S RESPONSIBILITY to find out what information and/or homework assignment was missed on the day of her/his absence. Therefore, it is YOUR responsibility to approach me if you are absent; I will not approach you.**

All assignments are due at the specified date and time. If you think your work is going to be late, you MUST let me know before the due date – I MAY be able to make special arrangements, although this is not a guarantee. "I was absent" is an unacceptable reason for being unprepared for the next class. If you are absent, you are responsible for finding out what work you have missed. The best way to get in touch with me is through email. Also, I strongly recommend that you trade phone numbers/email addresses with two RELIABLE classmates you can contact in the event of an absence. As per school policy, after an excused absence, you have as many days to make up missed work as days you were absent.

It is YOUR responsibility to approach me if you are absent; I will not approach you.

Grading Policy: Your grade is based on the accumulation of points. There are no weighted categories. Quizzes and homework are usually worth 10-20 points, while an essay or project would generally be worth 100-200 points. You will know the points attached to an assignment when it is given. Below is a list describing the type of work for the course.

Essays
Exams
Quizzes
Homework / Projects
In-Class Writing / Participation
Final Exam
<u>Citizenship</u> (Conduct, Cooperation)

Always engaged and productive = **O**

Disruptive or non-productive behavior: Once= **S**, Twice = **N**, Three or more times = **U**

Work Habits

Always prepared with required materials (texts, paper, comp books, pens, etc.) = **O**

Missing materials once = **S**, twice = **N**, three times = **U**

Always seated and working on writing prompt when class begins = **O**

Tardy once= **S**, twice = **N**, three times = **U**

Note: School policy dictates that 3 tardies = U. (4th tardy= Detention)

MCHS Absence Policy: 10 absences= FAIL

General Goals and Objectives

In accordance with MCHS standards, this course will help students become:

- Independent readers who are able to analyze, synthesize, and critique sophisticated literature and complex concepts in their writing and speech.
- Thinkers who can identify problems and evolve creative and appropriate solutions.
- Writers who can recognize and produce finished, coherent, and unified analyses and arguments.
- *Self-motivated* workers who understand and value the process of inquiry, reading, and writing as *intrinsically* valuable.
- Young adults capable of not only communicating clear viewpoints, but understanding and respecting the fundamental merits of opposing perspectives.
- Able to find connections between the literature of this course and Jewish sacred texts.

Specific Course Goals and Objectives

English 10 presents students with a thematic as well as a chronological overview of some of the world's literary classics. Students will trace the development of Western Theater from classical Greece to the early 20th century, and will integrate language skills, composition techniques, and practice in critical thinking through an analysis of these canonized works.

Particular attention will be paid to the development of increasingly sophisticated writing skills with a focused awareness of *purpose and audience*. We will explore the *process* of writing, including prewriting, freewriting, and multiple revisions, as a series of generative activities leading to final, polished *products*. Contextual vocabulary and grammatical instruction will enhance student understanding of each literature unit while preparing the student for the SAT. Research approaches and techniques, including those utilizing internet resources, will be explored.

Emphasis will be on reading, writing, verbal expression, and study skills as *interrelated* activities. *Empathetic responses* to peers, instructors, and texts, will be encouraged and honed through a variety of creative activities, student-led projects, and presentations.

Tentative Schedule

September

Introductions

In-Class Writing Skills and Annotation (*The Red Tent*)

Skills: Note-Taking, Annotating Texts

Vocabulary: Greek words (ch. 4 #1-#18)

Writing Skills: Pre-Writing, Evidence and Explanation,

Body Paragraphs/Topic Sentences, Major Folds

Grammar: Review Parts of Speech

October	<p>Mythology: Creation Myths & Societal Value Systems The Heroes of Greek Mythology / Review of Epic Hero <i>The Odyssey</i> <i>Vocabulary</i>: Words from Classical Mythology and History (ch. 6) <i>Writing Skills</i>: Introductions/Theses, Transitions, Conclusions <i>Grammar</i>: Fragments, Run-Ons, and Comma Splices</p>
November	<p><i>The Poetics</i> / <i>Oedipus Cycle</i> Tragedy / The Tragic Hero Aristotelian influences <i>Vocabulary</i>: Greek derivatives (#9, #10, Review, #11-#14) <i>Writing Skills</i>: Active Verbs, Syntax, Evaluating an Essay <i>Grammar</i>: Subject Verb Agreement</p>
December	<p><i>Oedipus Rex</i> / <i>Antigone</i> Dramatic Convention: Golden Age of Greece <i>Vocabulary</i>: Greek derivatives (#15-#25 and Review) <i>Writing Skill</i>: Revision Goals <i>Grammar</i>: Pronoun Agreement and Reference</p>
January	<p><i>Macbeth</i> Dramatic Convention: Shakespeare's Theatre Rethinking the "Tragic Hero" <i>Vocabulary</i>: Latin Derivatives; Prefixes (5.1-5.5); Roots (#1-#4) <i>Writing Skill</i>: Timed Writing Strategies <i>Grammar</i>: Pronoun Ambiguity and Pronoun Choice</p>
February	<p><i>Poetry</i> <i>Writing Skill</i>: Integrating Analysis and Evidence <i>Grammar</i>: Verb Tenses (Simple and Perfect)</p>
March	<p><i>Romantic and Victorian Poetry</i> <i>Sound and Sense</i>: Understanding Poetry: Imagery, Sound, Form <i>Vocabulary</i>: Latin (#6-#15 and Review) <i>Writing Skill</i>: Documenting Sources MLA <i>Grammar</i>: Parallel Construction</p>
April	<p><i>A Doll's House</i> Rethinking Value Systems <i>Vocabulary</i>: Latin (#16-#21) <i>Grammar</i>: Combining Sentences</p>
May	<p><i>Year in Review</i> <i>Writing</i>: Timed Writing Strategies <i>Grammar</i>: Begin reviewing SAT grammar</p>
June	<p>Overview: Analysis and Synthesis Review: Texts, Writing Process, Grammar, Terminology, Vocab <i>Vocabulary</i>: Latin (#22-#30 and Review)</p>