

Course Syllabus & Expectations

English 10 Honors is a full-year course emphasizing a thematic study of world literature through literary analysis combined with 21<sup>st</sup>-century skills, including media literacy and public speaking. It is designed for sophomores who are reading and writing at an advanced pace, who are capable of in-depth analysis, and who are motivated to meet the rigor of this accelerated course. The curriculum will focus on fiction and non-fiction texts through which students will explore a broad range of perspectives. **This course is designed to foster and refine independent learning skills characteristic of an Honors-level student. The expectation is that students participate in reading and writing activities during and outside of class time in a self-directed fashion.**

**I. Objectives:** Over the course of the year, students will

- Independently read and annotate increasingly complex texts with fluency and comprehension
- Create multimedia products that demonstrate comprehension of literary texts
- Communicate effectively through a variety of writing and speaking tasks
- Use research skills to access, interpret, and apply information from a variety of sources
- Analyze content presented in diverse formats to determine how various texts address similar concepts
- Apply 21st-century skills (collaboration, creativity, critical thinking, problem solving)
- Refine understanding of Standard English through a variety of mechanics, usage, and grammar activities
- Use the aforementioned objectives to develop their own questions and answers in the exploration of the following topics:
  - o Perspective (Emotions/Experiences of Others & Ourselves)
  - o Freedom & Justice
  - o Importance & Significance of Storytelling
  - o Resilience & Survival
  - o Use & Abuse of Power

**II. Course Texts:**

<b>Full Class Texts (all BOE approved):</b>	<b>Choice Texts (all BOE approved):</b>	<b>Independent Reading:</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> <i>Antigone</i>, by Sophocles</li><li><input type="checkbox"/> <i>The Canterbury Tales</i>, by Geoffrey Chaucer (excerpted)</li><li><input type="checkbox"/> <i>A Christmas Carol</i>, by Charles Dickens</li><li><input type="checkbox"/> <i>Macbeth</i>, by William Shakespeare</li><li><input type="checkbox"/> <i>Night</i>, by Elie Wiesel</li><li><input type="checkbox"/> <i>A Tale of Two Cities</i>, by Charles Dickens</li><li><input type="checkbox"/> <i>All Quiet on the Western Front</i>, by Erich Maria Remarque</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> <i>The Serpent King</i>, by Jeff Zentner</li><li><input type="checkbox"/> <i>Just Mercy: Adapted for Young Adults</i>, by Bryan Stevenson</li><li><input type="checkbox"/> <i>Jackpot</i>, by Nic Stone</li><li><input type="checkbox"/> <i>Born a Crime</i>, by Trevor Noah</li><li><input type="checkbox"/> <i>Things Fall Apart</i>, by Chinua Achebe</li><li><input type="checkbox"/> <i>Rebecca</i>, by Daphne duMaurier</li><li><input type="checkbox"/> <i>Dracula</i>, by Bram Stoker</li><li><input type="checkbox"/> <i>Wuthering Heights</i>, by Emily Brontë</li><li><input type="checkbox"/> <i>Jane Eyre</i>, by Charlotte Brontë</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> To be provided by Baker Library or Sora Online Library</li><li><input type="checkbox"/> Titles to be determined by student and teacher</li> <li><input type="checkbox"/> Other works of nonfiction and fiction, poetry, and informational texts.</li></ul>

In order to nurture the development of the NYS Education Department and Baldwinsville Central School District Standards to

- provide a healthy, safe learning environment where each student can reach his or her full potential
- provide students with knowledge and understanding to live productive and responsible lives as citizens in the community
- prepare students with an academic background that equips them for success in whatever career path they choose to follow

- acknowledge and appreciate that every student possesses unique talents and abilities by supporting the development of those talents and abilities to their fullest

The Baldwinsville Central School's English Department 7-12 uses the titles above

- as a vehicle to deliver the curriculum and jumpstart conversations that promote critical thinking, analytical writing, and collaborative discussions.
- to provide an inclusive educational environment.
- to allow for ongoing conversations that are necessary to better help our students understand themselves and their society.
- to reflect our society's past, present, and future so students begin to develop their voice in larger societal conversations.
- to guide students to engage effectively in a range of collaborative discussions with diverse partners, express ideas clearly, and build on those of others.
- to analyze authors' purposes and development of literary elements and techniques.

If you would like to learn more about the texts listed above, a great resource is Common Sense Media at <https://www.common sense media.org/>.

### III. Materials:

To bring to class each day:

1. **Agenda/ Student Planner/ Notes app** on your own device to keep track of assignments
2. **Charged Chromebook** - I have some chargers in case of emergency but please plan ahead and charge the night before.
3. **Text we are reading:** If a novel or play, bring your signed out copy each day. Other shorter texts will be available in Google Classroom for you.
4. Folder with your own supply of paper (if desired; all classwork will be available digitally)
5. Your own supply of blue/ black pens and/or pencils (if desired)
6. Your own highlighter (if desired)
7. Your own sticky notes for annotating (if desired; you can also use paper/Docs)

### IV. In- Person Class Procedures:

- **Be prompt** and be seated/ready for class when the bell rings. If you have questions for me, ask me before the bell rings, at the end of class, or make an appointment.
- **Be prepared.** Have necessary items with you for class when class starts. Complete all assigned reading and work. Yes, there is a lot of work; it is an Honors-level English class that you have chosen to take. Ample time is given to complete homework and reading assignments, so please plan accordingly.
- **Be kind.** Treat others as you would like to be treated. This means when the teacher or another student is sharing something with the class, listen and be respectful of others' talking time. You will also have your turn.
- **Be proactive!** Ask for help if you need it.

**Technology Policy:** Please only use your personal device (cellphone) and/or Chromebook for an express purpose in the lesson. The teacher will help facilitate this if needed.

### V. Grading Expectations and Policy:

The expectation is that formative (homework and classwork) assignments will be completed prior to the beginning of class time since most assignments will be discussed and/or reviewed during the class period.

- Formative assignments that are "late" are not complete at the beginning of the period and, as a result, the student is unprepared for the discussion.
- Late homework will only be accepted within that five week period.
- The highest score for a late homework assignment is **70% of its total value, depending on quality.**

Summative Assignments (tests, projects, longer writing pieces) will have points deducted daily depending on the nature of the assignment, with no more than 10 points a day being deducted.

- Late summative assignments will be accepted until the end of the corresponding marking period.
- **It is always your responsibility to fulfill course requirements, regardless of absence.**

- Late formative work will not be accepted after the corresponding five week mid-mark or end of each quarter, whichever comes first.

Assignments are posted weekly in both the school and Google classrooms and on a weekly agenda. Note assignments for the week and make changes when appropriate.

**When you are absent**, check the weekly agenda and Google Classroom for what you missed before returning to class.

- Daily lessons (Daily Slides) for each unit are posted daily in our Classroom for you to review whenever needed.
- All assignments will be submitted through Google Classroom, with the exception of speaking tasks and tests/quizzes.

Regular attendance is necessary for success in this course.

In accordance with school policy, students who are absent from school for any legal reason have 1-3 days after returning to school to make up work.

- It is **your responsibility** to hand in work from your absence and to arrange when you will make up missed assessments.

### Grading Scheme:

- ☐ Primary Summative: 60% - Projects, tests, longer writing assignments/essays, presentations
- ☐ Secondary Summative: 30% - Quizzes, shorter writing assignments
- ☐ Formative: 10% - Homework/ classwork, participation
  - ☐ I update SchoolTool frequently so that you can monitor your grades. I encourage you to do this. If you have questions about a grade, please see me after class or make an appointment during a free period.

### VI. Independent Research Project:

At the end of the school year, all students will complete a research project on an original topic related to a thematic question with connections to texts from the curriculum as well as outside sources. Students will deliver a presentation of the most interesting information discovered through their research.

### **Baker High School English Department Plagiarism Policy for 2021/2022**

#### Plagiarism:

- Plagiarism is “an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author” (Dictionary.com).
- Plagiarism occurring during in-person instruction and/or virtual instruction may be penalized with any of the following:
  - A disciplinary referral
  - In person meeting with Administration and detention
  - A zero for the assignment unless it is made up
  - Student must make up the work but may not receive credit
    - o All instances of plagiarism will be reported and documented on SchoolTool
    - o If written up for plagiarism, a student jeopardizes induction into the National Honor Society and/or is subject to removal from National Honor Society.

#### Examples of plagiarism include:

- Copying from another student during a test, quiz, or a homework assignment, with or without his/her permission
- Taking ideas from another source and not giving appropriate credit via Works Cited page
- Paraphrasing the words of another, without due credit given, even if you change a few words
- Submitting a paper, or part of a paper, written by someone else
- Submitting a paper taken from another student
- Allowing another person to do your work and handing that work in under your own name
- Turning in identical or similar papers for credit in more than one class without permission from the teachers
- Copying an essay directly from an Internet source, in whole or in part, is plagiarism and will be subject to the consequences

- Collaborating on a virtual assignment that is supposed to be individual work
- Consulting SparkNotes, Shmoop, etc. when you are asked to write an original response

I look forward to a great year together, a fresh new start. I know we have all been through a lot over the past couple of years. Although we may be facing some uncertainty, we can find strength in the idea that we are all in this together and we will get through this. **I am available after school almost every day, with the exception of days I have appointments or meetings. I can also meet with you virtually. Please let me know in advance if you would like to meet and we can make an appointment.** On the whiteboard calendar in the classroom, you can find my availability posted. Please take advantage of this time for additional help outside of class. If you have any questions or concerns now or throughout the year, please do not hesitate to contact me via email here at school. I will respond to you by the end of the school day or the next morning, if your email is sent after school hours. ([Mkuraszewicz@bville.org](mailto:Mkuraszewicz@bville.org))

Sincerely yours,



Ms. Kuraszewicz  
(Ms. K)

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Please review the following and take a picture of this page with your signatures to add to the assignment thread in Google Classroom, letting me know you have read and understood our course syllabus and expectations for English 10 Honors.

Dear Parents and Students,

Welcome to 10<sup>th</sup> grade Honors English. I am very pleased to begin this new school year with you. This syllabus and letter list several strategies to assist students' progress and success throughout the school year.

**Please submit this page by the due date indicated on the assignment thread in Google Classroom.**

Parent(s)/Guardian(s): Please sign below to acknowledge the following items.

1. I/We have read the attached syllabus from Ms. Kuraszewicz for 10<sup>th</sup> Grade Honors English including the Baker High School English Expectations on Plagiarism.
2. I/We understand the grading scale (Formative - 10%, Secondary Summative - 30%, Primary Summative - 60%).
3. I/We understand the absentee/makeup and late work policies.
4. I/We are able to access School Tool (BCSD's online gradebook) and Google Classroom.
5. I/We understand that I am able to check School Tool for accurate and updated information about my child's progress.
6. I/We understand that Ms. K is available several periods throughout the day as well after school and during virtual meeting times almost every day to provide extra help to all students.
7. I/We understand that my child will be given thorough instruction and guidance on how to avoid plagiarism and that my child will be expected to adhere to guidelines for academic honesty.

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Student name (please print) and signature

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Parent/ Guardian name (please print) and signature

Feel free to add any questions, comments, or anything that you would like me to know in the space below or you can email me at [mkuraszewicz@bville.org](mailto:mkuraszewicz@bville.org).