

Advanced English 10 Syllabus

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White Station High School

Course Description: Advanced English 10 is a Pre-A.P.-level course designed to prepare students for transition into the college-level Advanced Placement English Language (11) and Literature (12) courses. The advanced student is expected to engage in more challenging material, to reach a deeper level of analysis, and to work independently at a faster pace.

Prerequisites: There are no prerequisites for Advanced English 10; however, students should be able to read and comprehend college-level texts and write grammatically correct sentences, as well as well-developed paragraphs. White Station High School does use an application process for placing students in appropriately challenging coursework. Students must be willing to prepare for and engage in classroom discussions if they are to be successful in this course.

Course Objectives: This course will prepare students to

- independently analyze fiction, poetry, drama, nonfiction, and other media
- increase confidence in analysis of independent reading
- acquire skills in rhetorical and stylistic analysis of literature
- compose writings that are well-organized and devoid of clutter
- develop a more sophisticated vocabulary
- build knowledge of cultural, literary, and mythological allusions
- interact in small and large groups more effectively

Resources: Google Classroom, www.SpartanEnglish.weebly.com, www.CollegeBoard.com, online periodicals, adopted textbook, collegiate websites, online articles, *Applied Practice* (various novel titles), *The Poetics* (Aristotle), *Norton Anthology of Contemporary Fiction* (Cassill & Oates), *Elements of Style* (Strunk & White), *On Writing Well* (Zissner), *Sentence Composing for High School* (Killgallon), *Vocabulary Workshop - Level G* (Sadlier-Oxford), *Voice Lessons* (Dean)

Major Readings: *How to Read Literature Like a Professor* (Foster), *Picture of Dorian Gray* (Wilde), *Elements of Style*, 4th ed. (Strunk & White), *Antigone* (Sophocles), *Othello* (Shakespeare), *Pride and Prejudice* (Austen), and, time-permitting, *1984* (Orwell) or *Their Eyes Were Watching God* (Hurston), AND choice of: *The Kite Runner* (Housseni), *The Bonesetter's Daughter* (Tan), OR *Reservation Blues* (Alexi)

First Semester Outline

- Themes: Academic Integrity; Grammar & Style; Eliminating Clutter from Writing; close reading for character, diction, detail, motif, imagery, syntax, & symbolism; annotation techniques; archetypes; SAT vocabulary; allusions; Greek Tragedy; Rhetorical Appeal; Text Annotation; Point of View
- Readings: *Elements of Style*, 4th ed. (Strunk & White), "My Papa's Waltz" (Roethke), "To His Coy Mistress" (Marvell), *The Picture of Dorian Gray* (Wilde), "The Fan Club" (Maynard), selections from *Poetics* (Aristotle), adopted textbook, *Antigone* (Sophocles),
- Strategies: independent reading, online discussion, small group discussion, class discussion, Socratic questioning
- Tasks & Assessment: extended outside reading, quiz, essay, voice analysis exercises (Dean), graphic organizers

Second Semester Outline

- Themes: Shakespearean tragedy; close reading for characterization, symbol, tone, setting, mood, and motif; SAT vocabulary; allusions; MLA citation; college & career research
- Readings: *Othello* (Shakespeare), “The Story of an Hour” (Chopin), *Pride & Prejudice* (Austen), online periodicals, *Their Eyes Were Watching God* (Hurston), “A Good Man is Hard to Find” (O’Connor)
- Strategies: independent reading, online discussion, small group discussion, class discussion, Socratic questioning
- Tasks & Assessment: extended outside reading, quiz, essay, small & large group discussion, allusion notebook, dialectical journal, text annotation, A.P. Lit. Exam MC practice, dramatic scene project, academic resume, research paper, PPT/Prezi teaching, creative project, Major Works Data Sheets

Supplies: wide rule filler paper, pen/pencil, highlighters, sticky notes, index cards, un-annotated copies of the major reading (see list above), *Vocabulary Workshop - Level G* (Sadlier-Oxford)

Classroom Expectations: Students who are successful in this course

- are self-motivated and organized; meet deadlines.
- value learning and improvement.
- are open-minded about the value of the work assigned.
- are willing to read, re-read, and annotate assigned readings.
- prepare at home to contribute to class discussions without monopolizing class time.
- listen to and interact respectfully with peers and adults.
- are willing to struggle with challenging material.
- adopt a view of long-term growth and persist when experiencing setbacks.
- *exemplify* academic integrity (All work submitted should be either original or properly cited according to MLA guidelines.).

Conduct Grades: An “S” in conduct on a report card indicates “Satisfactory” behavior (that is, the student’s behavior *rarely*, if ever, has needed correcting). “G” indicates no corrections have been made by the teacher. An “E” in conduct is reserved for truly *exemplary* leadership and behavior. Conduct grades can be negatively affected by tardies to class; poor work habits (late work, in particular); negative attitudes toward assignments, peers, and adults in the building; and failure to follow the school dress code and phone policy.