

College Prep English 10

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Course Objective

In this course, students will develop ELA skills in order to understand, analyze, and evaluate texts, as well as to be able to articulate their own understanding and experiences.

In order to develop these integral life skills, this course emphasizes the foundations of reading comprehension and writing proficiency, such as vocabulary and mechanics, as well as the deeper understanding and appreciation of language.

In doing so, throughout the semester we will explore these Essential Questions:

1. How does a person's past experiences influence their self-perception?
2. When is it better to be a realist or an idealist?
3. In what ways do humans seek happiness?

Furthermore, this course requires an Ohio's State Test end-of-course assessment **(OST)** with a passing competency score for graduation, per state guidelines.

Grading Policy

The emphasis of this course is on mastering the material and skills, not on earning points or merely completing assignments. As such, assessments will be based on the Ohio Language Arts Standards, and students are expected to attempt to improve and/or show mastery as many times as necessary until they are able to show that they are proficient in that area/standard. Therefore, retakes and revisions are encouraged; the student is responsible for scheduling those opportunities.

Course Expectations

Based on national standards for English Language Arts, this class is designed for students to improve upon literacy skills, which are defined as not only the traditional foundational literacy skills of reading and writing, but also as being able to find, understand, analyze, and report information quickly and effectively in a variety of ways and from diverse sources.

We will **respect ourselves and others.*
We will **prepare by completing all assignments and arriving on time.*
We will put forth **effort each and every day.*
We will **participate in an appropriate manner.*

Any and all use of AI or other types of plagiarism are strictly prohibited. Any assignment completed dishonestly will be graded as a "zero" without exceptions; additionally, further disciplinary action may be required based on the specific situation.

Prohibited Devices Policy

Phones, smart watches, ear buds, and other prohibited devices are not permitted under any circumstance, per state law, which includes before class begins, during breaks, etc. Therefore, students should either not have their personal devices or must place them in the classroom organizer. If a student chooses not to put their phone in the organizer and attempts to use the device or if **the device is visible** whatsoever, the device will be confiscated and the appropriate disciplinary action will be taken.

Student Materials

In addition to a school-provided **chromebook**, students need a **notebook/paper and pen/pencil** with them every day for informal note-taking, as well as their **independent reading book**. However, students will also benefit from a **folder or binder** to organize their classwork, such as handouts and study materials.

Tentative Course Texts

All texts chosen are carefully-selected, exemplary texts, and there will be supplementary material (such as related videos and informational excerpts) used for background, context, etc. Below, I have grouped the texts in the order that they will be studied. Furthermore, during the research process, students will identify and read additional quality supplemental texts that align with their scholarly interests.

Amy Tan's short story "Two Kinds," and 1993 film *Rudy* (rated PG)	Elie Wiesel's memoir *Night,* and 2016 film *Denial* (rated PG-13)
Alice Walker's short story "Everyday Use," James Thurber's short story "The Secret Life of Walter Mitty," and 2013 film (rated PG) of the same name	Roald Dahl's short story "The Wonderful Story of Henry Sugar" and 2023 short film adaptation (rated PG) of the same name
FALL CLASSES ONLY: Edgar Allan Poe's poem "The Raven," and 1990 partial episode of *The Simpsons,* Season 2, Episode 3 (rated Y7)	SPRING CLASSES ONLY: Walt Whitman's poem "O Captain! My Captain!" and 1989 film (rated PG) *Dead Poet's Society*
William Shakespeare's *The Tragedy of Julius Caesar*, and 1953 film (rated G) *Julius Caesar*	

Independent Reading

In *The Journal of Multidisciplinary Graduate Research*, researchers from Texas A&M University and Sam Houston State University published data proving that students who read for pleasure scored between 2% and 4.5% higher than their non-reading peers on tests in English, math, science, and history. Additionally, In a study commissioned by the U.S. Department of Education, Researcher Bernice Cullinan of New York University found that the volume of free reading a student does directly correlates to achievement in "vocabulary, reading comprehension, verbal fluency, and general information." For these reasons and more, we will spend time each week in class reading independently chosen books. You will be expected to have an independent reading book in your possession at all times. As soon as you complete a book, check out a new one! 📚

Technology Information

Please make sure your chromebook is charged when you come to class; make a habit of bringing your charger with you to school! Check your email and Google Classroom frequently for updates and announcements.
Google Classroom code: kxxsdilk