**Course Syllabus**

**Heroes & Villains**

**Description of Course:**

Good Guys and Bad Guys are all around us, and through the use of British Literature, students will study the origin of the hero story, focusing on its classical origins in *Beowulf* through the legends of King Arthur and tracking its development all the way to the popular contemporary stories of Harry Potter. The literature will include poetry, short stories, and novels. The course will emphasize reading, writing, listening, and speaking as students engage in both recent and classic British Literature about heroes and their fight against villains.

Success in this class requires your best effort consistently and puts emphasis on **your responsibility as a student**. We will be both analytical and critical of the literature that we read. **Classroom discussion and active participation** are vital and serve as a means of testing your thoughts.

**Competencies**:

1. Students will be able to read and comprehend complex literary and informational texts for key ideas and details.
2. Students will be able to read and analyze complex literary and informational texts for key ideas and details.
3. Students will be able to write effectively using different types of texts appropriate to purpose and audience.
4. Students will be able to use the Writing Process to produce and publish clear and coherent piece of writing.
5. Students will be able to demonstrate command and control of the conventions of standard English when writing or speaking.
6. Students will be able to determine and apply the meaning of words and phrase.
7. Students will be able to initiate, integrate, and evaluate the exchange of information, and present information through strategic use of appropriate media.

# Methods of Instruction

My teaching philosophy revolves around the concept of student-centered learning; therefore, most of what is done in class will rely on you, the student. Class time is divided between notes, lectures, discussions, writing, projects, presentations, and, of course, reading.

**English Department Common Grading Practices**

The major assessments for this course will be based on grade-level competencies which are, according to the State Department of Education, “*The expected content, concepts, and skills to be mastered in a course.”* The competencies are based on the Common Core Standards; the anchor standards include Reading Comprehension, Reading Analysis, Writing Effectively, Writing Process, Grammar & Usage, Vocabulary, and Speaking & Listening.

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| As such, your course grades for this course will be broken down into the following categories: |  |
| Reading Comprehension | 10% |
| Reading Analysis | 25% |
| Writing Effectively | 25% |
| Writing Process | 10% |
| Grammar & Usage | 10% |
| Vocabulary | 10% |
| Speaking & Listening | 10% |

Students must demonstrate mastery in each of these skills in order to receive credit for the course. The word “mastery” is defined by the State Department of Education as an indication “*that a student has presented sufficient evidence of attainment of the required competencies.”*

Your formative and summative assignments will be determined via point value within each category. For example, a formative assignment for Reading Comprehension (in the 10% category) might be worth 30 points total while a summative assignment for Reading Comprehension (still in the 10% category) might be worth 70 points.

**Exams**

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| Quarter 3 | 50% |
| Quarter 4 | 50% |

Because the English department will be grading you on your ability to master each of the seven competencies, we will not be administrating midterm or final exams as separate assessments for the course grades. As such, your overall grade for the course will be determined by the following breakdown in percentages:

**English Department Late Work & Retake Policy**

It is the belief of the English department that students will be given multiple opportunities to demonstrate proficiency on our course competencies. As such, students will be assessed on what they KNOW and are ABLE TO DO. However, because learning how to be responsible citizens is part of our school’s civic and social expectations, we believe that students should be held accountable for the work that they are expected to do.

**Formative Late Work**

If a student does not arrive to class with his/her formative assessment, s/he must complete a Missing Work Log where s/he articulates the reason for the incompletion. This log will be kept on file with the teacher. The formative grade will be entered into the gradebook as an INC for up to two weeks. After that timeframe, the INC will be transferred to a 0% for the assignment. If a student habitually does not complete formative work and accumulates Missing Work Logs, s/he may be required to serve afterschool in the Academic Support Center; that action will be left up to the teacher’s discretion.

**Summative Late Work/Retake**

If a student does not complete or scores poorly on a summative assessment, s/he will be required to complete a Summative Retake Contract. It is the responsibility of the student to approach the teacher within three class periods for this contract. This contract will require the student, at the discretion of the teacher, to complete certain formative steps prior to a retake. If a student does not meet the expectations outlined in the contract, s/he will forfeit the right to earn credit on the assessment and will, instead, be required to demonstrate proficiency on the competency in a different way.

**Timeline/Scope and Sequence**:

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| **Quarter 1** | **Quarter 2** |
| ***Beowulf***—the original epic hero! We will discover the origins of the hero character and compare his qualities to our modern day heroes. The ultimate villains will also show their ugly heads in this epic. | ***Othello***—William Shakespeare’s play will allow us to explore the concept of the anti-hero and ask the question…who is the hero and who is the villain? |
| **The Arthurian Legends**—King Arthur is the ultimate medieval hero, so we will track the historical development of the hero character. We will also compare/contrast how different authors chose to write his legend. | ***Harry Potter & the Sorcerer’s Stone***—In our modern age, the idea of a hero has changed, and in many ways, Harry is a modern hero. He is also a victim and a survivor. However, he is also a perfect example of a mythological hero, so we will follow his “hero’s journey”. |

**Units: Targets and Summative Assessments:**

Learning Targets are pieces of the Common Core standards that are developed specifically within our teaching to become objectives for each day’s lesson. In each unit, targets will be addressed at least three times in formative assignments before students are evaluated at a summative level.

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| **Unit** | **Targets** | **Summative** |
| Beowulf | RL.11-12: 1b&c: Analyze what the text says explicitly; Analyze inferences drawn from the text | Boast PoemUnit TestHero Sketch |
| RL.11-12.2b: Analyze in detail how a theme develops over the course of the text |
| RL.11-12.4b: Determine figurative meanings of words as they are used in a text. |
| W.11-12.3: Write narratives to develop real or imagined experiences or events. Use effective technique, well-chosen details, and well-structured event sequences. |
| Arthurian Legends | RL.11-12.3e: Analyze the impact of an author’s choice of how the characters in a story or drama are introduced/developed | Compare/Contrast EssayABC Book |
| RL.11-12.6: Analyze a piece of literature in which grasping a point of view requires distinguishing what is directly stated in the text from what is really meant (e.g. satire, sarcasm, irony, understatement) |
| W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information. Clearly and accurately select, organize, and analyze the content. |
| Othello | RL.11-12.7a: Analyze multiple interpretations of a story, drama, or poem by Shakespeare (e.g. recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text | Persuasive Poster |
| W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| Harry Potter | RL.11-12.2b Analyze in detail a theme’s development over the course of a text | Hero’s JourneyTracking PosterHero’s Journey Creative Story |
| RL.11-12.3e: Analyze the impact of an author’s choice of how the characters in a story or drama are introduced/developed |
| W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information. Clearly and accurately select, organize, and analyze the content. |
| W.11-12.3: Write narratives to develop real or imagined experiences or events. Use effective technique, well-chosen details, and well-structured event sequences. |  |
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# Summative Assessments: You will have multiple opportunities for you to demonstrate competencies in various areas throughout the semester.

# 1. *Beowulf* unit test—students will demonstrate their content knowledge in a traditional testing format.

# 2. Boast poem—students will write their own boast poem, modeling theirs after those of the heroes in the text.

# 3. Character sketch—students will utilize multiple mediums to complete a written and artistic character sketch of the monster Grendel.

# 4. Arthurian Legends ABC book—students will demonstrate their content knowledge by creating an ABC book project.

# 5. Arthurian Legends Compare/Contrast essay—students will compare and contrast the various author styles in this traditional five-paragraph essay.

# 6. *Othello* Persuasion Poster—after our film study of this Shakespearean play, students will argue, through visual posters, who is the true villain in the story.

# 7. *Harry Potter* Tracking Poster—While studying the hero’s journey archetype, students will demonstrate their comprehension of the concept and the story through a visual poster.

# 8. *Harry Potter* story—students will apply their understanding of the hero’s journey archetype by writing a creative story of their own.

**Concurrent Language Units**

This year, every unit will have one additional language target that will be considered the “No-Excuse” target. Following a series of lessons and practice with each skill, the target will be assessed on the regular unit summative. Accompanying targets are as follows:

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| **Quarter 3** | **Quarter 4** |
| L.11-12.2a Demonstrate command of the conventions of standard English capitalization when writingL.11-12.2c Demonstrate command of the conventions of standard English spelling when writing | L.11-12.2b Demonstrate command of the conventions of standard English punctuation when writing |

**Syllabus Revision**

This syllabus is subject to change. Students will be informed of changes in class.

**Student and Parent Conformation of Receipt**

Please sign below confirming that you have read and understand the syllabus for this class.

STUDENT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PARENT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Best way to contact you: (email or day time phone number): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_