



English 10-1

COURSE OUTLINE

Ms. Sims

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I. Introduction

BACKGROUND

English 10-1 integrates the language communication skills of reading, writing, viewing, listening, speaking, and representing through the study of a wide variety of both print and non-print material. The 10-1 stream is intended for students who have an interest in language and literature, and who are preparing for post-secondary studies at the university level. The course is designed to expose students to a wide range of both print and non-print material. Texts studied include short stories, non-fiction, novels, modern plays, Shakespearean plays, poetry, and feature films. Emphasis is placed on interpretation, critical response, and creative responses to forms of literature. Students learn to communicate in a variety of contexts, and to master the conventions of writing.

NOTE: Prerequisite of 60% is needed from Language Arts 9; 65% is recommended.

UNITS

I Writing & Research ~ 1+ WEEK	II Independent Novel Study 4 WEEKS	III The Short Story (Assorted Texts) ~1 WEEK
IV Film Study: <i>Contact</i> (dir. by Robert Zemeckis) ~ 1 WEEK	V Shakespeare: <i>Romeo & Juliet</i> 2 WEEKS	VI Novel Study: <i>Medicine River</i> by Thomas King 2 WEEKS

38 days (02/01 - 04/14) *Note: This schedule may change due to class needs. Tim will be allocated at the end of the semester for exam review.

II. Evaluation

MARK BREAKDOWN

Final grades for the course will be determined as follows:

- Term mark - 70%
- Final exam - 30%
 - Part A (Written)
 - Part B (Multiple Choice)

5 Credits

Assignments for the quarter will be weighted in the following categories:

- * Formative Tasks (0%)
- * Personal/Creative Response (25%)
- * Critical Response (35%)
- * Reading & Vocabulary (20%)
- * Tests & Unit Exams (20%)

ASSESSMENT PHILOSOPHY

Assessment between teachers and students is really meant to be a conversation. My goal is to provide you with structured practice that will help you master the course concepts. With some hard work (and loads of feedback and revision) you will be ready for your finals by the end of the quarter—but more importantly, you will have learned something about yourself and the world as a reader, thinker and writer.

Grades in this class are based on particular outcomes for the course. Typically you will be given a number of smaller formative-style pieces that will help prepare you for a larger outcome. These outcomes will be listed on the cover sheets for each new unit. Both your peers and I will evaluate these formative pieces, and you will be given frequent constructive criticism on your work. The summative-style assessments are designed to test your understanding of the unit concepts you have been practising, and these marks will be entered in the Teacher Logic program with a particular percentage grade. You have two opportunities to submit summative assignments, and I enter the highest grade. Note that at the Grade 10 level you are expected to adhere to class deadlines!

II. Evaluation



Excellent
80% +

Excellent work showcases insightful ideas that are developed with significant, relevant and precise details. Such writing is judiciously organized, with strong and unifying openings and closures. Language choices are skillful, and syntax is polished and effective. There is a relative absence of error in such writing.



Proficient
70%-79%

Proficient work showcases thoughtful and clear ideas that are developed with relevant and purposeful details. Such writing shows a clear and directive organization, with an opening and closure that assists unity. Language choices are considered and matched with specific diction, and syntax is generally competent. There are minor errors only in this kind of writing.



Satisfactory
60%-69%

Satisfactory work demonstrates straightforward and clear ideas that are developed with appropriate, but generalized details. Such writing shows some attempt at organization, although coherence may falter. Openings and closures are somewhat inviting and contribute towards unity. Language choices are conventional, while syntax is occasionally awkward. Spelling and punctuation errors are present, but overall fluency is still clear.



Limited
50%-59%

Limited work demonstrates overgeneralized, simplistic ideas that are inadequately developed with few/repetitive/not clearly relevant and/or superficial details. This kind of writing lacks effective organization, and attempts at openings and closures are weak or absent. Language choices are imprecise and/or inappropriate, and mechanical errors in spelling and grammar are frequent and jarring.



Insufficient
- 49%

Insufficient work relates to assignments that fall far short of expectations outlined in class at this level. Often such writing is elementary in nature, with scant or imprecise supporting details. Language choices are inaccurate, confusing and uncontrolled, and the level of error leads to a confused voice.

III. Classroom Policies

Attend
Commit
Complete



1. Be in class on time! This means you are to be in your seat BEFORE the last warning bell, prepared to work. Should you be late, you may miss crucial notes, quizzes, or even better, surprise doughnuts. Enough said.



2. Participate in class discussions! By participation I mean it is expected you add to meaningful dialogue between fellow students and your teacher. Challenge authority, voice your opinions—but do so in a respectful manner. You learn nothing imitating a rock in class.



3. Bring all required materials to class! Each student should come prepared for each class; this includes bringing pens, paper, notebooks, textbooks, computers, any assignments that are due that day, a smile, and an active and aware imagination. NB. Feel free to bring water or juice to class and any sustenance appropriate for higher level thinking. (Keep it healthy!)



4. Respect the rights of each individual in class. Showing respect for your peers and teacher is an embedded outcome within this course. Respect other people's comments and questions, show a positive and courteous attitude, and do not cross the boundary of what is considered appropriate for the classroom.

III. Classroom Policies



5. Take responsibility for your grade and progress throughout this course. The old adage, “I don’t assign grades, students earn them” is absolutely correct. It is your job as a student to complete assignments by stated due dates, come to class on time, contribute to class discussions and activities, and to follow specific class procedures. Do not expect bonus marks; rather, make the most of each assignment and do your best work.



6. Regarding iPods, cell phones, personal computers, etc.: You are here to prepare yourselves for what is to come in post-secondary school, and portable electronic devices such as cell phones or personal computers are certainly allowed within the classroom (iPods are not allowed during reading and writing assignments). I ask that you keep these devices from being a distraction during lessons, and that you keep volume muted during class instruction. Note that all equipment (including your own) must be used in an appropriate way or trust will be broken and necessary consequences will follow!



7. Use of school laptops, personal and lab computers and the CCHS network portal must adhere to the signed “Student Acceptable Use” contract. This contract means that during class time you are “on task”, not engaged in “off-task” chat rooms, or surfing sites such as Instagram Youtube, or the like. Students who do break these rules will risk being banned from school computers for the remainder of the term. There is no ‘three strike’ policy here; use the computers appropriately or be prepared for strict consequences. NOTE: This policy is also in effect for students who bring their own computers in class. Machines are to be used to enhance learning, not to detract from it.

III. Classroom Policies

ATTENDANCE

There is a direct correlation between a student's success in class and his or her attendance. Of course regular attendance helps to build the school (and classroom) community. Unexcused absences will be dealt with by the school administration and may result in the student being put on an attendance contract.

Should students miss class due to appointments or illness, it is the student's responsibility to make contact with the teacher and obtain any missing work. A record of daily homework assignments will be kept on the front board for anyone to review, and students can arrange for a classmate to ask me for extra copies of notes, assignments, handouts, etc to deliver to those who are absent. If you do miss class, it is expected you contact me by email at

I can usually deliver most assignments to you online. There is also a class blog site where you may find many of the assignments, notes, and my personal musings at <http://cchwest10-1.weebly.com/>. Should you need to speak to me personally, you can contact the school secretary at (403) 327-4596.

HOMEWORK

Homework is an integral part of your commitment to learning, but I do my best to keep this work fair and moderate in length. To complete the outcomes of the course, I expect it to be completed! Because of the nature of the quarter system, assignments will often consist of chapter readings. Long-term assignments will be assigned specific due dates and can include any of the following: writing an essay, story or personal composition, preparing a speech, conducting library research, or completing collaborative work with a team.

As high school students, all assigned work **MUST BE COMPLETED TO A HIGH STANDARD**. In other words, work must be neat, completed in handwriting (or on the computer), and show evidence of careful proofreading. Work that has been ripped out of a notebook, or does not match class expectations will not be accepted. Ensure you check out the portfolio examples for specific examples of these standards. You might have to consult a dictionary, library, and/or Yoda master to complete some work—expect to work hard!

III. Classroom Policies

PLAGIARISM & CHEATING

Here are a few things to think about:

1. If you plagiarise, you will get caught! Your teachers will detect a difference in style, tone and structure. Often much of the work that you plagiarise will be on a different subject than the one that you are writing about, and refer to topics unknown to you. Ultimately you will be caught and face consequences if you plagiarise, including an official documentation in your official school transcript and a meeting with the administration and your parents.
2. Plagiarism is futile! A common purpose of academic writing is to develop your critical thinking skills, as well as your own unique voice. Plagiarising once will result in a vicious circle: at first it may save time (if you don't get caught), but as a result of your dishonesty, your skills and knowledge will be undeveloped. As a result, you will find later work harder and find it difficult to do the work that builds upon what you were meant to have learned in the earlier assignment. Eventually, by the time of your exams, you will find yourself facing extreme pressure. As such, plagiarism may cause you to fail your exams, and is a cheap, short-term fix.
3. Plagiarism is immoral! The person whose work you copied worked hard to produce the work that you have attempted to pass off as your own. As such, copying his or her work and pretending it is your own is an affront to that person's integrity, and as such is immoral.
4. Plagiarism is an insult to your classmates! It is unfair if other students work hard to achieve results, while you merely copy other people's thinking—particularly in a year where people are competing for scholarships.

In short, plagiarism is a short term, immoral fix that will only get you in trouble!

To avoid any issues with plagiarism you must:

- Put quotation marks around sentences of others that you use in your essay.
- Cite your essay sources by putting the author's name in parentheses after the quotation or section of author's words.
- Include a Works Cited page, formatted in MLA style, at the end of your paper. This page includes the specific information about where you drew the information used in your essay.
- Be prepared to submit personal notes and planning that you completed in the process of writing. This rough planning work is mandated in my class.

Do not claim ignorance to these rules! Be vigilant and ensure you develop your OWN ideas in your paper. Other's ideas are meant to supplement or contrast your own work, not overshadow your own ideas.

