

English 9B Syllabus

INSTRUCTOR INFORMATION

Please go to your course and access the 'Course Home' for detailed instructor information.

CONTACT INFORMATION

Please feel free to contact me if you have any questions regarding your assignments or course content. Course facilitators respond to emails within 24 hours on weekdays and 48 hours on weekends. If you don't receive a response in that time, please reach out again just in case I did not get your message.

COURSE REQUIREMENTS

All learners must have a computer, smart phone, iPad, or tablet that can go online and use Brightspace in either your browser or in the free Brightspace Pulse App. If you have a smart phone, tablet, iPad, or other device that will allow you to download the free Pulse app, you may use it to read all course texts, listen to audiobooks or watch supplemental videos, and compose and submit any of your assignments, discussions, or even final projects! It is not necessary to download the app, but we highly recommend it, since learners have reported they prefer it.

 If you're on an Android device, click [HERE](#) or search your Google Play Store for "Brightspace Pulse"

 If you're on an Apple device, click [HERE](#) or search the App Store for "Brightspace Pulse"

Participants in online classes must also be comfortable with the basic functions of word-processing software, including Google Docs and Google Slides. It is absolutely fine to use other content creation interfaces, such as MS Word, PowerPoint, Publisher, Open Office, Prezi, Krita, Canva, etc. However, learners must be able to upload the assignments they created using Google embed.

COURSE DESCRIPTION

This is an integrated English course that stresses the 3 C's: communication, critical thinking, and collaboration. The focus of this course is to improve upon existing skills to increase your vocabulary, understand more of what you read, analyze facts and opinions, and relate your newfound knowledge to others through writing or speaking. This semester will focus on a variety of texts from different genres to prepare you for English courses you will take in 10th, 11th and 12th grade. These texts include *American Born Chinese* by Gene Luen Yang, *The Bean Trees* by Barbara Kingsolver, and Shakespeare's *The Tempest*. The themes we will explore together include chosen family, foreignness/otherness, stereotyping, cultural heritage, legacy, magic, forgiveness, and revenge (to name just a few!) Throughout this course, you will build critical reading, thinking, and writing skills at the same time we study the transformative power of stories. The ultimate goal is TO LEARN A LOT and HAVE FUN!

COURSE GOALS

Students who successfully complete this course will show evidence they are able to:

1. Apply appropriate strategies in developing reading skills for a variety of purposes in addition to developing an appreciation of different cultures and schools of thought.
2. Recognize elements of short stories, novels, essays, poems, and plays.
3. Apply listening skills, personal study skills, and principles of Standard English in vocabulary.
4. Demonstrate knowledge of language terminology and application of the concepts through speaking and writing.

STANDARDS MET

This course meets the following [California state standards](#). Specific standards met for each assignment are listed with the assignment in the course itself.

REQUIRED TEXTS

All reading materials are available online, but will also be provided as links through the course website. Other selected readings for nonfiction are available within the course. Here are the course texts:

American Born Chinese by Gene Luen Yang

The Bean Trees by Barbara Kingsolver

The Tempest by William Shakespeare



Content Note and Requesting Alternate Texts:

Some of the texts assigned for this class may be uncomfortable to read, may challenge you, or may not be to your liking. Not all parents and community stakeholders agree on what is suitable for teens to read in a Language Arts class, and it is okay to have a difference of opinion. It is important to note, however, that writing about a behavior, problem, or topic does not mean one endorses it. Neither does studying a topic. Throughout your academic career, you are likely to encounter content that may feature controversial viewpoints or upsetting situations. Growth, as well as compassion and understanding, can come through working with uncomfortable material.

We can learn a lot by reading about others who are in some way different from us, or by contemplating ideas with which we do not agree. The world is filled with emotionally activating situations; learning to cope with these is a critical skill. Furthermore, the more we learn to understand something, the less power it can hold over us. There is a difference between texts that are shocking for the purpose of entertainment versus those that tell unpleasant truths to foster awareness or motivate change.

BUT, all that being said, everyone is different! Every year, we get requests for learners to read a different text than one of the assigned reading materials. This course is customizable, and we do sometimes switch out books for learners who need an alternate text. We will then work to be sure your coach/EF/advisor/ES is okay with the substitution we've chosen, work with your coach to develop an alternate pacing plan, and ensure you still have enough work samples. **If you're going to be requesting a different text, please do so at the beginning of the course or unit in which we study that book, story, poem, or play.** Requesting early will also allow you to have as much time to read and complete your final project as possible, to stay on pace with everyone else :)

COURSE OUTLINE

- ❖ Orientation
 - Discussion 0: Introduce Yourself!

- ❖ Unit 1: American Born Chinese
 - Discussions
 - Block 1: Discussion 1: Living in Harmony
 - Block 2: Discussion 2: Fitting In
 - Block 3: Discussion 3: That's Slang
 - Block 4: Discussion 4: The Truth Is Revealed
 - Assignments
 - Block 1: Assignment 1: Folklore
 - Block 2: Assignment 2: What's Your Genre?
 - Block 3: Assignment 3: Choose Your Allusion
 - Block 4: Assignment 4: The Immigrant Experience
 - **Block 5: Submit your FINAL PROJECT for American Born Chinese**

- ❖ Unit 2: The Bean Trees
 - Discussions
 - Block 6: Discussion 5: Head Rights
 - Block 7: Discussion 6: What Are You Alluding To?
 - Block 8: Discussion 7: Figure It Out
 - Block 9: Discussion 8: Chosen Family
 - Assignments
 - Block 6: Assignment 6: The Roles We Play
 - Block 7: Assignment 7: Symbols
 - Block 8: Assignment 8: Sanctuary
 - Block 9: Assignment 9: The Disenfranchized
 - **Block 10: Submit your FINAL PROJECT for The Bean Trees**

- ❖ Unit 3: The Tempest
 - Discussions
 - Block 11: Discussion 9: Set the Scene
 - Block 12: Discussion 10: Designing The Tempest
 - Block 13: Discussion 11: All's Well that Ends Well
 - Assignments
 - Block 11: Assignment 11: Investigation Shakespeare
 - Block 12: Assignment 12: Writing About Sound
 - Block 13: Assignment 13: Making the Magic
 - **Block 14: Submit your FINAL PROJECT for The Tempest**

- ❖ Culminating Project

➤ **Submit Your Culminating Project:** <https://bit.ly/9BCulminating>

METHODS OF INSTRUCTION

This is an online course, and while there is flexibility in how and when you do assignments, it is best to log in and complete work each day according to the posted pacing schedule. Each BLOCK in a course is worth about 1 week of work during the regular semester. You can find our suggested pacing guide at ileadonline.org under 'CALENDARS'. It is highly recommended that learners follow the pacing schedule posted. Please be sure to check in with your teacher of record (coach/ EF/ Guide/ ES) for guidance with scheduling.

LEARNER EXPECTATIONS

The learner is expected to participate in the course via e-mail, discussion boards (or other communication) with the facilitator, by reading the assigned readings, submitting assignments and completing and submitting original work. Learners are expected to check their course and email account every day and complete work on time as assigned with designated dates and time. Learners are expected to communicate with their instructor and each other in a respectful manner. Please follow the guidelines below:

1. Make sure identification is clear in all communications.

If you are emailing or messaging your instructor or each other, please be sure they know who you are and what class you're in. That really helps with clear communication.

2. Review what you wrote and try to interpret it objectively.

When we speak face to face and are misunderstood, we have an on-the-spot opportunity to rephrase our words. In writing, we must strive twice as hard to be understood, as we do not have the benefit of modifying or elaborating in real time. All caps ("I'M SHOUTING") and exclamation points ("Give me a break!!!") can be misinterpreted as intense anger or humor without the appropriate context.

3. If you wouldn't say it face to face, don't say it online.

When you're working online, you're safe behind a screen, but that's no excuse to be ill-mannered or say things you would never say in public.

4. Use emoticons when appropriate.

In casual chatroom settings, emoticons can help convey feelings that may otherwise get lost in translation, including humor, exasperation, exhaustion and even confusion. These aren't the best choice for formal assignments or projects though.

5. Respect others' voices and be kind.

We all come from different backgrounds and have our own stories. Assume the best of each other and always be kind in your communication.

6. Remember, if it's on the internet, it's everywhere.

Don't share personal information about yourself in a public online forum, especially something that could put your safety or security at risk.

7. Practice Patience:

All your facilitators are doing their best to grade work in a timely manner. We also want to give you meaningful feedback, which takes some time. If you feel like there has been an error or an assignment

was missed, please reach out with your name and class and we will do our best to sort it out. (UTEP Connect)

GRADING

Each assignment is given a specific number of points. The number of points earned by the student is determined and a percentage is calculated. The raw score is recorded in the grade book. An overall grade in the course will be determined according to your school or homeschool program's grading scale.

Here is a great short tutorial on how to check grades from a learner account:

<https://youtu.be/g6yrauRxD8M>

And here is a step-by-step tutorial:

<https://docs.google.com/document/d/1-d49qJVSm9WyFyzFW7EXMnOtLk5Qmuz-9Ddz5mu5Lfo/edit?usp=drivesdk>

Need a parent shadow account?

Fill out this request form: <https://ileadonline.org/shadow-request/>

When you get your shadow account, you will be able to check the gradebook on your parent account. Until then, use your learner's account login to check grades.

SUBMITTING ASSIGNMENTS

All assignments for each block are due at the end of the week, unless otherwise stated. The weekly schedule offers suggested pacing. Work may be turned in late and/or learners can work according to an alternate pacing schedule. Please contact your online facilitator AND your EF/COACH/GUIDE as soon as possible if you need to work according to an alternate schedule

HONESTY & PLAGIARISM POLICY

Academic Integrity is essential to authentic learning. We want you to get the most out of your courses, and a BIG part of that is learning how to:

- Come up with your own ideas
- Use technology (like AI and other Online resources) to inform your original ideas
- Research in ways that help you develop your thoughts
- Give credit where credit is due
- Explore and use tools (like AI, citation generators, etc.) that help you grow as a person and a learner

All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit

How to avoid plagiarizing by accident:

Including supporting quotes and other research is very important to academic writing. We definitely want to encourage you to consult outside resources, summaries, or experts on the material. The trick is to make sure that you are always giving credit for others' words and ideas. Not only does this prevent unintentional plagiarism, but it strengthens your own arguments by showing readers you've done your research. The staff at iLEAD has created some extremely helpful guides on how to quote or paraphrase sources. Here are some of them:

<https://bit.ly/choosequotecite>
<https://bit.ly/IntegratingQuotesMLA>
<https://bit.ly/howtoparaphrase>

Please review [THIS RESOURCE](#) for more information on plagiarism.

Our goal is to support you so that you can learn in a meaningful, authentic way. Any plagiarized work (this includes work generated solely by AI) will be given a zero and referred to your EF/COACH/GUIDE for review. From there we will work with you to support you as best we can.

PRIVACY POLICY

All course materials are for educational purposes only. The materials on this course web site are only for the use of students enrolled in this course for the purposes associated with this course and may not be retained or further disseminated.

All work submitted is the property of the author and is not available to anyone not in the class. If work is to be submitted or viewed outside of this website, I will obtain permission from the author. See more [FERPA Info](#)