

Welcome to English 10!

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Welcome to English 10 and your second year of high school! I hope that you are ready and excited for a busy, challenging, and fun year. Teaching and learning may look and feel a little different in your sophomore year, and there are sure to be times when we are frustrated, confused, angry or uncertain, but we are going to work together and help each other as we navigate this new school year.

This year we will build on the skills you gained as a first-year student and expand and develop your abilities as a reader, writer, and thinker. This means you'll continue to look at different genres and common themes, but as thoughtful readers, we'll investigate and compare different authors' styles and techniques, examine literary elements, and explore and analyze texts to see what they say to and about us.

Along the way, too, you'll work to develop your own voice and writing process, improve your composition and research skills, play games, complete projects, give presentations, keep journals, take notes, write some essays, watch films, read independently, compose creatively, imagine things, read Shakespeare (and short stories, novels, poems, images, and all sorts of other texts), and write about and discuss all of it—so that you can display all your impressive abilities, achieve success (whatever that means to you), and successfully demonstrate the following goals by the end of the year:

- Identify and understand literary elements, genres, themes, diverse authorial styles, and mediums
- Demonstrate your own voice and successful writing process
- Develop ideas and arguments based on analysis to better understand texts and ourselves
- Express your ideas and arguments clearly through written and oral communication
- Support ideas with textual evidence, research, and citations

Our individual and class goals for this year are directly related to [the expectations and core values of the high school](#) and the [Common Core frameworks](#).

And guided by the essential questions for the course:

- How does a writer display a distinctive style or voice?
- How do we learn to understand the deeper meaning in literature?
- What does literature tell us about the human condition?
- What is the role and responsibility of the individual in society, especially in regards to race, gender, class, community, and self?
- What factors shape our identity?

To accomplish all these things, we'll need some guidelines. This syllabus is a flexible changing thing. I'll update it as we go and we'll work collectively to develop and adapt the course and class policies as we work through this year, but here are a few key points:

Class Policies

Communication

I am here because of you! I care about you and want you to succeed. Please take the time to talk to me, email me, or ask questions about the materials or other things on your mind. I'll be in either C208 or C215, but email is the best way to contact me: karl.hartshorn@wrsd.net

Approach

Try! Have fun! Think critically! We're reading, writing, speaking, listening, and thinking--let's have fun! Keep an open mind and use your imagination to expand it further. Take learning risks, make mistakes—we often learn more from being wrong than being right, so ask questions, think deeply and creatively.

Key Class Practices

This is OUR class and OUR time together. I value our time and take our work seriously. You should arrive before the bell, put your phone in the phone pocket, and be ready to work at the bell, with all necessary work for the day complete. While lots of specifics follow, these three points are the critical pillars for our class:

- Be respectful
- Be responsible
- Be present

(And all the stuff it says in the student handbook, too!)

Attendance/Participation

This is an interactive course. Discussion, writing, group work, speaking and listening, and deep thinking are necessary for success, so attendance to and **active participation** in class are critical. You should arrive to class on time, with all work completed and materials present, and (most importantly) be prepared to share your ideas and listen to others' ideas.

Materials Needed

You should arrive to class every day with a dedicated English notebook and folder, something to write with, and a charged Chromebook

Academic Integrity

If you're using a source beyond your own brain, give credit to the source!! Always Be Citing!

We will employ AI as a tool when useful and appropriate. The work you submit with your name on it is expected to be your work, not the work of generative AI. If you're using a chatbot to do your writing and thinking (the skills we're developing), that's an academic violation and a waste of your time and mine.

Please note: All work should demonstrate authentic student voice, process, and outcomes. Any work submitted that does not meet these requirements will receive a zero.

Per the WRHS Student Handbook: All students' academic work must reflect their own honest efforts. Cheating and plagiarism in any form will not be tolerated. This includes, but is not limited to copying homework, papers, lab reports, or quiz or test answers; acquiring or disseminating quizzes or tests before they are administered; or using information from the Internet or other outside sources without proper attribution.

Tech

Our primary platform will be Google Classroom. All class notes and most of the coursework and curriculum will be available through Classroom. If you have suggestions, please make them. If you're uncertain about how to do something, please let me know.

Phones and ear buds will be used as tools to support education. When we're not using them for these purposes, they will be silenced and put away in phone pockets. Inappropriate use will result in disciplinary action.

Grading

Your grade will be calculated on a total points system with the total points you earn divided by the total possible points.

Grading Expectations

Work will largely be graded on the following basis

- Completion: you meet the expectations for the assignment
- Quality completion: you meet the expectations for the assignment and demonstrate thoughtful and critical engagement with the assignment
- Specific criteria: assignments such as essays and assessments will be graded on accuracy and/or specific expectations like comprehension, analysis, evidence, and sources/citations.

Coursework: **Coursework is a critical part of the course.** These assignments provide a place to practice and develop skills and a way for me to assess where you are at in the learning process and where changes need to be made to improve that process.

Classwork may include class activities, acting, adapting, review work, independent reading, reading questions, group work, notebooks, quickwrites, debates, class participation, random sonnets, citizenship, and a lot of other things. (usually 5-20 points)

Homework may include questions on Classroom, reading, studying and reviewing material, work on larger projects/essays, and a lot of other things. This work is critical to moving you and the class forward.

Other Assignments

We will have a variety of other assignments to support and assess student learning and outcomes. These will include, but are not limited to, analysis essays, creative projects, presentations, and research projects.

Deadlines

Deadlines are (unfortunately) necessary. They may be flexible when helpful for the class, but all work should be turned in by the posted time and date. Late work will be accepted with a deduction of 5%-50%, depending on assignment, context, and circumstances.

Please note: It is the responsibility of the student to account for any work missed due to absence. Please see WRHS Student Handbook for additional information.

Student Work

I may use student work to inform instruction or as a model in class. I may also share it with other teachers in order to improve practice and for research purposes. I will do so anonymously. If you do not want me to use your work, please tell me, and I'll honor that request.

Social Media

I may employ social media to support student learning and/or celebrate students' successes. Students and parents will have the opportunity to opt their students out of any social media posting by the teacher.

Our Course of Study

While I have a lot of materials and plans, the course is often impacted by current events, occasionally influenced by fortuitous circumstances, and always shaped by the students in the class. This coursework and class may change as we go, but I'll try to keep this course of study updated.

If you have texts you'd like to read, let me know. If there are things you think would work well for our class, please make suggestions. If something's not working let me know that, too. The core of our course is in place, but you give it life through your work and participation!

Semester One

Opening Unit: Introductions, review/diagnostics, writing process and parts,

Texts: "Call Me Maybe," "My Name" by Cisneros, "Names" by Acevedo, This I Believe examples

Poetry/Identity (self): poetic form and devices, analysis, composition, presentation

Texts: Acevedo's *Poet X*, "Mother to Son" and "Harlem" by Langston Hughes, student-selected poems

Drama/Dreams/Identity (family): dramatic form and devices, analysis (literary and visual), composition, research

Texts: Hughes "Mother to Son" and "Harlem," *A Raisin in the Sun* by Hanberry, *Minari* directed by Chung,

Rhetoric/Ads/Speeches: rhetorical appeals and devices, argument, analysis, and evidence, research, public speaking

Texts: Various ads, speeches for examples of delivery and rhetoric, Lincoln's "Gettysburg Address," King's "I Have a Dream," Gorman's "The Hill We Climb"

From this point, we'll dive into Shakespeare's *Julius Caesar*, nonfiction, MCAS prep, a big I Wonder research paper, independent reading, and short stories, but the what/when/how depends on how the above curriculum and our collective work as a class goes.