**English 10 Semester A 5 Credits**

**Course Description:** English 10 This online-based course will engage the students in careful reading and analysis of challenging short stories as a means to explore various literary devices: subject, theme, mood, plot, narration. Students will also explore types of equally challenging informational texts demonstrating differences in opinion, audience, and purpose, as well as delving into drama through William Shakespeare’s *Macbeth*. The course focus will be on close reading of these complex texts. As active readers, students will analyze and interpret textual detail, establish connections with their observations, and draw logical inferences while providing textual evidence. Students will develop competency in researching and presenting informational writing pieces.

Students will study techniques for improving reading comprehension, writing skills, grammar, and mechanics that are embedded in the tutorials of the course.

**Course Methodology:**

This is an online based course in which students will develop proficiency in the close reading and analysis of both nonfiction and literary texts, as well as skills of argumentative reading and writing.

Acting as a facilitator, the instructor will guide students through each unit of study. Students will be expected to actively seek assistance when needed. Ultimately, students will be responsible for completing all assigned reading and activities to receive credit.

**Learner Resources:** Blended learning: Programmed Logic for Automated Teaching Operations (PLATO), books, Internet, film

**Methods of Evaluation**

* Writing Assignments
* Short Answer Assignments
* Discussion
* Projects
* Research Paper
* Lesson Assessment and Mastery Tests

**Grading:**

A= 90+%

B= 80+%

C= 70+%

Below 70% corrections required

**Plagiarism:**

The **Merriam-Webster Dictionary** defines plagiarism as using the words or ideas of another person as if they were your own words or ideas; presenting as new and original an idea or work derived from an existing source; copying and passing off (the expression of ideas or words of another) as one's own; using (another's work) without crediting the source.

(Merriam-Webster Dictionary https://www.merriam-webster.com/dictionary/plagiarize)

Plagiarized assignments will receive zero credit.

**Writing Assignments:**

All writing must be supported with relevant and accurate examples, facts, and details. All final drafts must be word processedand printed.

Types of assignments:

* Short answer
* Paragraph (summary, paraphrase, commentary, analytic)
* Personal response
* Essay
* Research paper

**English 10A Assignment Sheet:** **Name:**

PLATO

Internet site: <https://ple.platoweb.com>

Account Login: SCAS1

PLATO login: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (first initial, last name)

Password: password

When you need to leave an assignment, be sure to click “Save and Exit” in the top right corner.

PLATO Course English 10 Semester A

* **Read and answer all questions included in Tutorials unless otherwise indicated. Take the Mastery Test for each section unless otherwise indicated.**
* **Many web pages throughout the tutorials are ones on which you type an answer, click “Submit” and self-correct. Do all of those unless the syllabus tells you to skip them.**
* **On pages that you skip, you may need to type X on the blank assignment in order to progress to the next page.**
* **Your teacher will receive the answers you enter. Correct spelling and grammar rules must be used in your writing.**
* **Remember, some pages need to be printed and handed in to your teacher.**
* **You are welcome to use audio along with your reading whenever it is available within the course; you will need to use it for all Introductions, Videos, Summaries, etc.**

Unit 1 Literary Devices in Fiction (2 credits)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Activity | Type | Date Completed | Teacher Initials | Hours | Grade |
| Subject and Theme in Fiction Tutorial  Mastery Test | Short answer  Objective |  |  |  |  |
| Tone and Mood in Fiction Tutorial (includes the writing of an original short story pg 30)  Mastery Test | Short answer  Objective  Writing |  |  |  |  |
| Character and Plot Development in Fiction Tutorial  Mastery Test | Short answer  Objective |  |  |  |  |
| Narrative Techniques in Fiction Tutorial  Mastery Test | Short answer  Objective |  |  |  |  |
| Symbolism in Fiction lesson Mastery Test | Short answer  Objective |  |  |  |  |

Unit 2 Elements of Informational Nonfiction (2 credits)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Activity | Type | Date Completed | Teacher Initials | Hours | Grade |
| Introduction to Informational Texts Tutorial  Mastery Test | Short answer  Objective |  |  |  |  |
| Opinion in Informational Texts Tutorial (includes writing a 1-2 page persuasive article pgs 22-25 See MLA Works Cited sample page attached to this syllabus. **Print** the article after writing it. No Mastery Test. | Short answer  Essay writing |  |  |  |  |
| Audience in Informational Texts Tutorial  Mastery Test | Short answer  Objective |  |  |  |  |
| Purpose in Informational Texts Tutorial  Mastery Test | Short answer  Objective |  |  |  |  |
| Unit Activity See MLA Works Cited sample page attached to this syllabus. Review tutorial on Opinion in Informational Texts. **Print** the report after writing it. | Research  Writing short report |  |  |  |  |

Unit 3 Foundations of Stagecraft (1 credit)

Do only the tutorials, tests, and tasks listed below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Activity | Type | Date Completed | Teacher Initials | Hours | Grade |
| Stage Performance Tutorial (includes reading of Acts I and II of *Macbeth*) Mastery Test | Short answer  Objective |  |  |  |  |
| Themes of Shakespearean Drama Tutorial (includes reading of Acts III-V of *Macbeth*); Mastery Test  Activity; Unit Activity/Discussion: Do Task 1 Part A. | Short answer  Objective  Compare and contrast  text/film |  |  |  |  |
| Then do Task 1 Part B that includes watching a film of *Macbeth* that your teacher will provide. Before you begin, review the questions on the attached page. Then as you watch the movie, take notes on the Venn diagram organizer on the next page. Take note of similarities and differences between the text and the movie.  Prepare to share your text/film comparison orally with your teacher. | Compare and contrast text/film  Note taking  Writing  Oral presentation  (discussion) |  |  |  |  |

**Compare / Contrast Questions for Film and Text**

**Characters:**

Do the same characters appear in both the text and the film? In the film, do they look like you imagined them while reading? Did they display any differences or similarities?

**Plot:**

Is the plot the same in both the text and the film? Often a film will leave out parts from the text. Did you notice anything missing from the film?

**Setting:**

Is the setting the same in both? In the film, does it look the way you imagined while reading? Is the setting important to the plot?

**Dialogue/Language:**

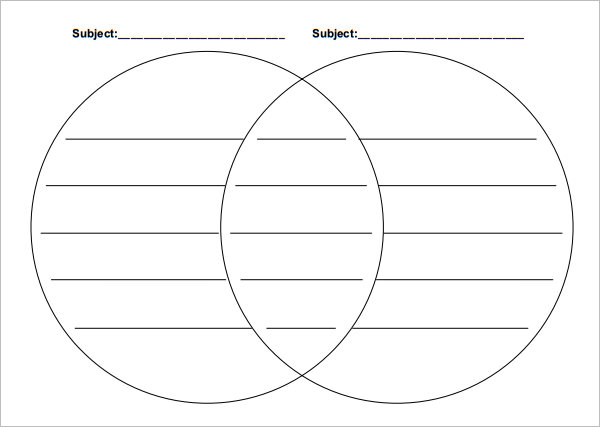
Is the dialogue among characters basically the same in both text and film? If not, why do you think changes were made?

**Performance:**

What did you like better about the film’s presentation of the story? Which was easier for you to understand? More enjoyable?

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

VENN DIAGRAM





**Grading Rubric for a Writing Assignment/Essay**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grading**  **Criteria** | **Excellent-**  **4** | **Acceptable**  **3** | **Minimal**  **2** | **Unacceptable**  **1** |
| **Preparation and**  **Research** | Prepares by  investigating a  wide range of  relevant print and  electronic sources,  including primary  sources if  applicable. | Uses several  relevant print and  electronic sources. | Relies on only one  or two relevant  sources. | Shows little  evidence of  preparation and  research. |
| **Subject Matter** | Analyzes and  comprehends  subject matter;  meets or exceeds  writing criteria. | Shows good effort  in comprehending  subject matter;  meets writing  criteria. | Illustrates gaps in  understanding  subject matter;  does not meet all  writing criteria. | Shows little  understanding  of subject matter;  meets one or two elements of  writing criteria. |
| **Content** | Purpose of writing  is clear and reflects  assignment; introduction  engages reader; ideas are well-developed and  elaborated with substantial detail and evidence  where appropriate; conclusion is strong. | Purpose of writing is discernable and  Reflects assignment;  introduction is provided; ideas are  developed and  elaborated with  detail and evidenced where appropriate;  conclusion is provided. | Structure may be partially unclear,  inappropriate, or  lacking; introduction or  conclusion is  lacking or minimal;  organization of  paragraphs or  construction of  sentences is flawed. | Structure is largely  unclear,  inappropriate, or  lacking;  introduction or  conclusion is  missing; there are  significant flaws in  the organization of  paragraphs or  construction of  sentences. |
| **Mechanics** | Outstanding spelling,  punctuation, and  grammar; enhanced vocabulary; varied  sentence  structure. | Some minor  spelling,  punctuation, or  grammar errors;  somewhat varied  sentence  structure. | Numerous spelling,  punctuation, or  grammar errors;  repetitive sentence  structure. | Significant  spelling,  punctuation, or  grammar errors;  poor sentence  structure. |

**Total Points: \_\_\_\_\_/16 Grade:\_\_\_\_\_**

90-100% = A

80-89% = B

70-79% = C

60-69 = D

0-59% = F

# **MLA Sample Works Cited Page**

This page provides an example of a Works Cited page in MLA 2016 format.

Works Cited

Dean, Cornelia. "Executive on a Mission: Saving the Planet." *The New York Times*, 22 May 2007, www.nytimes.com/2007/05/22/science/earth/22ander.html?\_r=0. Accessed 12 May 2016.

Ebert, Roger. Review of *An Inconvenient Truth*, directed by Davis Guggenheim. *rogerebert.com*, 1 June 2006, www.rogerebert.com/reviews/an-inconvenient-truth-2006. Accessed 15 June 2016.

Gowdy, John. "Avoiding Self-organized Extinction: Toward a Co-evolutionary Economics of Sustainability." *International Journal of Sustainable Development and World Ecology,* vol. 14, no. 1, 2007, pp. 27-36.

*An Inconvenient Truth*. Directed by Davis Guggenheim, performances by Al Gore and Billy West, Paramount, 2006.

Leroux, Marcel. *Global Warming: Myth Or Reality?: The Erring Ways of Climatology*. Springer, 2005.

Milken, Michael, et al. "On Global Warming and Financial Imbalances." *New Perspectives Quarterly*, vol. 23, no. 4, 2006, p. 63.

Nordhaus, William D. "After Kyoto: Alternative Mechanisms to Control Global Warming." *American Economic Review*, vol. 96, no. 2, 2006, pp. 31-34.

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Regas, Diane. “Three Key Energy Policies That Can Help Us Turn the Corner on Climate.” *Environmental Defense Fund*, 1 June 2016, www.edf.org/blog/2016/06/01/3-key-energy-policies-can-help-us-turn-corner-climate. Accessed 19 July 2016.

Revkin, Andrew C. “Clinton on Climate Change.” *The New York Times*, 17 May 2007, www.nytimes.com/video/world/americas/1194817109438/clinton-on-climate-change.html. Accessed 29 July 2016.

Shulte, Bret. "Putting a Price on Pollution." *US News & World Report*, vol. 142, no. 17, 14 May 2007, p. 37. *Ebsco,* Access no: 24984616.

Uzawa, Hirofumi. *Economic Theory and Global Warming*. Cambridge UP, 2003.

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