

**Honors 10th Grade English**  
**Syllabus**  
**Spring 2018**

Daily:

*Skillsbook* proofreading exercises (based on diagnostic tests)  
Readings from *World Literature* text or supplemental material

Weekly:

*Vocabulary from Classical Roots* exercise  
Lesson introduced on Monday, unit due Tuesday as homework  
Test every other Friday on two units

First Nine Weeks:

Literature emphasis: Reading and analyzing short fiction and drama  
Composition emphasis: Structure, style, and the effective five paragraph essay emphasizing ideas and analysis, development and support, and organization—areas that the Aspire test revealed as in need of improvement.

Outside reading: C. S. Lewis, *An Experiment in Criticism*  
Flannery O'Connor, *A Good Man is Hard to Find and Other Stories* \*  
Sophocles, *Oedipus Rex*  
William Shakespeare, *Julius Caesar*

Second Nine Weeks:

Literature emphasis: Reading, analyzing, explicating, and writing about poetry  
Compositional emphasis: MLA style researched literary analysis  
Outside reading: Selections of classic world literature in the text *World Literature*  
Other supplementary works as required

Notes:

The foremost goal of this class is the development of language *skills* rather than the accumulation of information. Skills require practice. These assignments provide the practice needed to improve the student's abilities to read closely, think clearly, and write well. Each literature unit will end with a mastery test. This test will require the student to put into practice skills acquired during the previous weeks through guidance, practice, and discussion. The test will involve literary excerpts not presented in class. Memory work and "cramming" will be of little use. The best way to succeed in this class is to *conscientiously* do the work, participate in discussions, and ask questions. All assignments (homework, notebook, outside reading, etc.) are designed and integrated to form the basis of personal discovery, class discussion, and extemporaneous writing assignments. All work should be kept current—more than a "homework grade" is at stake.

I have analyzed last year's Aspire scores for the Reading, English, and Writing tests down to skill categories per individual student in this class. That, along with early-semester diagnostic tests, may require alterations in the above proposed syllabus. The goals will remain the same, though the means might change somewhat.

\**A Good Man Is Hard to Find* was part of last summer's reading assignment. We will be re-reading select stories and discussing them in class. These discussions will culminate in writing assignments.