

Cosby High School

Literary Genre: Science Fiction/Horror Syllabus

Part 1: Course Information

Instructor Information

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ParentSquare App Directions

PARENTSQUARE

Parents and Students,

ParentSquare is the new app that our school will be using to communicate with you at the school, in the classroom, and individually. Please make sure to download the ParentSquare app on your phone and accept the invite once you have received one. This could be through your school email and or text. Students can access ParentSquare on their chromebooks without using their phones in class.

NOTE: Parents, teachers have the ability to message you individually about your student on this app without you receiving messages that they send their class as a group. So, please make sure to sign up. I know that I will be using this app to communicate specifically with my students' parents.

Google Classroom Code: gimblkg

Course Description

Literary Genre is a course designed to develop, in students, deeper thematic and critical reading skills through additional reading experiences. Genre literature will allow students to explore the intricate aspects of certain types of literature, along with its thematic elements and plot elements.

For this specific class, students will focus on two types of literary genres, Science Fiction and Horror. As a class, we will look at the two genres independently and the impacts of one genre on the other.

Prerequisite

- Must have completed an English course

Course Requirements

- 3 Ring Binder
- Notebook Paper
- Pencil
- Highlighters (Pink, Blue, Orange, and Yellow)
- Colored Pencils/Markers (optional)

Course Structure

- Course structure is based about small amounts of lectures, student led and maintained class discussions and participation, weekly and nightly homework assignments, daily classwork, quizzes, comprehensive exams and writings, comprehensive projects, notebook, class presentations, and class readings
- **Online Resources**
- **Purdue OWL online writing** lab (learning tool for any and all types of writing)
- **Spark Notes website** (learning tool)
- **No Fear Shakespeare website**
- **Google Classroom** (used some of the time for class. It will have many power-points and handouts that we do in class in the classroom stream)
- **Remind App** (Primary mode of taking attendance for remote days/Quarantine days, primary mode of communicating with me during remote days when students need help, primary mode of communication from or to me with parents about their child). I have made a student Remind class and a parent remind class for each of my blocks. That way, parent/guardian phones are not bombarded with notifications for the students.

Part 2: Student Learning Outcomes

OBJECTIVES FOR LITERARY GENRE

- Explore the intricate aspects that make a literary genre.
- Follow thematic elements of a literary genre.
- Explore various styles, settings, characters, and plot elements of a literary genre.
- Use close reading skills to analyze, evaluate, and synthesize literature
- Discuss and write about literary genre to create new understanding

ALONG WITH THESE ELA LEARNING OUTCOMES

- Demonstrate command of the conventions of standard English grammar usage when writing and speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter,

scene, or stanza) relate to each other and the whole.

- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
- Read and comprehend complex literary and informational texts independently and proficiently
- Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
- Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

You will meet the objectives listed above through a combination of the following activities in this course:

- Attend class on a regular basis.
- Complete all classwork/homework, quizzes, tests/exams, projects, compositions, and notebook
- Participate in class regularly, in all class discussions, in pair and group work, and independent work.

Part 3: Unit Works/Pacing Guide

Semester 1 and 2

1st and 2nd 9 weeks (Science Fiction)

Unit 1: Introduction to Science Fiction/Short Story Predictions about Technology

"A Sense of Wonder" article by Thomas Pool

Elements of Science Fiction Powerpoint

Life in the Year 2100

"How Search Engines Spread Misinformation" article by Chirag Shah

"In Search of History: The Truth About Science Fiction" by the History Channel

"There Will Come Soft Rains" short story by Ray Bradbury

"There Will Come Soft Rains" poem by Sara Teasdale

"All Summer In A Day" short story by Ray Bradbury

"The Pedestrian" short story by Ray Bradbury

"The Veldt" short story by Ray Bradbury

Fahrenheit 451 excerpt Ray Bradbury

"Harrison Bergeron" short story by Kurt Vonnegut

Unit 2: War of the Worlds

War of the Worlds novel by H.G. Wells

War of the Worlds graphic Novel

"War of the Worlds" radio broadcast by Orson Welles

"War of the Worlds: Behind the 1938 Radio Show Panic"
article by Stefen Lovgen

"War of the Worlds" film by Stephen Spielberg

3rd and 4th 9 Weeks (Horror)

Unit 3: Introduction to Horror/Stephen King/Poe

Elements of Horror Powerpoint

"Why I Write Horror" article by Sarah Langan

"The Thinking Readers Guide to Fear" article by Terrence Rafferty

"The Horror, The Horror" article by Mathias Clasen

"The Horror Genre" article

Night Shift foreword by Stephen King

"Graveyard Shift" short story by Stephen King

"The Mangler" short story by Stephen King

"The Pit and the Pendulum" short story by Edgar Allan Poe

"The Fall of the House of Usher" short story by Edgar Allan Poe

"The Cask of Amontillado" short story by Edgar Allan Poe

"The Black Cat" short story by Edgar Allan Poe

"The Psychology of Horror" article by Joseph Van Buren

"The Lottery" short story by Shirley Jackson

"The Landlady" short story by Roald Dahl

"Lamb To The Slaughter" short story by Roald Dahl

Country Living

*“That is part of the beauty
of all literature. You
discover that your
longings are universal
longings, that you’re not
lonely and isolated from
anyone. You belong.”*

—F. Scott Fitzgerald

Part 4: Grading Policy

Graded Course Activities

- **Basis for grading for each semester**

Points	Description
100	Daily Classwork/Homework
100	Quizzes (pop and planned)
100	Unit Tests
100	Projects
100	Compositions (daily and comprehensive)
100	English Notebook
100	TN Ready End of Course Exam (This will count as 15% of student's final grade)

- **Viewing Grades in ASPEN (optional)**
 - Points you receive for graded activities will be posted to the ASPEN Grade Book. Click on the My Grades link on the left navigation to view your points.
 - Your teacher will update the online grades weekly. You will see a visual indication of new grades posted on your ASPEN home page under the link to this course.

Letter Grade Assignment

- Final grades assigned for this course will be based on the total points earned and are assigned as follows:
- Homework/Classwork: will count once in the grading system
- Projects: all projects will count twice in the grading system
- Composition: will be graded on the appropriate writing rubric (informative and/or argumentative) and assigned a designated grade based on the writing rubric total
- Quizzes: will count once in the grading system
- Tests and Exams: all tests and exams will count twice in the grading system (this includes any essay exams given)
- English Notebooks: will count once per nine weeks in the grading system
- Participation Grade: will count once per nine weeks in the grading system (however,

students will be graded weekly on their class participation and the weekly grades will be averaged to be put into the grading system)

- **GRADING SCALE**

Letter Grade	Percentage	Performance
A	90-100%	Excellent Work, Quality of the work is above expectation, Shows above average understanding of the subject matter learned
B	80-89%	Very Good Work, Quality of the work met expectations, Shows an understanding of the subject matter learned
C	70-79%	Average Work, Quality of the work is average, Shows some understanding of the subject matter learned
D	60-69%	Poor Work, Quality of the work is below average, Shows lack of understanding of the subject matter learned
F	0-59%	Failing Work, Quality of the work is poor, Shows no understanding of the subject matter learned or did not attempt the assignment at all

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Part 5: Course Policies

Attend Class

Students are expected to attend class on regular basis.

Be on time, on task, and prepared to learn everyday.

3 tardies to class equals 1 day absent.

Don't be late or skip class because I will check to see where you were.

If you're not in school, it is your responsibility to acquire your makeup work.

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Participate

Class Participation Rubric

	5 Points -- A	4 Points - B	3 Points - C	2 Points - D	1 Points - F
Attitude	<ul style="list-style-type: none"> Displays an exemplary, helpful, positive and consistent attitude. Graciously accepts feedback and is able to use it constructively Always respectful of other's opinions Peer leader 	<ul style="list-style-type: none"> Displays positive attitude Open to positive feedback Willing to work with others Respects other's opinions 	<ul style="list-style-type: none"> Displays inconsistent attitude Sometimes unwilling to accept feedback May find it difficult to work with others May not completely respect other's opinions 	<ul style="list-style-type: none"> Displays passive attitude Seemingly ambivalent about receiving feedback Finds it difficult to work with others Seemingly ambivalent about the opinions of others 	<ul style="list-style-type: none"> Unwilling to display a positive attitude. Resistant to positive feedback. Unwilling to work with others. Disrespectful of other's opinions.
Listening	<ul style="list-style-type: none"> Proactively listens when the teacher and fellow students are speaking. Consistently able to follow directions or respond to questions. 	<ul style="list-style-type: none"> Actively listens when the teacher and fellow students are speaking. Attempts to follow directions or respond to questions. 	<ul style="list-style-type: none"> Sometimes listens when the teacher or fellow students are speaking. Sometimes able to follow directions given, but often may need repeating. 	<ul style="list-style-type: none"> Rarely listens to the teacher or other students. Relies on other students for direction/instruction. 	<ul style="list-style-type: none"> Almost always ignores what is going on in the classroom. Does not take or follow direction.
Classroom Interaction	<ul style="list-style-type: none"> Exhibits exemplary self-control and total respect for others. Always volunteers in class. Shows leadership qualities. 	<ul style="list-style-type: none"> Exhibits good self-control and respect for others. Consistently volunteers and participates. 	<ul style="list-style-type: none"> Sometimes able to following directions, but often check to see what other students are doing. Will answer questions or read aloud if called upon. 	<ul style="list-style-type: none"> Rarely participates in classroom activities. Reluctantly answers questions or reads aloud, etc. 	<ul style="list-style-type: none"> Does not participate in classroom activities. Unwilling to answer questions or read aloud
Behavior	<ul style="list-style-type: none"> Always on task. Often goes beyond expectations Displays mature behaviors Exemplary adherence to boundaries and rules. 	<ul style="list-style-type: none"> Consistently on task Displays appropriate behavior Respects boundaries and rules of the class. 	<ul style="list-style-type: none"> Most times is on task. Most times displays appropriate behavior Most times observes boundaries and rules of the class. 	<ul style="list-style-type: none"> Needs to be refocused frequently Frequently displays lack of impulse or self-control. Frequently ignores boundaries and rules. 	<ul style="list-style-type: none"> Rarely on task. Displays improper, disruptive, inappropriate behavior Ignores boundaries and rules.
Preparedness	<ul style="list-style-type: none"> Always prepared with required materials Always ready to engage in daily classroom activities Exemplary effort in completing assignments. Always on time for class. 	<ul style="list-style-type: none"> Consistently: Brings required materials to class Ready to engage in daily classroom activities Completes assignments on time. 	<ul style="list-style-type: none"> Most times brings required materials to class. Most assignments are completed on time May come to class late. 	<ul style="list-style-type: none"> Sometimes brings required materials to class. Inconsistently completes assignments. Frequently late getting to class. 	<ul style="list-style-type: none"> Does not bring materials to class. Does not complete assignments on a timely basis. Consistently late getting to class.

Build Rapport

- If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let Mrs. Holt know as early as possible. As you will find, building rapport and effective relationships are key to becoming a successful student. Make sure that you are proactive in informing Mrs. Holt when difficulties arise during the semester so that a solution can be found. This is being responsible for your own learning.

Complete Assignments

- Assignments must be submitted by the given deadline or special permission must be requested from the instructor *before the due date*.

Extensions will not be given beyond the next assignment except under extreme circumstances.

- Arrange to come promptly and take missed tests and quizzes. If you do not complete missed work, quizzes, or tests in 3 days, then that missed work will go down as a zero in the grade book.
- NOTE: If you're not in school, it is your responsibility to acquire your makeup work.

Academic Dishonesty Policy

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty, for example, the copying of homework/classwork when instructed to complete the work on the student's own. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.

Course policies are subject to change. It is the student's responsibility to check for corrections or updates to the syllabus. Any changes will be posted in the classroom.

Plagiarism

According to Harbrace Handbook, 15th edition:

- Plagiarism is defined as "presenting someone else's ideas, research, or opinions as your own without proper documentation, even if it has been rephrased."
- This includes, but not limited to:
 - Copying verbatim all or part of another's written work.
 - Using phrases, figures, or illustrations without citing the source.
 - Paraphrasing ideas, conclusions, or research without citing the source.
 - Using all or part of a literary plot, poem, or film without attributing the work to its creator.
- Consequences of Plagiarism
 - Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism have the option of either redoing the assignment, within a specified time period and accept a letter drop OR taking a zero on the assignment. Parents are to be involved in making the decision.

Use of Artificial Intelligence (AI)

Technology is ever-changing and has a tremendous impact on our global society, local community, and classrooms. Artificial intelligence (AI), including generative forms of AI, is becoming more a part of our everyday lives. It is our responsibility to educate and train students to utilize AI in an ethical and educational way.

Therefore, each student will need to be aware of the limitations and guidelines of its usage:

- Teachers may allow students to use approved AI programs for instructional purposes. Access to specific websites will be granted on an as needed basis, while taking all reasonable precautions to ensure the security of private student data when utilizing AI programs
- If a teacher should incorporate the use of AI in the classroom, students will be instructed on the responsible use standards which include but not limited to the following:
 - Effective use of generative AI;
 - When it is appropriate to use AI in assignments;
 - How to determine whether AI responses are accurate
 - Users assume responsibility for incorporating AI content responsibly; and
 - The difference between cheating and seeking support.
 - The use of AI could be subject to the Academic Dishonesty Policy.
- Students must acknowledge the use of AI in any capacity related to their school work: text, image, multimedia, etc.
- Dual Enrollment classes may have additional restrictions and limitations regarding the use of Artificial Intelligence based on the college AI policy in place for that institution.

Course policies are subject to change. It is the student's responsibility to check for corrections or updates to the syllabus. Any changes will be posted in the classroom.

Religion in the Classroom

- The Board affirms that it is essential that the teaching about religion-and not of a religion –be conducted in a factual, objective, and respectful manner in accordance with the following guidelines:
 - Religious themes may be a part of the curriculum for school-sponsored activities and programs provided it is essential to the learning experience in the various fields of study and is presented objectively;
 - The inclusion of religion shall be for educational purposes only;
 - The emphasis on religious themes should be only as extensive as necessary for a balanced and comprehensive study of the curriculum. Such studies shall never be used to proselytize, establish, foster, or demean any particular religion, religious tenets, or beliefs; and
 - Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated.

Course policies are subject to change. It is the student's responsibility to check for corrections or updates to the syllabus. Any changes will be posted in the classroom.

Student/Parent Agreement

"We have read and understand the Science Fiction/Horror course syllabus and all of its components."

Please sign and return.

Student Name (Print)

Parent or Guardian Signature

Parents and Guardians,

I want to thank you for sharing your children with me for the school year. To be honest, I learn from them, just as much as they learn from me and it makes my job so rewarding. If I can do anything for you and/or your child, please don't hesitate to let me know.

Lynna Holt
English Teacher
Cosby High School