

Mr. Farrell's Classroom Syllabus

9th Grade English Literature – The Hero's Journey

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Classroom:	Room #120 – American Heritage School SLC Campus

Course Description:

Welcome to the captivating journey through the realm of heroes and legends in our 9th grade English Literature course. Throughout this immersive exploration, we will delve deep into the timeless archetype of "The Hero's Journey," a narrative framework that transcends cultures and epochs, resonating across literature, film, and our collective imagination. As we traverse the stages of the journey, from the call to adventure to the triumphant return, we will unravel the threads that bind together myths, epics, and modern tales, illuminating the universal truths and patterns that define the hero's quest.

This course is more than an academic expedition; it's an invitation to unravel the essence of heroism, resilience, and transformation. Through an engaging tapestry of texts ranging from ancient myths to contemporary novels, we will analyze, discuss, and interpret the hero's journey, fostering critical thinking, empathy, and a deeper understanding of the human experience. By examining the hero's trials, mentors, allies, and adversaries, we aim not only to decipher the hero's path but also to contemplate its relevance to our own lives, fostering a profound appreciation for storytelling and its profound impact on culture and society. Get ready to embark on an odyssey of discovery, where each step brings us closer to understanding what it means to be a hero.

Skills Description:

Throughout this course, 9th-grade students will hone essential skills that extend beyond literary analysis, empowering them with tools applicable across disciplines and life pursuits. By engaging with "The Hero's Journey," students will:

- Develop critical thinking skills by analyzing and interpreting various texts and narratives.
- Cultivate empathy and understanding through exploring diverse characters and their journeys.
- Enhance writing proficiency through creative assignments and structured analyses.
- Refine communication skills via class discussions, presentations, and collaborative projects.
- Foster an appreciation for storytelling, recognizing its cultural and societal impacts.
- Strengthen research abilities while examining the historical and cultural contexts of heroic tales.

- Cultivate resilience by understanding the challenges and transformations within the hero's quest.
- Foster a deeper understanding of universal themes and human experiences present in literature.
- Encourage independent thinking and the ability to make connections between texts and personal experiences.
- Develop the capacity for reflection and self-exploration by considering the relevance of the hero's journey in their own lives.

Texts:

- *Julius Caesar* by William Shakespeare
- *The Odyssey* by Homer
- *Beowulf* by Unknown
- *The Lord of the Rings* by J.R.R. Tolkien
 - *The Fellowship of the Rings*
 - *The Two Towers*
 - *The Return of the King*
- *Romeo and Juliet* by William Shakespeare

Classroom Expectations:

- Come to class **on time** prepared to learn, participate, and share.
- Always bring the required materials for this class (see below).
- Be respectful and avoid talking out of turn.
 - Be kind and considerate to other classmates and to Mr. Farrell.
- Use appropriate language and conduct yourself professionally.

Classroom Rules:

- Absolutely NO swearing or sexually inappropriate language of any kind.
- No cellphones, tablets, iPads, handheld video game devices, wired or Bluetooth headphones, smart watches, or any type of music playing device.
 - If any of these items are seen during school hours, Mr. Farrell will confiscate them and turn them into the office. **No exceptions.**
- No gum, food, or open drinks. Water with a sealable lid is okay.
- No sleeping, drawing/coloring, or completing other classwork.
- No writing, coloring, scratching, or carving on **ANYTHING** that is not yours.

A WORD OF CAUTION:

- If any of the above expectations or rules are broken, a system of three warnings will be followed:
 - **Warning #1:** Student will be verbally prompted to stop behavior.
 - **Warning #2:** Student will meet with Mr. Farrell after class.
 - **Warning #3:** Mr. Farrell will call the students' parents/guardians.
- If the poor behavior persists, students will meet with their parents/guardians, Mr. Farrell, and the assistant principal to discover a solution.

Required Practices:

- Students are required to keep all their completed assignments after they have been graded and returned to use as study materials. These materials will be placed in a three-ring binder.
- Students will keep all handouts and short stories in their binders.
- *If it's made of paper and Mr. Farrell gave it to you, keep it in your binder!*

Restroom/Water Breaks:

- Students will be given **three** restroom passes each term, which must be used if a student leaves the classroom voluntarily for any reason.
- Unused restroom passes can be turned in at the end of each term in exchange for 50 extra credit points each.
- Passes cannot be used for exams/tests or final draft essays.

When a RR Break is Needed:

- **Without speaking**, raise your hand and cross your fingers while waiting for Mr. Farrell's permission.
- **Take the hall pass** and quietly exit the classroom.
- Return quickly and enter the classroom **quietly**.

Absences and Late Work:

- After being absent for any reason, students are expected to **meet with Mr. Farrell after school hours to receive any missed assignments**.
- Absent work is due exactly one week from the day a student returns after being absent before it is considered late.
- Any late work will automatically lose 15% from the total possible grade.
- When completed, late work must be turned into the late bin.

Academic Dishonesty:

- The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or an assignment written, in whole or in part, by someone else. Students are responsible for plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them.
- **There is ZERO TOLERANCE regarding academic dishonesty.** If a student is caught cheating, helping someone cheat, or plagiarizing, he/she will receive a failing grade on the assignment, meet with the principal, their parents/guardians will be contacted, and they will be subject to other disciplinary actions where appropriate.

Required Daily Materials:

- 1 highlighter or bright colored pencil for highlighting text
 - 1 pencil - #2
 - 1 pen – black or blue ink
 - A notebook or loose paper in a binder for note taking
- If a student runs out any of these materials, they are expected to replace these items as soon as possible. This is **not** Mr. Farrell's responsibility.
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Remember:

Mr. Farrell reserves the right to make changes to the syllabus at any time and for any reason. If changes are made, students and parents will be given adequate notice.

Health Accommodations:

If a student cannot meet any of the above-mentioned expectations or rules due to a medically diagnosed condition, the student's parents/guardians are expected to speak with Mr. Farrell during the first week of the school year, and special accommodations can be made.