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hero’s journey syllabus

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course description: the hero’s journey:

*“*H**eroes are shaped by society, and in turn, change the society in which they exist.”**

**Heroes of History**

What do Harry Potter, Katniss Everdeen and Frodo Baggins all have in common? According to Joseph Campbell, they are all heroes from the *exact* same story. Campbell was a scholar who studied myths from all over the world and published a book called, The Hero with a Thousand Faces. In this book, Campbell retells dozens of stories and explains how each hero follows the 12 stages of the Hero’s Journey. These heroes are idealized figures of our society; they are mythological figures of strength, wisdom, and courage. Thus, they are the best representation of our society’s values. Understanding these values can help you confirm your own values, therefore, strengthening your own sense of conviction and integrity.\*

Understanding societal values and a “hero’s” personal beliefs can help you confirm your own values and beliefs, therefore, strengthening your own sense of conviction and integrity. These stories are important because they allow us to reflect on our world through symbolic stories.

*“Heroes are shaped by society, and in turn, change the society in which they exist.” Heroes of History*

This course is designed to help students continue to develop their skills in reading, writing, communication and analysis through the lens of Joseph Campbell’s *Hero’s Journey*. Because the *Hero’s Journey* exists in all human cultures and keeps getting updated, we will explore how these stories not only reflect the world around us, but our own lives. Most of these stories are allegorical, so, particular attention will be given to the author’s argument and how the author conveys that argument through both fiction and nonfiction texts.

GENERAL RULES

1. be respectful

2. be responsible

3. be patient

4. be kind

**GRADES AREN’T**

**GIVEN THEY**

**ARE EARNED.**

assessments = 80%

daily work = 20%

proficiency grading:

**Food & Drink**

**Please eat in the cafeteria so I**

**don’t get anymore critter friends.**

SHS adheres to a *Credit by Proficiency (CBP*) model which means that we not only teach CCSS, but we require that students demonstrate proficiency in these standards to receive credit for courses.

attendance policy:

**The website is updated daily. So, if you miss class please check the website.**

[www.mrsramage.weebly.com](http://www.mrsramage.weebly.com)

cell phone policy:

**Please turn off all personal electronics by the time the bell rings. Use of these items require teacher permission.**

\*Parts of this syllabus were taken from Matthew Winkler’s TED-ed “What Makes a Hero?”

cooperative learning

Students will often work in small groups to complete a task. Research shows that using cooperative learning groups can lead to a gain as high as 28% in student achievement.

creative learning

Lessons will often deliver content through art and creative activities. Research shows that when students engage hands-on, they deepen their understanding of a topic or skill.

benefits of cooperative learning

* Elevated individual/group achievement
* Healthier relationships with peers
* Increased metacognition
* Improved psychological health
* Greater self-esteem

benefits of creative learning

* fluency. Generate new ideas
* Flexibility. Shift perspectives
* Originality. Do something new
* Elaboration. Build on existing ideas.

classroom management

In order for each student to feel comfortable in the classroom, a positive and respectful attitude is expected of each student. This includes respecting others’ thoughts, work, feelings and individuality. If a student does not demonstrate positive behavior, I will visit with him/her and we will try to resolve the issue together. Any negative behavior that continues will result in a visit with an administrator and a call home to parent(s) and/or guardian(s).

academic integrity missing/late work

Every student can learn, just not on the same day and not in the same way. If you need to negotiate due dates, please come see me. I am always willing to work with you. If your work is missing, don’t freak out. Usually, the missing work is in your locker or backpack. If it is not there, check the “no name” bin. If your work isn’t in any of those places, come see me and we will come up with a plan.

Do your own work. Please do not cheat, and do not plagiarize. If you get to the point where you feel you have to cheat or plagiarize, come see me so I can help. It is more important to learn the material and gain important skills than to turn work in on time. If you are caught plagiarizing or cheating, accept consequences for your mistakes, and learn from them.

the cave you fear to enter holds the treasure you seek

—joseph campbell

course map:

unit focus text, film, & video ccss & assessment

|  |  |  |
| --- | --- | --- |
| UNIT 1:  Symbolism & Allegory | * Hyde, Jenna. “Color Theory 101” PREZI * Ramage, Heather. “Common Symbols” PPT from Everything’s an Argument & The Art of Watching Film | [**RL.11-12.6**](http://www.corestandards.org/ELA-Literacy/RL/11-12/6/)Distinguish between explicit and implicit meaning.  ASSESSMENT:  In-class, written assessment with visual prompts. |
| UNIT 2:  The Monomyth | * Campbell, Joseph. The Hero with a Thousand Faces (excerpts)      * Donovan, Francis. “Princess Leia: My First Female Role Model.” * Greydanus, Steven D. “An American Mythology: Why Star Wars Still Matters.” * Herzog, Charles E.. *“Star Wars:* The Truth Behind the Fiction” * Lucas, George. “*Star Wars IV: A New Hope” FILM* * *Moyers, Bill. “Joseph Campbell and the Power of Myth” INTERVIEW OPB* * *Winkler, Matthew. “What Makes A Hero.” TED-ed* | **SL.11-12.1**  Collaboration & Discussion  [**RL.11-12.3**](http://www.corestandards.org/ELA-Literacy/RL/11-12/3/)Analyze author’s choices (structure, setting, and character development)  [**RL.11-12.6**](http://www.corestandards.org/ELA-Literacy/RL/11-12/6/)Distinguish between explicit and implicit meaning (symbolism & allegory).  **W.11-12.1**  Argumentative Writing  ASSESSMENT:   * Socratic seminar * Argumentative essay |
| UNIT 3:  Structure, Symbolism & Allegory | * Dashner, James. *The Maze Runner* * Lindon, Sheri L., “Lost in the Dystopian Nightmare of The Maze Runner” from *The L.A. Times* * Miller, Laura. “What’s behind the boom in dystopian fiction for young readers?” from *The New Yorker* * Riendeau, Danielle. *“*The Maze Runner is…Smarter than it Looks.”      * Siddiquee, Imran. “The Topics Dystopian Themes Won’t Touch” from *The Atlantic* * Sproull, Patrick. “Interview with James Dashner: Movies Are My First Love…” from *The Guardian*  Zalben, Alex. “The Director Reveals the Secrets Behind Book-to-Screen Changes” | **SL.11-12.1**  Collaboration & Discussion  **[RL.11-12.3](http://www.corestandards.org/ELA-Literacy/RL/11-12/3/)** Analyze author’s choices (structure, setting, and character development)  [**RL.11-12.6**](http://www.corestandards.org/ELA-Literacy/RL/11-12/6/)Distinguish between explicit and implicit meaning.  **W.11-12.1**  Argumentative Writing  ASSESSMENT:   * Socratic Seminar * PPT Film Analysis * Analytical, in-class writing |
| UNIT 4: \*  Independent Reading & Analysis  \*Entire semester | Student Choice | **RL.11-12.10**  Read and comprehend grade level texts independently and proficiently.  ASSESSMENT:   * SSR: In-class * STAR Testing * Literary Analysis |

\*Units are subject to change based on student response and achievement.

please sign & return!

I agree to the expectations set forth in this syllabus. I understand that ultimately I am in charge of my own education and therefore will put great effort toward being a respectful and responsible student.

student name:

**FIRST LAST**

student signature:

**PARENT/GUARDIAN SIGNATURE DATE**

I agree to support my student in fulfilling the expectations outlined in this syllabus. If I have any questions or concerns, I will contact the teacher.

parent/guardian name:

**FIRST LAST**

parent/guardian signature:

**PARENT/GUARDIAN SIGNATURE DATE**

course map: