

Pioneer High School
Honors English 5-6
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Course Outline

English 5-6 Honors is a survey course of American Literature. It is a fast-paced and challenging course that follows the path of American history and illustrates how history shaped American literature. Students will be expected to uphold rigorous standards in writing, reading, and speaking. This class will emphasize critical thinking skills and encourage creative ideas. Throughout the year we will examine what makes literature written in the United States uniquely “American” and why so many writers here write about identity, dreams, and goals. We will begin with pre-colonization literature (16th-17th century) and will conclude with post-modern pieces written up through the end of the 20th century. Literature studied in the eleventh grade, as outlined in the California State Board of Education English-language Arts Content Standards, is designed to help students develop reading and writing skills necessary for college. In October, students will take the PSAT/NMSQT, which stands for Preliminary SAT/National Merit Scholarship Qualifying Test. In the spring, students will take the Early Assessment Program test (EAP) for California State Colleges. This test will determine students’ readiness for college-level English and mathematics.

COURSE ACTIVITIES*

Essential Skills

- Cooperative & Group assignments
- Documenting sources and plagiarism
- Evaluation of Web Sites for research and creative analysis
- Study of grammar and usage
- Study of vocabulary

Reading

- Analysis of text
- Careful study of prose, emphasizing literary devices
- Conquering the adult novel

Independent Reading

“If we encounter a man of rare intellect, we should ask him what books he reads.”
 ~ Ralph Waldo Emerson ~

Students are required to read four (4) American works of fiction. These selections represent only a very small sampling of American Literature. These writers consider their works to epitomize the American identity and spirit.

Selections	Assessment Dates (weeks of...)
<i>Inherit the Wind, Jerome Lawrence</i> <i>The Glass Menagerie, Tennessee Williams</i> <i>Our Town, Thornton Wilder</i>	Wednesday, September 14
<i>The Awakening, Kate Chopin</i> <i>The Last of the Mohicans, James Fenimore Cooper</i> <i>Maggie, Girl of the Streets, Stephen Crane</i> <i>The Red Badge of Courage, Stephen Crane</i>	Wednesday, November 30 Wednesday, February 29

PLEASE PLACE THIS SYLLABUS IN YOUR ENGLISH BINDER

<i>Narrative of the Life of Frederick Douglass, Fredrick Douglass</i> <i>The Unvanquished, William Faulkner</i> <i>A Farewell to Arms, Ernest Hemingway</i> <i>Call of the Wild, Jack London</i> <i>The Jungle, Upton Sinclair</i> <i>Uncle Tom's Cabin, Harriet Beecher Stowe</i> <i>Ethan Frome, Edith Wharton</i>	
You will be given a list of modern and postmodern American authors from which to choose.	Wednesday, April 4

Writing*

- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Additional assignments include, but are not limited to quick writes, timed writes, reflective writing responding to literature, and in-class essay examinations

**A full-process assignment includes a first draft, which is revised and corrected by the student in response to a reader's comments, and a final draft, which is evaluated and graded.*

TEXTS

Students will be challenged in all the reading that they do. Often, they will have several chapters or articles a night to read for homework and it is imperative that they keep up with the reading in order to do well in the class. Keep in mind that Spark Notes or Wikipedia® are NOT substitutes for actual reading! Our core novels are: *The Scarlet Letter, The Crucible, The Night Thoreau Spent in Jail, The Great Gatsby, Beloved, The Awakening, Death of a Salesman, A Streetcar Named Desire, A Raisin in the Sun, The Adventures of Huckleberry Finn, Twelve Angry Men, and The Grapes of Wrath.* In addition, *Wordly Wise 3000 (SAT) Vocabulary Workshop, Classical Roots C & D,* and *The Prentice Hall Anthology of Literature* will be used to reinforce reading comprehension and language skills. Several grammar sources will also be incorporated.

GRADING SCALE

100-90 A - A- 89-80 B+ - B- 79-70 C+ - C-
69-60 D+ - D- 59-0 F

GRADING POLICY

Most assignments will be graded on a traditional A-F scale.

Grades for each period will be based on weighted categories, available in these percentages:

- Class work, Group work, and Participation: 15%
- Final Examination: 15%
- Quizzes and Homework: 20%
- Writing, Projects, and Tests 40%
- Writing Journal 10%

***Note:** Writing is 40% of the final grade.

MLA FORMAT

All formal, typed work for this class **MUST** be in MLA format. Don't worry if you aren't sure what this is, we will learn it together.

HOMEWORK:

- Homework is assigned daily. Homework consists mostly of reading, but also preparing for the following day's discussion, writing on a topic discussed in class, and vocabulary study.
- Homework will also include Independent Reading Assignments throughout the year of pre-approved novels.
- Please turn homework in on time. Homework is due at the beginning of class; please see late work policy below regarding work that is not turned in on time.
- The student should be guided by the school's *Academic Integrity Policy* when completing homework. Students will be given a zero for copied work of any kind. Students who allow their work to be copied shall also receive a zero.

MAKE- UP WORK AND TESTS

- When you are absent you need to call a classmate to find out how to be prepared upon return.
- If the absence is excused, you will have the number of days of the excused absence to complete the missed work.
- It is your responsibility to find out what you missed and complete the work. You should do this by asking the teacher *outside* of class. Generally, no extra time will be given in the event of an absence during the course of a long-term project or assignment.
- Missed tests will be taken during the time designated by the teacher. Failure to follow the above procedures will result in a zero.
- There are many occasions in which some in-class activities by their nature will be impossible to make up.

LATE WORK POLICY

Any work turned in late will receive a grade deduction. Be certain to allow enough time before a paper is due to deal with computer and printer issues. Late work will incur a 10% per day deduction of points before correcting and grading begins.

LATE WORK ADDENDUM

I reserve the right to grant or deny the extension based on the reason, your commitment to class, or the frequency of your requests. Please do not abuse this privilege.

If homework is consistently late, incomplete, or missing, a phone call is made to parents or guardians and a conference is scheduled.

ABSENCE

Any work missed due to absence **must** be made up. A student will have the same number of days, as he or she was absent to make up all necessary work. Failure to make up work in the appropriate time period will result in a zero.

Daily homework is posted on the classroom whiteboard. A homework assignment sheet is given out the first day of each week. Homework is also posted on-line. There is never any reason for a student to NOT know what an assignment is and when it is due in Ms. Bowman's class.

ACADEMIC INTEGRITY POLICY

Plagiarism, the unauthorized, uncited use of another person's words and/or ideas, is illegal. Cheating (copying, i.e., "sharing," use of cheat notes or information of a written, verbal or electronic nature) is taken just as seriously. Any such act by a student will result in an Academic Honesty Referral. Possible additional consequences include, but are not limited to: referral to the Assistant Principal, failure of the given assignment/test, parent notification, suspension, and/or transferring to another high school.

- Teacher's professional judgment, with the concurrence of the school administration will determine whether cheating has occurred. Consequences will be assigned at the level determined by the severity and number of the offense.
 - Consequences may be suspension, removal of school privileges, loss of current school, and/or loss of grade or credit.
 - A breach of academic integrity includes, but is not limited to: Cheating on tests, exams, or any assessment activity; plagiarism; deliberate deception; stealing or any unauthorized use of assessment tools, answer keys, or school records, etc.
- San Jose Unified School District Student Handbook*

TESTING CONDITIONS

During all in-class quizzes, essays, and tests, students must remain silent and keep their eyes on their own papers *at all times*. The teacher will assume any talking is cheating and the student will receive a zero on the assignment and be referred to the Assistant Principal for further disciplinary action. A "cheat file" will be established for the student.

SUPPLIES

Supplies are listed under expectations & responsibilities. Should your child have difficulty acquiring any required material(s), please let me know immediately.

CONTACT

Please feel free to call me at any time. My number at school is **408.535-6350**. I try **very** hard to return telephone calls on the same day I receive them. E-mail is the best way to reach me: **michelle_bowman@sjusd.org**. It is imperative that you are involved with your child's education. Please attend Back-to-School Night and please introduce yourself to me.

I understand the need for students to expend energy during the school day. However, students in high school are on the road to becoming adults and are expected to think before they act or react.

I look forward to working with you and your children! Your kids are off to a wonderful start!

ENGLISH HONORS 5-6
STUDENT
EXPECTATIONS & RESPONSIBILITIES
RESPECT EVERYONE IN OUR CLASSROOM & SCHOOL THAT INCLUDES YOU!

Materials: You are expected to have the following supplies daily.

Journal for English class only

College-ruled lined binder paper, 8 ½ x 11 inches

Blue or black pens

3 Expo markers for student use

Pencils

Highlighters or Markers

A safe place to keep course papers (such as a folder or binder)

Novel or selection we are working on

Pertinent handouts, assignments, or projects

Internet and computer access

USB Flash Drive (*highly recommended*)

Tissues (*classroom donation*)

Classroom Etiquette

Arrive on time.

Enter quietly.

Keep your hands, feet, and personal items secured near your body.

Leave when dismissed by the teacher.

Place your backpack, lunch, and other extraneous items below your desks.

Respect yourself, your class, your classmates, and teacher.

Homework

This class often requires that you read a piece of literature and then respond to questions about it. In an Honors class, it is not enough to simply know what happened in a story, you must also be able to delve deeply into the text and answer the questions using critical thinking skills and creativity.

- Homework is checked daily! Homework varies! There are both short-term and long-term assignments.
- A finished product shows that you understood the assignment, followed the instructions, and completed the necessary steps for a final product.
- Students are expected to complete formal written assignments on the computer. Students who do not have computers at home will have access to a computer and printer at school. Please create a digital locker.
- Students are given a hanging file and folder to store all written compositions from first assignment to last. This tool is essential for the final product. Take very good care of it. Your hanging file may not leave the room.
- Students should expect nightly homework of 30-45 minutes in duration *excluding* reading.

Infractions – Pioneer High School Student Handbook

Cheating, throwing objects, rudeness to anyone, foul language, inappropriate remarks or actions, wasting time and destroying materials will result in an after school detention, a phone call to parents or guardians, and/or a conference, and On-campus suspension (OCS).

Cell Phones, iPods, Cameras, etc...

Electronic devices must be turned off, secured, and out of sight during school hours. Improper use of electronic devices results in their confiscation for a period of 24 hours. A parent/guardian must retrieve the item in person from the attendance office. Cameras MAY NOT be used on campus and will be confiscated.

THIS SHEET TO BE TURNED IN TO MS. BOWMAN

I have received, understand, and agree with Ms. Bowman’s Honors English 11 (5-6) Course Outline and Statement of Understanding.

Parent & Student Statement of Understanding (Place a check mark after reading each section.) ✓

- I have received a syllabus for this course, and the teacher has reviewed its contents, including the following information: the evaluation process, required assignments, attendance requirements, and course calendar.
- I have read the Independent Reading selection titles and will help my child obtain (4) works of fiction.
- I understand that I should do my best to complete class assignments before the due dates and spend the necessary time preparing for tests as directed by my teacher.
- I understand that prompt attendance is a critical component to this course. Late arrival and early leaving may be counted as absences. Work missed during an absence is counted against the grade – it is extremely important to make up the work.
- I understand that the midterm and the final exam are cumulative (testing my knowledge of all material studied in the semester).
- I understand that if I am having difficulty in the course:
 - I should ask questions and seek help from my teachers and counselors.
 - I understand that in signing this document I accept and agree to the above statements.

Student’s Name & Period

Date

Student Signature

Parent/Guardian Signature

Email Address or Cell Phone #

Email Address or Daytime Tel. #

Voluntary/Confidential Section

I want you to be successful in this course. Therefore, feel free to speak with me personally or note below anything that may adversely affect your performance in this class. This could include: participation in sports or other college activities, learning challenges, health concerns, military service, or family difficulties.

Extra Help

I am available for help most days before and after school. Please do not wait until test time or due dates to ask for help! I want all my students to succeed in my class, always let me know as soon as possible if something is slowing your performance in any way. Please be considerate and let me know ahead of time, that you are coming for extra help, so I am ready for you.