CP English 9
Ms. Blanchard

"If you don't go after what you want, you'll never have it. If you don't ask, the answer is always no. If you don't step forward, you're always in the same place." - By Nora Roberts

English 1 Syllabus
2009-2010 School Year

Welcome!

Course Description:

This course meets U.C. /C.S.U. English requirements. English 1 is a literature and skills-based course designed to help students understand and appreciate critical values represented in the various literary genres: novels, plays, short stories, essays, myths, and poetry. The major goals of the course are to develop an appreciation of various aspects of human nature and human relationships by exploring various themes in literature, and to improve students’ writing abilities.

Talk to me...

I want you to succeed. I am willing to do what I can to see that you do succeed. If you have any questions or concerns about this class, please do not hesitate to contact me. We can communicate over the phone, email, or in person, whichever you are most comfortable with. If you would like to contact me, please call (209) 832-6600 Tuesday-Thursday 11:00-11:45 or 3:30 to 3:50 P.M. or email rblanchard@tusd.net.

Required Materials:

2 Blue or black ink pens
3 Spiral-bound notebooks (70 pages ea.)
2-4gb flash drive
A novel
Highlighters
Post-it- type notes
Typed assignments must be in Times New Roman 12 point font.
Holt Handbook 3rd Course (Grammar)
Holt Literature and Language Arts 3rd Course

Additional Reading:

Romeo and Juliet
Of Mice and Men
The Odyssey

*Note: All books must be covered. (Please, if you use a cloth cover make sure to first cover your book with a paper cover to protect your investment in your books.)
Course Outline:

This class offers students a literature and skills-based course which meets the California Public Schools English–Language Arts Content Standards. Students will continue to strengthen their literacy skills and move on to more complex forms of formal writing. Please expect to be assigned research and oral presentations. Students should also expect to use various computer programs and internet resources. Students will have daily vocabulary/language activities and quizzes. Finally, the students will have one outside reading project per quarter. The student will choose a book to read and complete a teacher-assigned oral presentation, project, or written book report. Books must be 200-400 pages in length and be approved by the teacher. Students will be assigned more papers and projects than listed, but this is an accurate overview.

Class rules, procedures, and consequences:

CLASSROOM RULES
1. Students are to be in their assigned seats and working on bell work when the bell rings.
2. Respect others
3. Listen when others have the floor.
4. Clean up after

CONSEQUENCES
If a student breaks a rule, he/she will receive the following consequences:
- a reprimand and a warning;
- lunch detention with me and a seating adjustment
- parent notified and an after school detention
- student sent to AP with completed referral and parent contact made;

Attendance/Tardy Policy:

A student can only learn when s/he is in class. Therefore, a student must attend class regularly in order to pass. Major parts of this class will be discussion and in-class projects, so absences will most certainly have an adverse effect on a student’s learning and grade.

Kimball High School’s tardy policy will be strictly enforced ☹.

Make-up/Late work Policy:

The student is given one day to make up work for every day of excused absence. Students who are suspended or whose absence is unexcused may not make up work. In addition, late work will not be accepted.

Homework:
Homework will be assigned daily. It may include reading, writing, research, etc. Homework will be collected at the beginning of class on the date due. Homework must be complete in order to be turned in. Any work that is not completed or not turned in at the beginning of class will not be accepted. (Board Policy 6154) I rarely give homework on the weekend.

Academic Dishonesty

Academic dishonesty includes, but is not limited to the following behaviors:
-copying and/or paraphrasing passages from Cliff Notes, Monarch Notes, or any source including the internet without using correct MLA documentation.

-copying and/or paraphrasing another student’s homework, tests, or other assignments under any pretext, including “studying together.”

-allowing a student to copy and/or paraphrase your homework, tests, or other assignments under any pretext, including “studying together.”

-informing other students of essay test topics or objective-test questions.

-any other behaviors included in the Student Handbook.

Kimball High School does not tolerate cheating. A student found cheating on an assignment will be given a zero on the assignment and the student’s parent/guardian will be contacted. Additional consequences are outlined in the Student Handbook.

**Grading Policy:**

Student grades are formulated as follows: Class work 20%, homework 15%, tests 20%, quizzes 15%, essays 20%, and participation 10%. Grades will be updated on Parent Connect every 2-3 weeks.

A student’s quarter grade is based on the percentage made by averaging the total number of points earned, using the following breakdown:

- 95-100% = A
- 90-94% = A-
- 86-89% = B+
- 85% = B
- 80-84% = B-
- 76-79% = C+
- 75% = C
- 70-74% = C-
- 66-69% = D+
- 65% = D
- 60-64% = D-
- 59% and below = F/Fail

**Final Thoughts**

This class is not about grades, but about learning. I also want students to have the experience of college-level learning, something most high-school students do not have available to them. College-level learning is not primarily about rigor—though that’s a part of college—but about responsibility and acceptance of one’s self as a more mature student, reading and thinking about and writing more mature texts. The difficulty of the texts is a stimulus for students to make their own decisions about published authors, about themselves as a writer, about their colleagues as writers, about the deep and ongoing questions that relate to what it means to be a responding, acting human being both individually and as part of a society. I intend the course to be stimulating and demanding, one in which a student will grow in relation to who he or she is. True learning, I believe, comes from self-demand, rather than society’s expectations. School is the last stronghold in this regard, a place where experimentation occurs for its own sake, where ideas are generated to be considered and examined for their own sake and not because there is a bottom-line expectation of so many widgets made in a certain amount of time for a certain “production” quota. Learning is an organic process, interactive; it is not predicated on my filling students with information, as though they were empty vessels.

**Major Essays and Readings**
First Quarter
Autobiographical Narrative (Process Paper)
Research paper- peer group evaluation
Novels- literature circles

Short Stories
“The Most Dangerous Game”
“Thank You, M'am”
“The Cask of Amantillado”

Second Quarter
Novel: Of Mice and Men
Research paper: Poverty in our World
Short Stories:
“The Sniper”
“Exile”
“The Gift of the Magi”
“The Lady or the Tiger?”
“The Golden Kite, the Silver Wind”
“The Scarlet Ibis”

Third Quarter
Literary Analysis (Analyzing a Short Story)
“Internment”
“The Seven Ages of Man”
“Women”
“Legal Alien”
“A Sound of Thunder”
“American History”

Fourth Quarter
From The Odyssey,
Essay- Compare/contrast essay (literature and film)
The Tragedy of Romeo and Juliet

The Tragedy of Romeo and Juliet by William Shakespeare – Scene study and performance