

Dear Parents/Guardians and Students,

I am looking forward to getting to know all of you this year. I have provided this syllabus as a guide to the course, as well as the rules and expectations of the classroom. It is my aim to inspire, support and challenge students to do their best. I am flexible, equitable and committed to working with ALL students in order to build positive relationships and encourage success. We will read text and view material with mature themes. All of this material has been chosen thoughtfully and carefully to engage students in real world discussion and to think critically about their place as well as others' places in society. Feel free to email any questions that you may have, and I will respond in a timely manner.

**COURSE DESCRIPTION**

This is a year-long course that will focus on literature, essays, and visual art by and/or about women. As we study these pieces throughout the year, we will examine how women are valued in our current society by comparing and contrasting our collective experience with these pieces. We will also focus on looking at women's role through varying cultural perspectives and defining our place in our respective communities. This class is meant to empower young adults to question the status quo as well as improve their ability to critically think, speak and write about the world around them.

Students will do the following:

- Analyze, interpret, reflect, perform close reading activities, annotate, and discuss a variety of literature and art including: novels, poetry, short stories, nonfiction essays, documentaries and movies. (RL 4, RL 6; RI 1, RI6)
- Continue to practice academic writing skills in a variety of modes focusing on literary analysis and argumentative writing. (W1, W2)
- Respectfully communicate ideas during class and small group discussions in order to express thoughts and demonstrate understanding of texts read. Present research material to class in order to inform and possibly persuade. (SL 1 and 4)
- Commit to continued development and exploration in reading, writing and communication. (L2)

**UNITS AND TEXTS**

First Semester (8/28/19 to 1/15/20)	Second Semester (1/28/20 to 6/5/20)
<p><b><u>1. Feminism and the "Rules" of Womanhood</u></b> What is feminism? How do you define feminism? What does it mean to identify as a woman? What is a woman's role?</p> <ul style="list-style-type: none"> <li>• Various short stories and essays</li> <li>• Chimamanda Ngozi Adichie's <i>We Should All Be Feminists</i> and <i>Dear Ijeawele, Or A Feminist Manifesto in Fifteen Suggestions</i></li> <li>• <i>Bad Feminist</i> by Roxanne Gay</li> </ul> <p><b><u>2. Women's Value, Love and Loneliness</u></b> How do current beauty standards alienate women? How do you manage loneliness? Through your cultural lens, how is women's value defined? How should women define their values?</p> <ul style="list-style-type: none"> <li>• <i>Their Eyes Were Watching God</i> by Zora Neale Hurston</li> <li>• <i>Lemonade</i> by Beyoncé</li> <li>• <i>Real Women Have Curves</i></li> <li>• <i>Lady Bird</i></li> <li>• Various Short Stories and Essays</li> </ul>	<p><b><u>1. Creating Arguments about Literature</u></b> What do the various examples of literature about and/or by women tell the audience about women's role in society? How do the various pieces compare to one another and contrast one another?</p> <ul style="list-style-type: none"> <li>• Various short stories and poems</li> </ul> <p><b><u>2. Women's Rights in Jeopardy</u></b> Why do others get to decide what happens to a woman's body? How is it tied back to how others define our value? How can women avoid being victims?</p> <ul style="list-style-type: none"> <li>• Various essays and news articles</li> <li>• <i>La Operacion</i></li> <li>• Excerpt from <i>The Underground Railroad</i> by Colson Whitehead</li> <li>• <i>The Handmaid's Tale</i> by Margaret Atwood</li> </ul> <p><b><u>3. Research</u></b> Create an infographic on a social issue that affects women either in the U.S and/or globally and present the facts of that issue to the class.</p>

**REQUIRED MATERIALS/SUPPLIES: You will need the following supplies for this class—**

- A clear PPS Library account & Multnomah County Library card
- Spiral Notebook
  - at least 100 pages – COLLEGE-RULED, 9 by 11 inch
- Blue, black, and other colored ink pens
- Glue Sticks
- Loose-leaf paper
- Post-its for marking text
- Highlighters for marking text
- Folder for handouts, assignments

**GRADING:**

Students are evaluated on the basis of major papers, homework, quality and character of class discussion and involvement, and AP-style writing prompts. Major papers count a great deal toward each quarter's grade, but other elements are also significant. Students may REVISE low-scoring Timed Writes during Tutorial for a higher grade.

80%: Summative Assessments – Essays, Writing Assignments, Major Projects/Presentations, Socratic Seminars, Final Exam/Activity

20%: Formative Assessments - Notebook Assignments/Checks, Classwork, Homework, Reading Quizzes, Group Projects, etc.

A → 90 – 100%  
B → 80 – 89%

C → 70 – 79%  
D → 60 – 69%

F → 59% or below

**ABSENCES, DUE DATE AND LATE WORK POLICY:**

- All students are expected to turn in completed on the specified due dates. All assignments are **due at the BEGINNING of class on the day specified**, unless otherwise indicated. Computer problems are NOT an excuse. Also, I will not print out student work on my school printer. Please plan ahead and respect this due date expectation.
- Get daily notes from a friend/TA and come to Tutorial and/or office hours by appointment. See me the day you get back in order to work out due dates for any missed work.
- If you are absent on a due date of an essay or assignment, due to an excused absence (sickness, emergency) the assignment is **due the day you return to class** without penalty.
- If you have a pre-arranged absence, please still turn in the assignment that day. For example, send it with a friend, or turn it in to my school mailbox in the main office.
- If you need any extra time for any reason, you need to give me 48 hours notice (2 days) that you will need extra time. If I have noticed that you have not attempted to complete the assignment during the time given in class, you will not receive that extra time. Use any and all time given in class for assignments wisely.
- **For a quiz, in-class assignment, or timed write essay missed due to an excused absence, it is up to you to schedule a time to make it up during Tutorial or after school.** You must schedule a time to make up the missing quiz, assignment, or timed write **within a timely manner to exceed no more than 2 weeks.** I cannot return timed writes or assignments for student revision until everyone has completed it.
- Any work that is turned in late may receive partial credit dependent on the lateness and quality of the work.

Open **communication** is the key to your success. If you miss an assignment or simply don't understand the expectations, please **communicate with me**. Also, it is your responsibility to **communicate with me** in order to complete missing work due to absence(s). I expect you to do your best in order to succeed to the best of your ability.

**CELL PHONES:** Turn off and/or silence and put away once the bell rings. Headphones and earbuds must also be put away. I will designate those times of usage. If a student has a device out when it should be put away, they will be given one warning to put it away. If warning is ignored, it will be confiscated and you can pick it up at the end of the day at the school office. For further details, please see Student Handbook.

**HALL PASSES:** Do not ask to go anywhere the first and last 15 minutes of class. Do not ask to use the pass during direct instruction, class discussions, or activities. Since most of each class period is spent on direct instruction, class activities, and skills practice, I expect you to stay in class for the full period. Please go to the bathroom during passing time or lunch.

If you *must* leave class for an emergency, please ask Ms. Wong first (I need to know where you are going.) If you really need to use the bathroom during direct instruction or class discussion, simply head toward the pass by walking in the back and along the sides of the room (not the front). Make sure you make eye contact with me and take the pass quietly and leave. You should not be gone for longer than 5 minutes.

You are expected to carry an official Franklin HALL PASS when you are out of class; you may be asked to trade your phone to use the hall pass.

**FOOD:** Food (dry) and drink (in closed containers, but really water is best!) are acceptable, within reason. If eating/drinking causes a mess or a distraction this privilege will be revoked. Food waste must be disposed of in a garbage can OUTSIDE of the classroom.

**SEATING:** I rotate the seating chart throughout the year; it is important to interact and work with a variety of perspectives. See me if you need to sit up front.

**BEHAVIORAL EXPECTATIONS:** At FHS, in addition to following all school rules, we expect staff & students to strive to be Thoughtful, Respectful, Organized, Neighborly, and Generous. Staff and students are expected to conduct themselves in the classroom with integrity and honesty, with an emphasis on (but not limited to) the following:

- Thoughtful – We are engaged and ready to learn bell-to-bell.  
We put time and effort into our work, and process complex issues with care.
- Respectful – We do not use racist, sexist, or homophobic language of any kind.  
We respect the diverse learning needs of our peers.  
We follow directions and class norms.  
We keep distractions, such as electronic devices, put away during class time, unless otherwise directed.
- Organized – We are present, on-time, and bring all necessary for materials.  
We keep track of assignments, deadlines, and activities.
- Neighborly – We only leave class when we have a hall pass.  
We treat the learning environment with care and clean up after ourselves.
- Generous – We help each other when needed, including sharing supplies, knowledge, resources with others.  
We offer a fresh start to staff and ourselves.

Additionally, we are honest in all matters of scholarship. **Academic honesty is expected from all students.** Please review the definition and consequences of plagiarism in the FHS English Department Academic Honesty Policy, as well as in your student handbook. If you are unsure if you are being academically dishonest, please ask Ms. Wong for clarification.

**CONSEQUENCES:**

If minor problems come up as a result of a disregard for the behavioral expectations, these are the steps I will take:

- 1) Warning
- 2) Talk to you (privately, if possible).
- 3) Call/email home.
- 4) Have a conference with you, a school support team, administrators, and your parent/guardian.

**DIFFERENTIATION/ACCESSIBILITY STRATEGIES AND SUPPORT:**

The differentiation strategies used in this course are based on the evidence (data) received through multiple forms of pre-, on-going and formative assessments. Students are pre-assessed through writing prompts, pre-tests, and culminating writing assignments from previous units of study. Formative (on-going) assessments include journal entries, think-pair-share, oral questioning, Socratic Seminar, reading quizzes, and timed writing assessed every week to keep track of student thinking and writing. Mini-lessons are crafted to target weaknesses in students' reading and writing skills as determined by formative assessments. Summative assessments include, but are not limited to, completed notebook checks, final tests that include multiple choice, matching, true/false questions, and essay responses, and a culminating writing piece (narrative, expository, literary analysis, research, persuasive, reflective, summary).

**Students who need accommodations:**

Accommodations indicated by Individual Education Plans and 504 plans will be made in cooperation with students, special education teachers and parents. Some standard accommodations include, but are not limited to, use of available technology, additional scaffolding and extended time to write.

**ELL/ESOL:**

Strategies used in this class to address ELL needs include those found in Sheltered Instruction Observation Protocol (SIOP) and Guided Language Acquisition Design (GLAD), such as:

- Posting clearly defined content and language objectives
- Emphasizing key vocabulary (pre-teaching with visuals)
- Using a variety of techniques to make language comprehensible (clear explanation of tasks, slower speech, increased wait time for students responses, gestures)
- Scaffolding techniques like think-alouds to support student understanding
- Allowing for frequent opportunities for student interaction (pair-shares, small and large group work)
- Using activities that integrate reading, writing, speaking and listening
- Providing regular feedback and conducting assessment of student comprehension and learning

**TAG:**

Assignments and activities are designed to allow students to work to and beyond their ability, if so desired, and include reader responses, dialogue journals, levels of questioning, text annotation, open-ended learning tasks and writing prompts, flexible grouping, and Socratic Seminar. Frequent teacher feedback is given to students, along with suggestions for further exploration of academic content and development of reading and writing skills. Enrichment activities, such as field trips to theaters and museums, vary from year to year depending on local offerings and relevance to academic content.

## FHS ENGLISH DEPARTMENT: ACADEMIC HONESTY POLICY

### STATEMENT OF PURPOSE:

Franklin High School offers a quality education that not only ensures knowledge, but also cultivates the virtues of honor, respect, and perseverance. Of these virtues, honor is perhaps of greatest importance, for it is personal integrity that will influence and finally determine the sincerity of our actions and the steadfastness of our beliefs. To help advance the development of such values, an Academic Honesty policy has been established for all Franklin High School students. This code will exist to uphold and reinforce values that are central to our tradition of excellence.

### DEFINITIONS:

Academic dishonesty includes these three main violations:

1. **Plagiarism** is submitting the words, ideas, images, or data of someone else as one's own. Plagiarism can be *intentional* or *unintentional*. Words taken directly from another source must appear in student work within quotation marks and followed by in-text citation; and any words that are paraphrased must be clearly and accurately referenced. Student work must include appropriate citations for all of the sources that a student consulted for the work, *even if no direct quotations from the sources appear in the student work*.
2. **Cheating** can take many forms, such as:
  - Using disallowed notes, copying/paraphrasing homework, and looking at someone's paper during an exam.
  - Giving or receiving confidential information about assessments, including allowing someone to copy your homework or other assessment.
  - Discussing tests from previously taken courses or class periods with someone who has not yet taken the test
  - Attempting to improve one's grade through any deceitful means, including acquiring test questions ahead of time, using disallowed sources online or receiving "unreasonable" assistance – as determined by the classroom teacher – from anyone, including a parent or tutor.
3. **Failure to notify** is having knowledge of dishonorable conduct by other students and failing to disclose this information to a faculty member or administrator. In order to maintain the highest levels of integrity at Franklin, it becomes everyone's responsibility to ensure that cheating of all kinds is reported and addressed fairly.

### CONSEQUENCES:

All instances of *cheating*, *intentional* and *unintentional* plagiarism (as determined by the classroom teacher) will result in an **automatic zero** on the assignment and a call or email to parents. If it is a first offense, then the student will be required to complete an alternate assignment that illustrates that the student can demonstrate the skill that is being assessed in the original assignment. The student will complete the alternate assignment in a manner, and at a time and place, determined by the classroom teacher. If a student chooses not to redo the work within the time period and in the manner prescribed, no credit will be awarded. If it is a second offense in the class, the student will not be given an alternate assignment, and they will receive an automatic zero. Parents will be notified of cheating and intentional plagiarism.

The teacher will also follow school rules regarding academic dishonesty and write a referral if indicated.

English 5-6: Women's Literature  
&  
FHS English Department Academic Honesty Policy  
Instructor – Elisa Wong

**Student Name (Printed):** \_\_\_\_\_ **Class of** \_\_\_\_\_

Please review the Syllabus and Academic Honesty Policy with your parent/guardian, read below, and provide the requested information at the bottom of the page.

I have read and accept responsibility for the information given in the course syllabus. I understand what is expected of me in order to succeed in this course.

I acknowledge that I have read and understand our school's academic honesty policies. Further, I recognize that plagiarism is submitting the words, ideas, images, or data of someone else as my own. Plagiarism can be *intentional* or *unintentional*. Words taken directly from another source must appear in student work within quotation marks and include in-text citation, and any words that are paraphrased must be clearly referenced. Student work must include proper citations for all of the sources that a student consulted for the work, *even if no direct quotations from the sources appear in the student work*.

I do hereby resolve to uphold this Academic Honesty policy. I shall refrain from all forms of academic dishonesty, for example: cheating, plagiarism, or other deceitful means of obtaining scores or grades that are not reflective of my current abilities. I recognize that our school is based upon the foundation of freedom, trust, and respect. Academic honesty and integrity are essential to the existence and growth of any academic community. Without maintaining a high standard of honesty and conduct, the reputation of the school is compromised and society is poorly served.

In order to uphold the integrity of the school, I also recognize that it is my responsibility to report any violation of this policy to a faculty member or to the administration.

I understand that inherent in this policy is the responsibility of all members of the community to work to preserve the collective academic integrity of Franklin High School.

\_\_\_\_\_  
(Parent's/Guardian's Printed Name)

Best way to communicate with you (circle one):    phone                      email

Please provide most up-to-date phone number or email address you prefer: \_\_\_\_\_

\_\_\_\_\_  
(Parent's/Guardian's Signature)

\_\_\_\_\_  
(Date)

Student: I have read, understand, and agree to abide by the course syllabus for English 5-6: Women's Literature, as well as the Academic Honesty Policy. I understand that I am equally responsible for my own education, and I will continue to be a STRONG, successful student.

\_\_\_\_\_  
(Student's Printed Name)

\_\_\_\_\_  
(Student's Signature)

\_\_\_\_\_  
(Date)