



English in the 21st Century
Course Syllabus 2021-2022
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Course Description

English 12 is designed to prepare students for the introductory writing course required in their first year of college writing and for the communication needs of the workplace. Writing, reading, critical thinking, and discussion are the key components of this class.

The class engages students in the reading of primarily nonfiction text. The selections will serve as models of the various types of original essays that the students will draft throughout the year. Students will also be asked to respond to the text, analyze the author's style, and discuss the implications of the theme in the world outside the classroom. Fiction will also be woven into the class, as students will read and respond to three novels. Both the fiction and non-fiction selections are contemporary and were chosen with our current generation of students in mind with the goal of creating life-long readers.

Further, students will be exposed to various philosophers in order to hone critical thinking skills.

Writing plays a central role in the class, with a focus on revision based upon student reflection, peer review, and teacher feedback. The study of grammar is also prominent, as it will be examined for the role of word choice in creating meaning.

Goals for Student Learning

By completion of this course, students will be able to:

1. write with a distinct style that employs appropriate strategies and techniques, focusing on sentence structure, word choice, and voice;
2. write compositions, for a variety of purposes, that introduce a complex central idea and develop it with specific evidence, insightful commentary, and clear organization;
3. use a systematic planning, writing, revising, and editing sequence;
4. use research to support an argument, and understand the guidelines for research documentation according to MLA (Modern Language Association);
5. engage in active reading to respond to text in a self-directed journal;
6. analyze and interpret the writing of others, identifying an author's use of writing strategies and techniques;
7. participate in meaningful discussion about the themes, style, and complexities of specific works of fiction and nonfiction;
8. identify, understand, and employ a variety of terms used in the analysis of writing.

So what does that mean for you? By the time you leave, if you'd paid attention you'll be able to write and speak better than you did previously.

Further, English 12 is a student-centered class, meaning that students will take an active role in the learning process: they will write, collaborate, and discuss.

Materials

Students must have the following for every class:

- A separate English notebook or binder with a folder for handouts. This notebook should have a separate section dedicated to Grammar. You may also complete the majority of assignments on your laptop.
- A pen, pencil, highlighter, and ample looseleaf paper
- Textbook/ Novel

Additionally, please come prepared for class. You will NOT be allowed to print your materials during class time.

Course Outline

Readings

1. Readings will be approached by rhetorical mode (for example, Narrative, Argumentative) so that the readings may serve as examples of the types of writing each student will complete at the end of the unit.
 2. Whole class instructed novels will include *The Kite Runner* and *The Book Thief*, among others. The instructor will select one or two other novels to be taught through whole class instruction, discussion groups, or as outside reading assignments with an end-of-novel assessment.
- Kirsznner, Laurie G. and Stephen R. Mandell, 12th ed. *Patterns for College Writers*. Boston: Bedford St. Martin's, 2012.
 - Kolln, Martha and Lorretta Gray, 6th ed. *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*. New York: Longman, 2010.
 - Hosseini, Khaled: *The Kite Runner*
 - Zusak, Markus: *The Book Thief*
 - Many philosophy texts

A note on the texts – Some of the texts involve mature themes and material. Each of the selected readings has been approved for high school seniors; however, parents are encouraged to research each of the novels to determine if they feel that the material is not appropriate for their own child. If so, alternate assignments can be provided.

Writing

1. Students will respond to the readings in written form. Each selection may have selected-response based formative and brief constructed essay summative assessments.
2. The readings will also serve as catalysts for response and analysis of author's style.
3. Writing instruction will focus on sentence structure, conciseness, word choice, voice/style, organization, and development of concrete, specific detail.
4. Students will use the Writing Process to complete all major writing assignments. This will include brainstorming; prewriting; peer review; teacher conference. Students will receive specific feedback and will frequently revise their work
5. Students will complete the following original essays: Narrative Essay, Argumentative Essay, Research Paper, Process Analysis, Comparison Essay, Classification Essay, Definition Essay, and a series of Reflection Essays.

HCPS Grading Policy

Examples of Product, Process, and Practice		
PRODUCT (50%) <i>Culminating Demonstration of Knowledge</i>	PROCESS (30%) <i>Addressing Specific Short-Term Learning Outcomes</i>	PRACTICE (20%) <i>Building Attitudes, Habits, and Skills</i>
Does it measure how well students achieved specific learning goals, standards, and/or competencies?	Does it provide feedback to students regarding growth towards the attainment of specific learning goals, standards and competencies?	Does it allow students to practice skills and/or reinforce content learning?
<ul style="list-style-type: none"> Primarily completed in presence of teacher Rubric aligned to standards Accuracy graded 	<ul style="list-style-type: none"> Primarily completed in presence of teacher Rubric aligned to standards Accuracy graded 	<ul style="list-style-type: none"> Graded for completion and participation

Late Work Policy

All assignments should be submitted on time in order to earn full credit. Any assignment, (*product, process, or practice*) will be allowed to be turned in late for one letter grade deduction from the grade a student earns on the assignment. In order to earn credit for late assignments, students must submit assignments by the end of the day on Wednesday (except for the last week of the quarter) following the designated HAC update. Students are only able to submit assignments that have an established due date within the grading window before the designated HAC update. Assignment that are turned in for late credit will be identified by a footnote in HAC to include a statement about the deduction of a letter grade due to the lateness of the assignment.

Grading Window	Designated HAC Update	Late Work Due Date
September 8- September 24	September 24	September 29
September 27- October 13	October 13	October 20
October 14- October 29	October 29	November 5 (Friday)
November 8- November 19	November 19	November 24
November 22- December 10	December 10	December 15
December 13- January 13	January 13	January 21 (Friday)
January 24- February 11	February 11	February 16
February 14- February 25	February 25	March 2
February 28- March 11	March 11	March 16
March 14- March 25	March 25	March 31 (Thursday)
April 1- April 22	April 22	April 27
April 25- May 6	May 6	May 11
May 11- May 20	May 20	May 25

Make-up Work

In order for you to be academically successful, you need to be organized and have regular attendance in school. Please use the student planner to record due dates and plan your homework schedule. It is your responsibility to pick up any make-up work from me on the first day of your return.

Academic Integrity

Academic integrity is taking responsibility for the quality and completion of one's own work. Academic dishonesty is taking someone else's work and claiming it as one's own. Students at Bel Air High School are responsible for knowing what is considered to be Academic Dishonesty and the subsequent consequences.

Unless a teacher has expressly stated in the assignment instructions that the task is one that is collaborative, it should be assumed that the assessment is an individual endeavor. Cheating, whether verbal, written, or computer generated, can involve, but is not limited to:

- Copying on tests
- Copying of homework
- Plagiarism of published works (including Internet resources)
- Multiple submission of work previously turned in for a grade by another student
- Giving answers to a test or homework
- Discussion of test materials with others
- Using electronic devices to communicate any contents of homework, tests, or quizzes
- Using electronic devices without teacher permission to acquire information during class hours

Cell Phone Policy

- Students will place their cellphones in a teacher designated area as they enter each classroom. Teachers will review with students the specific location for each room. The phones will remain in the teacher designated area unless teachers explicitly tell students to take out the phones for instructional use.
- Cellphones will remain in the teacher designated area during bathroom visits, assemblies and trips to the nurse/counseling office/main office.
- Cellphones will be retrieved from the teacher designated area at the end of class at the direction of the teacher.
- School-appropriate cellphone use is permitted during class changes and lunch. Students are not permitted to make phone calls during school hours.
- If the cell phone policy is violated, it is a referable offense.

Food & Drink Policy

Since we have a carpeted room, please only bring water to drink. Soda and coffee will not be allowed, and you'll be asked to dispose of it. Also, no food is allowed in the room at any time.

Leaving Class

When you need to leave the room, please be sure to get a signed, yellow Travel Document.

Additional Information

It is expected that students and parents will check HAC for regular grade updates. HAC will be updated in accordance with school policy.

Course Expectation Agreement Sheet

STUDENT NAME: (print) _____

Please sign below after reviewing the course syllabus and classroom expectations sheets:

I have read the course syllabus and understand the outcomes of this course, the grading policy, the late work policy, the required materials, and also any other expectations of this course. I will do my part to ensure my success in this class.

I have read the academic integrity policy. I understand that if I am caught cheating in any way during this process, I will receive zeroes for part or all parts of the process, thus jeopardizing my grade in this class. I understand that any grade may be changed if I am found guilty of this infraction at a later date. I give my word that I will be honest during the year regarding my work.

I also understand what behavior is expected of me and the consequences of not meeting those expectations.

Student Signature

Date

I have read the course syllabus and understand the outcomes of this course, the grading policy, the late work policy, the required materials, and also any other expectations of this course.

I also understand what behavior is expected of my child and the consequences of not meeting those expectations. I will do my best to reinforce and support the instructor and his/her expectations.

Parent Signature

Date

Please have this sheet signed by NEXT CLASS.

This will be worth 10 points so that all of you can start out with an A in the class. I look forward to teaching you this year, and watching you improve both as a learner and as an individual thinker.