

COURSE DESCRIPTION

The English 12 course takes students on a chronological journey through the history of literature beginning in ancient Greece, with the ultimate goal of reaching the contemporary age at the end of the eighteen weeks term. Through the careful reading and analysis of all genres of literature (fiction, poetry, drama, etc), students will continue to develop crucial critical thinking skills, all the while improving their ability to communicate by composing many well-structured essays.

COURSE GOALS

- to develop critical thinking skills by analyzing literature
- to practice and improve composition skills
- to develop an appreciation and enjoyment of literature, as well as an understanding of its place in our culture
- to expand vocabulary

PROCEDURES FOR BEGINNING CLASS

- Enter the classroom in an orderly manner and report to your seat before the bell rings. Roll is taken immediately after the tardy bell rings, when absences and tardies will be recorded. Any tardy student must present a note of explanation. Unexcused tardiness to class is NOT allowed. Each unexcused tardy results in a demerit.
- Bring appropriate texts and materials to class everyday:

Main Texts— Elements of Literature: Sixth Course
Vocabulary Workshop: Level G
MLA Style

All textbooks should be covered.

Materials—three-ring binder for daily notes (divided into: Objectives/Homework, Notes, and Assessments)

2 packs of college rule loose leaf paper (8.5"x11")

1 ream of printer paper (8.5"x11")

Black/white composition notebook (Journal)

Blue or black pens (work written in pencil will be penalized)

One pack of index cards (a type of organizer, such as a ring, is highly recommended)

Outside Readings—when we are reading a novel, it should be brought to class every day

- Each day, students should note the day's objective and homework assignment. Students may either write the homework assignment in his or her binder OR agenda, but it must be written daily.
- If a journal topic is written on the board, students will immediately collect their journals and begin to respond in their Reflection Journals when class begins.
- Students will remain in their seats until dismissed.
- Students will act in a respectful manner towards the teacher, each other, and themselves.

GRADING, EXAMS, AND RESEARCH PAPER

- Averages for each grading period (9 weeks) are as follows:
MAJOR GRADES (50%)--tests, major writing assignments, special projects, some Reading Log assignments, Reflection Journal
MINOR GRADES (25%)--quizzes (literature and vocabulary), some small group work, short essays, longer homework assignments, some Reading Log assignments
HOMEWORK (15%) --homework, some Reading Log assignments, some small group work, selected Reflection Journal responses
PARTICIPATION (10%)--having appropriate materials, positive participation, being on task, following classroom rules

- Completed 9 weeks' averages are as follows:
 CLASS AVERAGE (80%)—as determined above
 EXAM (20%)--mid-term (1st nine weeks)/end-of-term exam (2nd nine weeks); exams will cover material for each 9 week period. All students will take a mid-term exam and an end-of-term exam. The final grade is determined as follows:
 FIRST 9 WEEKS (50%)
 SECOND NINE WEEKS (50%)
- Research Paper:** Students *must* complete a research paper. If this or any other major assignment is not printed, stapled, and ready to turn in by the deadline, it will receive a maximum grade of "69—F." If not turned in within 7 days, the paper will be given a grade of zero. Students who choose not to complete a research paper will receive an incomplete ("I") on their report card for the 9 weeks and the final grade. If the paper is not completed within two weeks after report cards have been sent home, the 9 weeks grade will become an F and the final grade will be averaged accordingly.

DAILY AND LONG TERM HOMEWORK ASSIGNMENTS

- All homework should be neat, written in blue or black ink or typed, and should be written in complete sentences (unless otherwise specified)
- All work should have the standard school heading (student's name, instructor's name, course name, date, honor code)
- Students will regularly be given long-term (2-4 day) reading assignments that they can complete at their own pace. This includes the novels for outside reading. Other assignments that will be spread out over long periods include creative projects, research, vocabulary development, studying for tests, and longer writing assignments.
- Late assignments will not be given full credit
- Any major assignment turned in one day late will receive no higher than a "69—F." After one week, the assignment will not be accepted and the student will receive a zero.

INTEGRATED HONORS

- At the beginning of the term, students must indicate their interest in being considered for the honors program in English 12. Those students will be given assignments which will require that they demonstrate higher-level thinking skills. Students will be asked to produce work (homework, essays, research paper, etc.) that show more complexity in dealing with a given subject or concept.
 Honors students must achieve an 89/B in *all* categories (major, minor, homework, participation) by the first 5-week progress report to be officially classified as honors students. At the end of the first three weeks, students will be notified if their grades have fallen below an 89/B in any category. If, at the first progress report, the student has not achieved an 89/B in all categories, he or she will no longer be considered part of the honors program.
 If a student is selected for Honors English 9, he or she must remain in the honors program and complete all assignments according to the curriculum established for Honors English 9. If a student is not selected for the honor program, grades earned will not be removed from the student's record.

EXTRA CREDIT WORK

- Now and again there will be opportunities for "bonus points" on test or an extra homework grade of 100. However, no extra credit assignments intended to raise averages will be given to any student regardless of that student's grade (whether it be failing or borderline A). Your work is based solely on the work you have accomplished by the end of each 9 weeks.

ABSENCES AND STUDENT RESPONSIBILITY FOR MAKE-UP WORK

- Students will be allowed to make up work in the case of excused absences. This class work must be made up within a specific time period agreed upon by the student and teacher.
- Students will not be allowed to make up work in the case of unexcused absences.
- After an absence, students are required to get their assignment from the teacher either at the beginning or end of class. (DO NOT leave class without knowing what is expected of you.)

- In case of an illness, be sure to have your parent/guardian or a classmate turn in your assignment. For an extended absence, have your parent/guardian call the main office to have your assignments e-mailed to you or picked up in the office. This will alleviate being overwhelmed upon your return.
- In the case of a pre-planned, pre-approved trip of ANY kind (i.e. going out of town, sports tournament, field trip, etc.), please see the teacher for instructions regarding class work.
- If a student is absent the day before a test is to be taken, he or she will be expected to take the test the day they return since all tests are announced about a week in advance. Students absent the day of a test will take the test the day they return.
- It is ultimately **your responsibility** to keep up with the class, regardless of absences. The course website will assist you in doing so, even when you are not present.

OTHER PROCEDURES

- During fire drills, exit the building in a calm manner and line up in the designated area of the campus. During intruder drills, remain silent and sit in the designated corner of the room. Stay together as a class.
- Interruptions are inevitable. Students must continue working or sit patiently.
- Listen to ALL P.A. announcements.

PCHS HONOR CODE

The PCHS Honor Code is based on the premise that PCHS students will not cheat, lie, or steal, nor tolerate those who do. The following statement will be written on all homework, reading logs, quizzes, tests, and papers: "I will abide by the Honor Code." A signature will follow the statement. The following expectations will apply for English 12:

Homework: All homework must be performed individually unless otherwise authorized. The individual may use only the resources specifically authorized by the teacher.

Original Papers: Thesis papers are to be the original work of the student author without the use of any outside aids.

Research Papers: Research papers are to be the student author's original ideas supported by outside aids as authorized by the teacher. These outside aids must be documented correctly according to MLA/APA standards.

Students should not rely on aid such as Cliff Notes, Monarch Notes, or Barron's Book Notes. Use of these aids or similar aids is expressly forbidden. If this type of aid is used, the student will be referred to the Honor Code Council. **Wikipedia is also strictly forbidden.**

ALL papers will be subject to a plagiarism originality report generated by *Turnitin.com*. Any papers found to be plagiarized will be forwarded to the Honor Code Council for further determination as a violation of the Honor Code.

If at any time you are unsure as to what is expected regarding the Honor Code for a specific assignment, it is your responsibility to ask.

NOTE TO STUDENTS: All rules found in the Parent/Student Handbook will apply in the classroom

IN-CLASS READINGS

- From textbook:
 - ❖ Selected fiction
 - ❖ Selected non-fiction
 - ❖ Beowulf
 - ❖ Selected poetry
 - ❖ Macbeth
- Antigone (provided)

SUPPLEMENTAL READINGS (not provided)

- Becket or the Honor of God by Jean Anouilh
- Frankenstein by Mary Shelley

NOTE TO PARENTS: Should you need to contact me for any reason, feel free to contact me at mpilola@peninsulacatholic.com. Also check the course website at: pilola.weebly.com

-
- I. The Classical Era
Students will:
 - A. Identify the influence of Greek culture on our culture, and therefore our literature
 - B. Identify and define the terms important to properly understanding this era
 - II. The Anglo-Saxons (449-1066)
 - A. Recognize the basic history of the Anglo-Saxon civilization
 - B. Recognize Old English dialect
 - C. Identify and define the terms important to properly understanding this era
 - III. The Middle Ages (1066-1485)
Students will:
 - A. Recognize the impact of Norman rule in England
 - B. Recognize the impact of feudalism on society
 - C. Identify the impact of the royal houses Plantagenet, Lancaster, and York
 - D. Understand the culture of medieval England
 - E. Identify and define the terms important to properly understanding this era
 - IV. The Renaissance (1485-1660)
Students will:
 - A. Identify characteristics of the renaissance and its influence across Europe
 - B. Study the development of the English theatre
 - C. Identify and define the terms important to properly understanding this era
 - V. The Restoration (1660-1700)
Students will:
 - A. Recognize the political upheaval in England during the 17th century
 - B. Understand how commercialism affected 17th century England
 - C. Determine the effects of the Great Plague and the Great Fire of London
 - D. Understand the culture of the 17th century
 - E. Identify and define the terms important to properly understanding this era
 - VI. The Eighteenth Century (1700-1798)
Students will:
 - A. Recognize the impact of the Industrial Revolution on culture
 - B. Identify ways of thinking in this period, such as the Age of Reason, Age of Classicism, and Age of Elegance
 - C. Identify and define the terms important to properly understanding this era
 - VII. The Romantic Period (1798-1832)
Students will:
 - A. Recognize the impact of a changing political climate
 - B. Understand the importance of advances in industry and science
 - C. Identify characteristics of the Romantic Period
 - D. Identify and define the terms important to properly understanding this era
 - VIII. The Victorian Period (1832-1901)
 - A. Understand Queen Victoria's influence on culture
 - B. Identify the influence of other important historical events on literature
 - C. Examine life during this age
 - D. Identify and define the terms important to properly understanding this era
 - IX. The Twentieth Century (1901-2000)
 - A. Examine the effects of changing politics and technology on culture
 - B. Identify characteristics of Modern and Postmodernism
 - C. Identify and define the terms important to properly understanding this era
 - X. The Contemporary Period (2000-)
 - A. Pose the question: where are we now?
 - B. Identify the effects of changing technology on art and ways of thinking
 - C. Identify and define terms important to properly understanding this era
-