

English 12 Syllabus

Instructor: Mr. Tyrell Graham

Room 228

E-mail: graham_tyrell@salkeiz.k12.or.us

Website: www.highlandermckay.com

I. Course Overview

English 12 is a year-long course emphasizing the writing necessary for college success. This course will focus on purposeful choice, as a writer, of essay modes and evidential support appropriate to the topic, and of appeals, sentence structure and word choice appropriate to the intended audience. Students will write a narrative essay as well as argumentative and research papers utilizing a wide variety of print and online resources.

This course is an accepted college entrance requirement course. A grade of “C” or above will be needed if you plan to attend an OUS school. It is highly recommended that a student with a “D” grade in a required college entrance course meet with a counselor to discuss if that course will have to be retaken.

II. Classroom Assignments

A. Notebooks

a. All daily smaller writing assignments will be kept in a separate notebook. This notebook should be split into two parts—Assignments and Notes

B. Essays

a. Multiple essays and longer writing assignments throughout year.
b. Assignments will foreshadow what will come in a college class.

C. In-Class Work and Homework

a. All work given with clear instruction.
b. Most in-class work due the same day it is given.
c. Most homework due the following class session.

D. Group Activities

a. Various group activities assigned throughout year.

III. Homework and Attendance:

A. Tardy Policy: If you are late, you are responsible for any and all information, activity, or work due during the time you missed.

B. Homework is due at the beginning of the class period.

C. If you are absent, you must have a parent or guardian clear your absence with the Attendance Office within three school days. Homework that was due when you were gone is due the day you return. Not the next class, but the day you return.

IV. Grading Scale

A. Your assignments in class will be graded on a five-point, weighted scale. Your grade is broken down into the following categories:

40% = Standard-based assessments

40% = Essays

10% = Homework/Practice

10% = Final

B. Each assignment will be graded/scored between 0-4. The grade conversion is shown here:

3.33-4.00 = A (83-100%)

2.66-3.32 = B (67-82%)

2.00-2.65 = C (50-66%)

1.00-1.99 = D (25-49%)

0.00-0.99 = F (0-25%)

C. Additional Grading Policies:

Students must have all assessment scores at a “1” in each of the major standards (at semester) to earn a D.

Students must have all assessment scores at a “2” or higher in each of the major standards (at semester) to earn a C or higher.

Essays in the second semester are scored on an increasing scale. No essay scores will be thrown out during this semester. All essays will count toward your 40% portion of the class. In order to pass the class, it is expected that all essays will be submitted.

Note: If you log in to StudentVUE/ParentVUE to check your grade (or your child’s grade), you may notice that the percentage next to the letter grade seems to be incorrect. The letter grade you see is accurate, and that is what you should go by, not the percentage. If you have further questions about grading in this class, please contact me.

V. Late Work and Multiple Opportunities

Late work will accepted for a maximum of five calendar days after an assignment/assessment is due. If work is not turned in by that time it will be entered as a ‘0’ in the gradebook. Extenuating circumstances will always be considered.

VI. Behaviour

In this classroom, we will be discussing several sensitive issues throughout the course of the semester (including morality and human nature). In order to fully engage in the readings and discussions, all students must be respectful of their peers and teacher in the classroom. There will be no negative comments, racist/sexist/homophobic/classist remarks tolerated in any fashion.

All students must abide by school-wide rules. This includes school dress policy, language, physical contact, and other school regulations. Food is not allowed in the classroom. Beverages with screw-type lids are permitted. Electronics use is limited to school-related activities—see part VII.

VII. Electronics in the Classroom

- I. Students will be using a combination of computers in the library/lab and Chromebooks in the classroom. All computer use needs to be limited to school work.
- II. There is a three-level system for using personal electronics in the classroom.
 1. No electronics permitted to be used. Must be turned off and stored in bags.
 2. Electronics can be used as a research tool in the classroom setting.
 3. Electronics can be used for listening to music (no video). Only one ear bud allowed in, so that you can still hear teacher. This is during work time only. Not while teacher is giving instruction.
- III. Sign in front of classroom will indicate what level is expected in class each day.
- IV. Infractions will be dealt with using warnings, in-class consequences (including period-long loss of electronics or after school pick up in office), detentions, and if necessary, discipline referrals.

VIII. Cheating

Cheating is not an acceptable habit to get into. Cheating includes, but is not limited to: rewording from the Internet, or allowing someone to copy off of you or copying someone else’s work. Students caught cheating will receive a zero grade for that particular assignment, and may also be subject to administrative discipline.

IX. Standards

Fall Semester:

Language 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Reading Informational 5: Analyze and evaluate the effectiveness of structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Writing 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Spring Semester:

Reading Literature 2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Reading Informational 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, *including where the text leaves matters uncertain*.

Writing 7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

X. Need Help?

- A. Speak with me and make an appointment.
- B. Check my classroom, Room 228. If I am not already engaged, I can assist you.
- C. You are always welcome to e-mail me your question (I usually respond within 24 hours).