**Ms. Moore’s English 12**

**2015-2016 Syllabus**

**Contact Information – Room 303**

* Email: [katlyn\_moore@hcpss.org](mailto:katlyn_moore@hcpss.org)

[patricia\_pecor@hcpss.org](mailto:patricia_pecor@hcpss.org)

* Planning: Period 4A & 4B
* After School: Mon-Thurs until 3pm or by appointment
* Website: msmooreomhs.weebly.com

**Required Materials**

* 1 inch binder (for English only)
* 5 tab dividers (tabs should be labeled “Class Info”, “Warm-ups”, “Notes”, “Classwork”, and “Graded Work”)
* Loose-leaf paper
* Pens/pencils/highlighter(s)
* 3x5 index cards (suggested)
* Agenda Book (school provides)
* Assigned novels (school provides)

**Expectations**

* Be on time.
  + Enter the classroom and be seated quietly by the late bell.
  + Promptly display appropriate student behavior.
* Be prepared.
  + Bring required materials to class on a daily basis.
  + Students will not be permitted to visit lockers during class time.
* Remain attentive and engaged.
  + Actively concentrate: listen and respond appropriately during lessons.
  + Avoid disrupting teacher instruction and student work time.
* Be respectful.
  + Value the people, materials, and equipment in the classroom.
  + Rude and unkind behavior is not tolerated.
* Hand in your best work on time.

**Classroom Rules**

* Water is permitted in the classroom; no food.
* Maintain a tidy work area. Throw out trash; straighten desks; and push in chairs.
* Tardiness is unacceptable. Consequences follow school policy:
  + 1st Offense – Warning
  + 2nd Offense – Teacher assigned consequence (teacher discretion)
  + 3rd Offense – Parent phone call home & Teacher assigned detention
  + 4th Offense – Office Referral

**Grading Policy**

Every assignment will factor in to your final grade. Each assignment falls under a category. These categories are weighted as follows:

* Projects/Papers 40%
* Quizzes/Test 30%
* Classwork 20%
* Homework 10%

Please use Canvas to keep track of your progress. Canvas can be accessed through my website, the OMHS website, or the HCPSS website.

Grading Scale:

* 100-89.5% A
* 89.4-79.5% B
* 79.4-69.5% C
* 69.4-59.5% D
* 59.4- ↓ % E

**Make-up Work:**

* Make-up work is only assigned for excused absences (parent/guardian note).
* The amount of excused days absent = the number of days to complete the work.
* If you exceed the number of allotted days, you receive a zero for incomplete work.
* Unexcused absences = an automatic zero.
* If you exceed 9 days of unexcused or a combination of excused/unexcused absences for an everyday class or 4.5 days of an every other day class, paperwork will be submitted for denial of credit. This is school policy.

**Late work policy**

* Writing assignments and long-term projects are due at the time/date specified by the teacher.
* In the event a writing assignment or project is turned in after the due date, 10% will be deducted for each day up to 3 days.
* After 3 days late, writings and projects will no longer be accepted.

**Academic Integrity**

* Students will receive a “0” on the assignment.
* Parents will be contacted.
* Disciplinary action is in accordance with OMHS Academic Integrity policy.

**Course Content**

**European Origins: Tensions Between Humans and the Divine**          **(Quarter 1: August 24 - October 30)**  
  
This unit focuses on foundational texts, including such works as, The Canterbury Tales, Beowulf, Grendel, Medea and excerpts from Paradise Lost and The Holy Bible as found in anthologies.  Students will explore the innate struggle between mankind and the concept of supernatural or divine preeminence. Students spend time developing an understanding of the instructional text, digging deeply in the text to unlock explicit and implicit meaning and make inter-textual connections.   
  
**Renaissance and Beyond: Hubris, Emotions, and Reasoning**            **(Quarter 2: November 2 - January 22)**  
  
This unit addresses the Greek concept of hubris as it relates to Shakespearean texts, (Hamlet, King Lear, Othello) and works by iconic Romantic and Victorian poets.  Students will explore a rich variety of genres such as, drama, odes, pastoral lyrics, elegy, and dramatic monologue.    
  
  
**Clash of Ideologies**                                                                                    **(Quarter 3: January 25 – April 8)**  
  
This unit transitions students to a more global perspective of literature and focuses on conflicts which arise from differing ideologies concerning war, religion, gender roles, social classes, and philosophy.  Students will explore literature through various cultural lenses found in works by Henrik Ibsen, Albert Camus, Tim O’Brien, Jane Austen, T.S. Eliot, Fyodor Dostoyevsky, Anton Chekhov, James Joyce, Franz Kafka, and Loung Ung.    
  
  
**Modern Voices: Self-Actualization**                                                            **(Quarter 4: April 11 - June 8)**  
  
In this unit, students read fiction in which characters struggle through the process of self-actualization, emerging as empowered or demoralized individuals. They analyze the setting and characters of the anchor text to determine how the writer makes conscious choices in order to convey the development of the protagonist and the greater theme of emerging identity as exhibited in Fences, A Streetcar Named Desire, Angela’s Ashes, Beloved, One Flew Over the Cuckoo’s Nest, and The Kite Runner.  Students examine the central conflict and the historical context of the work that construct the impetus for or barrier against the character’s self-actualizing moment.

Parent/Guardian-

Education is a group effort, and your role in this process is important. Share information with me and inform me of any issues that will interfere with your student’s education as early as possible. Please feel free to contact me with any questions at any point.

*Please complete and return with student*

STUDENT *I have read the course description and classroom policies and*

*expectations and I understand what is expected of me.*

Name (print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

PARENT/GUARDIAN

*I have read the course description and classroom policies and*

*expectations and I understand what is expected of my child. I*

*will contact you if I have questions or the need arises.*

Name (print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

CONTACT INFORMATION

Parent(s)/Guardian(s) Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone Numbers: (cell) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(home) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(work) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Preferred method and time of contact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_