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Extra Help Available 7:30-8:00 AM M, W, F
4:00-5:00 PM Tu, Th

"The man who does not read good books has no advantage over the man who can't read them." — Mark Twain

COURSE Description:

Welcome to 12th grade English; I'm delighted to have you as part of my class! Throughout the semester, we will be reading a wide variety of literature, as well as investigating the authors, the history, and the cultures that shaped each work. The goal of this course is twofold: to expand your reading skills (improve reading speed, increase comprehension, and enhance vocabulary) and to improve your writing skills (grammar, clarity, and composing and editing essays), all of which will help prepare you to succeed in your future college or career goals. In addition to the stories in your textbook we will be reading at least one novel, and my earnest hope is that these books will not only contribute to our class goals but will also foster your joy of reading.

INSTRUCTION:

Curriculum Links

Knox County Curriculum Standards: See the file entitled *KCSCurriculumGrade12* on the class Canvas site under the *Syllabus and Curriculum* folder.

Tennessee State Curriculum Standards: http://www.tn.gov/assets/entities/education/attachments/std_eng_gr_11-12.pdf

Skills Needed for the EOC (End of Course Exam) * please refer to the curriculum links above for more detail

Vocabulary
Reading Comprehension
Literary Terms
Analysis of texts
Working Knowledge of Grammar and Editing

Course Texts

Prentice Hall *Literature: Grade 12: Common Core Edition*
Harbrace College Handbook



While many of the selections we read will be made available on paper copies on which students can write, physical copies of the textbook are available at the library and may be checked by the student. Additional websites used will include NoRedInk.com, NearPod.com, class and school appropriate video clips found on YouTube (ads will be removed).

In addition to the required textbook, students will read at least one novel (to be selected) from the following list: (Again, students **will be held financially responsible if novels are not returned.**)

- *Frankenstein*, by Mary Shelley (940L)
- *Lord of the Flies*, by William Golding (770L)
- *Great Expectations*, Charles Dickens (880L)
- *Pride and Prejudice*, Jane Austen (1090L)
- *Metamorphosis*, Franz Kafka (1340L)
- Other (student choice from A-E Library)

Videos / Movies

The following movies may be shown in part during class for instructional purposes (mostly I will show short excerpts that correspond to our reading).

- *Beowulf* (Director Robert Zemeckis, 2007 / Rated PG-13)
- *Frankenstein* (Director Kenneth Branagh, 1994 / Rated R)
- *A Knights Tale* (Director Brian Helgeland, 2001 / Rated PG)
- *Black Knight* (Director Gil Junger, 2001 / Rated PG-13)
- *King Arthur* (Director Jerry Bruckheimer, 2004 / No Rating)
- *Monty Python's King Arthur and the Holy Grail*
- *Macbeth* (The Royal Shakespeare Company Production 1978 / No Rating)
- *Hamlet* (Franco Zeffereilli version)
- *Scotland, PA* (Director Billy Morrissette, 2001 / Rated R)
- *The Best of SNL* (*Saturday Night Live* TV skits / No Rating)
- *Standard Deviants School Macbeth Basics and Grendel, Dragons, and Meanies* (No Rating)
- *The Reduced Shakespeare Company* (No Rating)

Alternate Assignment Policy

If you do not approve of a specific resource listed in this syllabus, please make your request to me in writing and an alternative assignment and/or materials will be provided. The request should include your name, the child's name, the specific activity/materials in which you do not want your child to participate or to which you do not want them exposed, and the nature of your objection.

Materials Needed

1. A three-ring binder
2. Divider tabs
3. Lined paper
4. Pens or pencils



General Pacing

* **Note:** These units and timeframes are **subject to change**; they are meant to serve as a general outline. Additionally, assignments are not limited to the work listed under “Major Assignments.” Students will have daily assignments and in-class activities, as well as periodic homework, to complete.

Introduction to the Course and Classroom Procedures

Approximately 1 week

Unit 1: The Anglo-Saxon Period

Approximately 2 weeks

Selected Texts:

Beowulf

Excerpt from John Gardner’s *Grendel*

“A Practical Guide to the Hero Myth” n/f article

Major Assignments:

PBL mini project: Myths and Monsters

Unit 2: The Middle Ages

Approximately 3 weeks

Selected Texts:

Ballads

The Canterbury Tales

Federigo’s Falcon

Sir Gawain and the Green Knight

Major Assignments:

Pilgrimage Essay

Write Your Own Ballad

Unit Test

Unit 3: The English Renaissance

Approximately 4 weeks

Selected Texts:

Poetry: Sonnets, Pastorals, Carpe Diem, and Metaphysical

Hamlet

Major Assignments:

Write Your Own Sonnet

Macbeth Analysis Essay

Unit Test

Unit 4: The Restoration and Enlightenment

Approximately 3 weeks

Selected Texts:

A Modest Proposal

Essay on Man

Candide excerpt

Major Assignments:

Satire Project

Resume

Unit Test



Unit 5: Romanticism

Approximately 3 weeks

Selected Texts:

Various Poems

Major Assignments:

Frankenstein by Mary Shelley

Multi-Genre/Multi-Media Project

Poetry Presentations

Poetry Analysis Paper

Approximately 2 weeks

Selected Texts:

The Hollowmen

Never Shall I Forget

Blood, Sweat, and Tears (Churchill Speech)

The Destructors

Novel Choice

Major Assignments:

PBL topic to be announced

EOC Review

Novel Project

Unit 6: The Modern World

Reading and Writing Assignments

Reading:

The reading assignments will focus primarily on:

- British literature and poetry from the sixth to the twenty-first century
- Close reading involves the following elements: the experience of literature, the interpretation of literature, and the evaluation of literature.
- Active reading requires students to make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value

Writing:

Students will write primarily in an argumentative mode to defend a point of view about a text. Informal writing as in journals should still keep the audience in mind and be written accordingly. Timed essays are graded holistically, and journals are checked randomly. Out-of-class essays are graded according to individual rubrics which emphasize writing as a process. In order for students to receive full credit on formal essays, they must submit all drafts, notes, and documentation of all research materials as stated in the corresponding rubrics.

Students will frequently be asked to peer review in-class, and peer review sheets will be based on the state rubric for argumentative writing. The major focus of peer review and self editing sessions will be:

- Development: Using details from the text to support claims and elaboration on those details and their connections to the writer's claims.



- **Organization:** The writer uses a clear structure to develop and clarify ideas and the relationships between them
- **Language:** The writer uses formal language that is varied, sophisticated, and precise.
- **Conventions:** The writer demonstrates an understanding of the conventions and usage of standard American English. Errors in conventions and usage do not interfere with the meaning of the writer's work.

Students will demonstrate their ability to read and write critically in various ways: reading check quizzes, group discussions, in-class activities, journal entries or quick-writes, formal essays, and timed essays.

- **Reading check quizzes (RCQ)** ask comprehension and reader-response questions, analyzing the students' understanding of the text and the initial reaction to the ideas of the work.
- **Class discussions** are graded on participation. Students using textual support for their responses, providing some insight not yet discussed, and demonstrating an understanding of a literary vocabulary will earn the higher scores.
- **In-class activities** will be graded on participation, insight, and overall understanding of the text.
- **Journals and quick-writes (drills)** will be graded on their thoughtfulness, length, depth, grammar and mechanics.
- **Essays** will be graded on their scope, depth, textual support, and on the degree to which they address higher-order thinking skills such as analysis and interpretation. Final drafts will be graded on two major categories, content and grammar. Students will have multiple in-class opportunities during the semester to identify troublesome grammatical concepts and make corrections to their essays. During the correction period, the instructor will be available to work individually with students on specific concepts or to do whole class instruction on consistent and pervasive grammatical infractions.

ASSESSMENT:

Students will demonstrate authority on the subject about which they present. They will have a solid research base, documented with an MLA format Works Cited page. Formal presentations must have a professional appearance. Requirements and rubrics will be made available to students at the time of the assignment.

Quizzes and Exams

Quizzes will not typically be announced ahead of time but questions will be straightforward and fairly simple as long as you've done the required reading and work. Tests or exams will be made known to students in advance and will consist of a variety of different formats, including but not limited to short-answer questions and multiple choice questions, similar to the ACT format.



Grading Scale

System-wide grading scale:

A 93-100

B 85-92

C 75-84

D 70-74

F Below 70

Grade Distribution:

Daily Work/ /Homework/Formative
Assessments = 30%

Summative Assessments (unit tests, papers,
some projects) = 45%

EOC (End of Course Exam) – 25%

GENERAL EXPECTATIONS:

€ **Teacher:**

If you have any questions or concerns at anytime, please feel free to contact me by email: duane.andrews@knoxschools.org or by phone: (594-3792). I update grades on **Aspen**, at least once a week, so that you can track your course grade and progress. Additionally, I post grades (according to student ID #s to protect privacy) bi-weekly in the classroom for students that do not have access to a computer outside of school. I also offer tutoring during Power Hour and after school upon request.

€ **Student:**

Make-Up Work Policy

1. If a student has an appointment or field trip, or otherwise knows in advance that he or she will miss school, arrangements to get work or to make up tests, should be made before the absence. This way, work will not pile up on the student's return to school.
2. If a student is absent, he or she has **three days** to complete homework, tests, or assignments given on the days(s) missed. Make-up work and assessments are to be done outside of class. It is the student's responsibility to obtain and complete make-up work. Of course, students are welcome to come **in before or after school to receive help** with make-up work or any other assignments.

If students are unable to arrange to get their make-up work ahead of time, they should:

- Check the make-up work bin (located on the student work table in the classroom) for assignments
- Ask a classmate for notes
- See the teacher for additional information
- Turn in make-up work within three days



Late / Missed Work Policy

- Homework is due when the teacher asks for it.
- If there is an emergency and you are unable to complete an assignment on time, exceptions may be made. Just come and talk with me.
- No make-up work will be accepted after the marking period, as per the Austin-East school-wide policy.

Attendance Policy

Students are expected to attend class. If you miss **three** classes, I will talk with you and your parents. If you miss more than three classes, the attendance counselor will be notified.

Tardy Policy

Please see the Student Handbook for a copy of Austin East's tardy policy and contract. Students will be considered tardy if they arrive after the tardy bell has rung.

Plagiarism Policy According to the *Harbrace Handbook*, 15th edition, plagiarism is defined as presenting someone else's ideas, research, or opinion as your own without proper documentation, even if it has been rephrased. It includes, but is not limited to, the following:

1. copying verbatim all or part of another's written work
2. using phrases, figures, or illustrations without citing the source
3. paraphrasing ideas, conclusions, or research without citing the source
4. using all or part of a literary plot, poem, or film without attributing the work to its creator

Consequences for Plagiarism: As plagiarism is a form of stealing and academic fraud, committing such an act carries both a grade penalty and disciplinary action.

