12th Grade English

Class Syllabus 2024 – 2025

Instructor: Jamie Taylor

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Course Description:

This course is designed to combine elements of literature with practical approaches to both academic and creative writing. Students will explore famous works in search of context, style, and structure as they develop into active readers and effective writers. Students will express ideas, opinions, and strategies in a variety of ways including discussion, workshop, creative writing, critical analysis and reflection, research, artistic expression, and dramatic performance. Assignments will promote exploratory writing and foster vocabulary and grammatical context. The purpose of this course is to develop real-world critical thinking and metacognitive skills through in-depth studies of world literature, history, culture, and modern technology.

Classroom Culture:

Every student has the right to access and enjoy his or her education. Learning can be an exciting, engaging, and enjoyable pursuit in a positive, supportive environment. There are a few rules that all members of this class must adhere by to ensure that EVERY student has the opportunity to learn, share, and grow. Racist, discriminatory, or prejudice comments of any kind will not be tolerated. Each member of our community is an asset that should be valued for the diversity, tolerance, and empathy they stand to offer to our growth as ethical and compassionate citizens of an ever-changing world.

Assignments:

All work for this class will be collected into your folders. There will be weekly writing assignments including journaling, writing prompts, responses, and reflections. Additionally, individual and group writing projects will be completed as a process; that is, each piece will include multiple drafts, evidence of revision and editing, and polished presentations—all of which will be included in your portfolio. Reading assignments will accompany various tasks that allow students to demonstrate understanding. Examples of such tasks include short response questions, reflections, expansions, comparisons, analyses, individual and collaborative quizzes, performances, and presentations. Each assignment will build toward mastery of specific Ohio standards for the 12th grade.

Grading Policy:

Grades will reflect your progress in this course. Each semester will include grades on various things including, but not limited to, bell work, class work, quizzes, tests, and projects. Each semester’s grade will also include an exam. The standard 10-point grading scale will be used.

Late/Make-Up Work:

Late work will be deducted five percent for each day past the assignment deadline. You have 2 weeks after the due date to turn in a late assignment. After that time period, you will receive a zero. Assignments are an elemental part of the learning process, providing both practice and an opportunity to demonstrate knowledge of a topic. Additionally, assignments provide data used to determine student understanding for the purposes of pacing and re-teaching. It is very difficult to verify the understanding of a topic or process if a student fails to turn in an assignment. Excused absences are allowed two days past the initial due date (as deemed in the Parent/student Handbook) for each day absent. Unexcused absences will NOT receive credit for missed due dates. Students are responsible for checking for missed assignments in the event of an absence. Even if an assignment is missed, it is imperative to student learning that work is made up. Each assignment is designed to prepare students for subsequent assignments and to meet state standards for the 12th grade as determined by the Ohio Department of Education.

Required Materials:

Come to class every day prepared to learn and participate.

This means EVERYDAY students should bring:

 ■ Folder (save all class assignments for the quarter)

 ■ Notebook

 ■ IPad

 ■ Pencil/pen and any supplies needed for daily learning

**Participation:**

The reading and writing assignments associated with this course will often be complex and opinions, understandings, thoughts, and feelings contribute greatly to individual and group learning. Active readers need to discuss, question, annotate, analyze, and think aloud to develop understanding of a text. Writers need to observe, discuss, plan, draft, revise, edit, review, provide/receive feedback, share, and reflect to produce thoughtful pieces of writing. Students will be expected to participate in these ways during each unit of study.

**Quarter Breakdowns:**

 First

-Uncovering Truth Unit

-Project based on Unit

Second

-Against the Wind Unit

Class Rules

-Be Alert

-Be Ready

-Be Nice

-Project based on Unit

Third

-Times of Transition Unit

-Project based on Unit

Fourth

-Independent Study of one of the 3 remaining units or a novel

-Research Project

* I, (student) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read the above syllabus and agree to the terms and expectations. I agree to strive whole-heartedly to abide by the rules detailed in the Parent/Student Handbook.
* I fully agree to respect the integrity and opinions of each of my classmates and teachers.

Signed

(Student signature): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Phone Number: ( ) \_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian

Name (Please Print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Phone Number: ( ) \_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian

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

Anything I should know about this individual?

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