

# English 12

## Student Syllabus 2008-2009



**Course Title:** English 12  
**Instructor:** Mrs. Krug  
**Room(s):** 402 (Periods 2 and 4/5)  
314 (Period 6/7)  
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**Text:** Elements of Literature (6<sup>th</sup> Course) Essentials of British and World Literature

### **Course Description:**

The Central Purpose of this course is to extend students' growth in all communication arts. Reading, writing, listening, discussing, speaking, using language, understanding media, using technology skills will be applied to help students enhance their language arts skills in the effort to become creative and critical thinkers.

### **Course Goals:** (*Taken from Wisconsin English Language Arts Standards*)

- Use effective reading strategies to achieve their purposes in reading.
- Read, interpret, and critically analyze literature.
  - Explain the structure of selected classical and contemporary works of literature, in whole and in part, from various cultures and historical periods, and illustrate ways in which authors use syntax, imagery, figures of speech, allusions, symbols, irony, and other devices in the context of history, culture, and style
- Create or produce writing to communicate with different audiences for a variety of purposes.
  - Write a coherent argument that takes a position, accurately summarizes an opposing position, refutes that position, and cites persuasive evidence
  - Compose and publish analytic and reflective writing that conveys knowledge, experience, insights, and opinions to an intended audience
  - Write summaries of complex information (such as information in a lengthy text or a sequence of events), expand or reduce the summaries by adding or deleting detail, and integrate appropriately summarized information into reviews, reports, or essays, with correct citations

- Plan, revise, edit, and publish clear and effective writing.
- Prepare and deliver formal oral presentations appropriate to specific purposes and audiences.
- Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.
- Use computers to acquire, organize, analyze, and communicate information.
- Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.

**Curricular Topics:**

<b>Semester 1</b>	<b>Important Readings</b>
The Anglo-Saxons (449-1066) <i>Songs of Ancient Heroes</i>	<ul style="list-style-type: none"> <li>• <i>Beowulf</i></li> <li>• <i>Gilgamesh</i></li> <li>• <i>The Iliad</i></li> </ul>
The Middle Ages (1066-1485) The Tales They Told	<ul style="list-style-type: none"> <li>• <i>The Canterbury Tales</i></li> </ul>
The Renaissance (1485-1660) <i>A Flourish of Genius</i>	<ul style="list-style-type: none"> <li>• Poems by Marlowe, Raleigh, Herrick, Marvell, and others.</li> <li>• <u>The Tragedy of Macbeth</u></li> </ul>
The Restoration and the Eighteenth Century (1660-1800) <i>The Best of All Possible worlds</i>	<ul style="list-style-type: none"> <li>• "A Modest Proposal" and other essays.</li> </ul>
<b>Semester 2</b>	
The Romantic Period (1798-1832) <i>The Quest for Truth and Beauty</i>	<ul style="list-style-type: none"> <li>• Poems by Blake, Wordsworth, Coleridge, Byron, Shelly, Keats, and others.</li> </ul>
The Victorian Period (1832-1901) <i>Paradox and Progress</i>	<ul style="list-style-type: none"> <li>• Poems by Tennyson, E. B. Browning, R. Browning, and others.</li> <li>• Short Stories</li> </ul>
The Modern World (1900 to the Present) <i>A Remarkable Diversity</i>	<ul style="list-style-type: none"> <li>• Poems by Owen, Sassoon, Eliot, Wiesel, and others</li> <li>• Short Stories</li> </ul>

**Course Requirements:**

- Attend all classes.
- Complete all homework and assigned class work.
- Follow class directives.
- Come to class prepared with proper books and supplies

**Grades:**

- Students receive 3 six-week grades and a final grade each semester. Each six-week grade will be based on test scores, essays, quiz scores, graded assignments, homework, and class participation. Students with 6 or more absences (excused/unexcused) should not a grade expect a grade of "A" or "B".
- Each marking period grade is determined by dividing the number of points a student earned by the number of points possible.

- Ex. 570 points earned  
 700 points possible = 84.4% 

<b>B</b>
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- Grading Scale
  - A = 90% - 100%
  - B = 80% - 89%
  - C = 70% - 79%
  - D = 60% - 69%
  - U = 0% - 59%
- Sample Student Data (This table of fictional data is intended to serve as an illustration. It does not reflect scores from an entire marking period.)

Student Name	Student ID #	Assignment 1 (5 pts.)	Assignment 2 (10 pts.)	Assignment 3 (15 pts.)	Assignment 4 (10 pts.)	Quiz 1 (25 pts.)	Essay 1 (55 pts.)	Test 1 (50 pts.)	Student Total	Points Possible	Percent	Grade
Adams, Mark	1001	2	4	10	7	20	45	25	113	170	66.4	D
Armstrong, Warren	1002	3	4	10	7	10	50	15	99	170	58.2	F
Cox, Shelly	1003	4	4	10	7	20	40	30	115	170	67.6	D
Darrow, Paul	1004	5	10	15	10	25	55	50	170	170	100	A
Davison, Calvin	1005	5	3	10	7	10	40	43	118	170	69.4	D
Gimble, Sue	1006	0	0	0	0	0	0	0	0	170	0	F
Hennings, Fred	1007	3	5	10	7	10	40	45	120	170	70.5	C
Hicks, Jason	1008	2	6	10	7	20	45	46	136	170	80	B
Hubbard, Linda	1009	1	7	10	7	10	44	47	126	170	74.1	C
Jackson, Katrina	1010	1	8	10	7	20	55	48	149	170	87.6	B
Keating, Michael	1011	2	9	10	7	10	48	49	135	170	79.4	C
Knyvette, Sally	1012	3	5	10	7	20	45	50	140	170	82.3	B
Lindsey, Patrice	1013	5	10	15	10	25	0	0	65	170	38.2	F
Lucas, Jasmaine	1014	5	7	10	7	20	47	48	144	170	84.7	B
Marsh, Freda	1015	5	8	10	7	10	48	47	135	170	79.4	C
Morgan, Orlando	1016	4	9	10	7	20	49	46	145	170	85.2	B
Pearce, Jacqueline	1017	3	1	10	7	10	50	45	126	170	74.1	C
Peters, Ann	1018	2	6	10	7	20	51	44	140	170	82.3	B
Sanford, David	1019	1	7	10	7	10	52	43	130	170	76.4	C
Smith, Latoya	1020	1	8	10	7	20	53	42	141	170	82.9	B
Thomas, Gareth	1021	2	9	10	7	10	54	41	133	170	78.2	C
Zwicke, Frank	1022	0	0	0	0	0	55	40	95	170	55.8	F
<b>Total Points Possible</b>		<b>5</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>25</b>	<b>55</b>	<b>50</b>	<b>170</b>			

- Extra credit will not be given in lieu of regular assignments and tests.

### Assignments:

- ❑ All assignments must be neatly written in INK. (Blue or black ink is acceptable. Neon or abnormally bright colors strain the eyes.)
- ❑ All assignments should be written legibly.
- ❑ Record all assignments and due dates in your assignment notebook.
- ❑ Submit your homework at the beginning of class.
- ❑ Reading outside of the classroom is required. (Ex. poems, novels, essays, short stories, etc.)
- ❑ Proper Paper Heading

>>>	F. Name L. Name Class Teacher Date
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### Academic Honesty

- ❑ Cheating and plagiarism is unacceptable. Any student engaged in academic dishonest methods will earn a failing grade for the assignment/essay/test. Additionally, RUHS administration and parents/guardians will be contacted.

### Make-up Policy:

- No late homework is accepted unless a student has an excused absence. In this case, the student is responsible for obtaining the missed work, and completing it within three days of returning to school. Students will not receive grades of “**A**” or “**B**” if homework is not completed.
- Tests are to be made up within three days of an excused absence. The student is responsible for scheduling a make-up time for the test. Make-up tests are not given during class time. They will only be administered after school.

### Class Behavior

1. Respect everyone’s right to learn in an appropriate educational environment.
  2. Come to class prepared by bringing your textbook(s), writing utensils, 3-ring binder, loose leaf paper, and notebook.
  3. Be in your assigned seat when the bell rings.
  4. Submit homework at the beginning of the class period. Any work submitted after the “last call,” is considered late.
  5. Do not bring inappropriate items to class. Inappropriate items include but are not limited to the following items: food, beverages, mp3-players, PSP devices, and cellular phones.
  6. Remember to raise your hand and get permission to get out of your seat.
  7. **No hall passes** are issued in this class except for emergencies.
- \* Other items may be added to the list when deemed necessary.

### Misconduct:

Steps taken toward inappropriate behavior:

1. Warning
2. Seating rearrangement and/or one-to-one meeting

3. Detention/Home contact
4. Referral to an administrator

\*Note: Students engaged in fighting or repeated classroom disruption, will be sent directly to an administrator.

**Supplies:**

3-ring binder

(2) 1 subject notebook

subject dividers

loose leaf paper

writing utensils