**Course Syllabus 2015-2016**

**Lake Career & Technical Center**

***Developing Skills for a Lifetime***

**English 12**

**Instructor Name & Contact Information:**  Mrs. A. Tynes, 573-346-9260 x7375, atynes@camdentonschools.org

**Prerequisites:** Previously or currently enrolled in English 11.

**High School Credits:** 1 credit of English **Grade Level:** 12

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**Course Rationale:** Missouri Learning Standards raise the bar for high school students, who will need to meet higher demands for literacy in English, Science, and History/Social Studies. Too many students currently need remedial coursework in college (some estimates as high as 50%) even before the Missouri Learning Standards. This readiness course would better prepare students so they would not need a remedial course.

**Course Description:** This course teaches students strategies for reading and truly understanding specific kinds of complex texts in all subjects, and prepares them to read and to write about college-level texts in both academic and technical subjects. Students learn to develop and to defend ideas from the text and to write about them in different college-level formats.

All units provide instruction in reading multiple texts and genres, teach disciplinary vocabulary, provide numerous opportunities to evaluate literacy and content knowledge, require regular assessments through presentations, essays, and tests.

**Power Standards/Course Objectives:**

1. **E12a-** Cite strong and thorough textual evidence to support analysis of precisely what the text says as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Cite specific textual evidence to support analysis of primary and secondary sources, connecting specific details to an understanding of the text as a whole. (RI.1)
2. **E12b -** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they build on one another to provide a complex analysis; provide an objective summary of the text. (RI.2)
3. **E12c** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.4)
4. **E12d -** Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning and evidence. Analyze the author’s purpose in providing an explanation, describe a procedure or discuss an experiment in a text, and identify important issues that remain unresolved. (R6)
5. **E12e** - Integrate and evaluate multiple sources of information presented in diverse formats and media to address a question or to solve a problem. (R7)
6. **E12f** - Evaluate an author’s premise, claims, and evidence by supporting or challenging them. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and supporting or challenging conclusions against other sources. (R8)
7. **E12g -** Draw evidence from literary or informational texts to support analysis, reflection, and research. (W9)
8. **E12h -** Write routinely over extended and shorter time frames, for a range of tasks, purposes, and audience. (W10)
9. **E12i** - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; explain contradictions when possible; and determine what additional information or research is required to complete a task. (SL1d)

**Outcomes/Goals of Course:**

1. Students will examine disciplinary English through: a literary philosophical theory of knowledge; reading for argument, claim and evidence; reading for rhetorical strategies and patterns; and reading for internal and external connections.
2. Students will collect evidence for a synthesis essay on a topic drawn from Carr’s nonfiction text, *The Shallows: What the Internet is Doing to Our Brains*. Students will use feedback received from peers and from the teacher to revise their writing.
3. Students will examine disciplinary English through: close reading; inference, interpretation of rhetorical strategies and patterns; and reading for different types of connections.
4. Students will gather evidence for, compose, and defend a literary argument essay on one of three topics related to PKD’s *Ubik*. Students will participate in a debate related to a common question drawn from the theme of the novel and their literary argument essays.
5. Students will extend their understanding of reading and writing in the sciences as they read research articles and textbook material, take notes from lecture videos, and make predictions using scientific models. Additionally, students will prepare and present an evidence-based scientific poster in a research symposium.
6. Students will extend their understanding of reading and writing in history by drawing information from a textbook chapter, a film, a lecture, and a number of primary source documents as they learn to read history, to recognize different types of claims and evidence, to write a historical account, and to form arguments in essay form.

**Resources:**

Carr, Nicholas. *The Shallows: What the Internet Is Doing to Our Brains.* W.W. Norton & Co, 2010.

Dick, Phillip K. *Ubik.* Mariner Books, 2012.

Phelan, J (2009). *What is life? A Guide to Biology. Chapter 5: DNA.* 1st ed.*,* WH Freeman, April 30, 2009. ISBN-10: 1429223189.

Other resources will be available on the public domain.

**Materials & Supplies Needed:** Flashdrive, blue/black pens, pencils, wide or college-ruled paper. Cell phones or other electronic devices MAY be allowed.

**Evaluation:** Rubrics will be provided for each of the projects assigned. Grades will be comprised of 40% Academic Notebook, 50% Projects/Reports, 10% Final Exam. Students are able to view their grades and attendance via the Student Portal. A link has been provided on the LCTC webpage -- <http://camdentonschools.schoolwires.net/lctc>

**Grading Scale:** Total points accumulated from all assignments will be used to establish the semester grade.

A 95% - 100% B- 80% - 82% D+ 67% - 69%

A- 90% - 94% C+ 77% - 79% D 63% - 66%

B+ 87% - 89% C 73% - 76% D- 60% - 62%

B 83% - 86% C- 70% - 72% F 59% and below

**Classroom & Student Expectations:**

1. Sign the roster on the podium before the bell rings.
2. Cell phones must be kept on silent, placed on the top of the desks/tables, and used only with permission to complete lesson objectives.
3. Come to class prepared with all necessary tools (see materials and supplies list) and reading or assignments completed. *If winter weather cancels school, assignments are due IMMEDIATELY upon return to class.*
4. Be ready to learn independently, with a partner, and within teams.
5. Turn in assignments on the day they are due for full credit.
   1. Academic Notebooks and projects not turned in on the day they are due will receive a 15% deduction.
   2. Assignments will not be accepted after the end of each quarter. Late projects/reports will require a late slip and a conference with the teacher.