

## I. Course Description

This course is designed to educate students through the use of reading, writing, listening, viewing, and speaking. Students will read different genres of literature and write about and/or respond to what has been read. They will listen by way of class lectures and/or discussions and view course related videos and/or presentations. They will also speak through class discussions and/or presentations. Students will be instructed on the following Academic Content Standards for Language Arts Grade 12 as set forth by the Ohio Department of Education: Acquisition of Vocabulary, Reading Process, Reading Applications, Writing Processes, Writing Applications, Writing Conventions, Research, and Communication.

## II. Instructional Philosophy

This course is intended for students planning on continuing their education beyond high school or for those students with a passion and talent for English Language Arts. Therefore, the class will be taught in such a way as to prepare the students for the expectations of higher education institutions. Instruction will heavily focus on reading, writing, communication, and technology as every person must be skilled in these areas to be successful in today's job market. **It is expected that students enrolled in this class want to be challenged and are willing to accept the responsibilities associated with a more advanced curriculum.**

## III. Classroom Policies

### Grades

Grades will be earned according to the school's grading scale as indicated below. Please refer to the Student Handbook for further explanation of TCTC's grading policy.

92 -- 100%	A
83 -- 91%	B
74 -- 82%	C
66 -- 73%	D
65 and less	F

### Attendance

Regular attendance is necessary to be successful; therefore, students are expected to be in class. Class attendance will follow the school's policy. The school policy requires that student absences be limited to 18 per year unless excused by medical or court documents. Any student who exceeds 18 days without such verification in any class will be subject to loss of credit in that class.

### Make-Up Work

It is the student's responsibility to show the teacher an excused absence slip from the attendance office and to ask for missed assignments. Students must fill out an "Absent Assignment Slip" and staple it to the make-up work when turning in. **Tour guides are expected to turn in assignments on the day they are due.**

<b>Late Work</b>	Assignments are to be turned when they are due in order for full credit to be received. In most cases, assignments are due at the start of class. Late work will be accepted, however, up to five days after the due date. Assignments are subject to a loss of a letter grade per day late if turned in after the due date. Students must fill out a "Late Assignment Slip" and staple it to the late work when turning in. <b><u>Assignments will not be accepted after five days.</u></b>
<b>Tardy</b>	Students are considered tardy to class if they arrive after the classroom door has been closed. Excessive tardies to class will result in disciplinary action. <b><u>Class absences due to tardy to school are considered unexcused. These absences will be subject to no credit on work missed as well as count toward the 18 day absence limit.</u></b> Students tardy to school must sign in with the attendance office and have a tardy slip to be admitted to class.
<b>Passes</b>	Students must sign in and out when they leave class for any reason. <b><u>Handbooks/planners must be present in order for a pass to be written.</u></b> Also, students will only be permitted be in lab during class time if prior permission was granted and the absence from class will not impact your learning/grades.
<b>Participation/ Rules</b>	Students are expected to participate in class and take an active role in the learning process. Students are also expected to follow all class and school rules. Failure to participate in class or follow rules will result in disciplinary action.

#### IV. Major Course Requirements

<b>Warm-Ups</b>	Many days when students enter class, they will be asked to complete a short assignment. These assignments will usually focus on the review of grammar, mechanics, style, vocabulary, and/or ACT preparation. Students will also be expected to complete longer assignments that use these skills correctly.
<b>Texts</b>	Students will read several pieces of literature and use many different texts during the school year from varying genres. <b>Most reading will be completed outside of the classroom.</b> Students will be responsible for completing quizzes, tests, writing assignments, projects, and other graded work over this literature. The following pieces of literature are planned for the school year; however, this list may be revised as the year progresses. <ul style="list-style-type: none"> <li>▪ <i>The Kite Runner</i> by Khaled Hosseini (fiction novel)</li> <li>▪ <i>The Laramie Project</i> by Moises Kaufmann (non-fiction play)</li> <li>▪ <i>Finding Fish</i> by Antwone Fisher (non-fiction memoir)</li> <li>▪ <i>Beowulf</i> translated by Burton Raffel (epic poem)</li> <li>▪ <i>The Lovely Bones</i> by Alice Sebold (fiction novel)</li> <li>▪ <i>The Five People You Meet in Heaven</i> by Mitch Albom (fiction novel)</li> <li>▪ <i>For One More Day</i> by Mitch Albom (fiction novel)</li> <li>▪ The Plays of Tennessee Williams (fiction plays)</li> <li>▪ Various other short stories and/or poems</li> </ul>

In addition to the above list, students will use 3 reference texts during the school year. These texts have been purchased through student fees and must be brought to class everyday as well as any other text being used at the time. These texts include the following:

- *The Little Red Writing Book* by Brandon Royal
- *100 Words to Make You Sound Smart*
- *100 Words Almost Everyone Confuses and Misuses*

### **Reading/Writing Workshop**

At varying times throughout the school year, students will participate in a Reading/Writing Workshop – an independent literacy project. The format of and requirements for each RWW project will differ.

When possible, one day a week will be set aside for students to work independently on their RWW projects.

### **Senior Project**

#### **Phase I: Research Paper**

Students will complete a 5-7 page research paper on a program related, argumentative topic. The students will review the components of the research paper as well as strengthen their research skills. Papers will be composed following the guidelines set forth by the Modern Language Association (MLA). **The final Research Paper serves as students' midterm exam grade in the class.**

#### **Phase III: Portfolio**

Students will compile a portfolio that showcases their work on the Senior Project throughout the school year. This work includes any and all forms and assignments required throughout the Senior Project process.

### **Multi-Genre Project**

Students will complete a project that compiles their learning from the course throughout the school year. A variety of genres and narratives will be created to represent this learning. In addition, a reflective essay will be written and included in the project. **The Multi-Genre Project serves as students' final exam grade in the class.**

## **V. Supplies**

The following list of supplies must be brought to class daily. These are not to be left in the classroom.

- 3 ring binder w/ loose leaf paper or notebook
- 8 dividers w/tabs for 3 ring binder
- pen/pencil
- book(s)/texts
- jump drive
- post-it-notes and/or post-it-flags
- highlighters (yellow, blue, pink, green, orange)
- student planner

**PLEASE NOTE:** Due to unforeseen circumstances, the information set forth in this syllabus is subject to change without notice.