

Laura James, *Black Girl With Wings* (2009)



# English 12

## Ms. Rodriguez

### Room 216

Hold fast to dreams  
For if dreams die  
Life is a broken-winged bird  
That cannot fly.  
Hold fast to dreams  
For when dreams go  
Life is a barren field  
Frozen with snow.  
- Langston Hughes

Welcome to English 12! This is a literature and composition course designed for the senior year. In this course we will read literature from a variety of different cultures and perspectives and explore different styles and strategies of writing. Throughout the year we will be reading and responding to literature in order to examine the universality of experience and the lessons we can learn for our own lives from the lives of others.

Specific items that will be covered in this course include the following:

- Reading literature from varied, including novels, plays, essays, short stories, and poetry
- Building understanding of how to interpret literature and analyze authors' meaning.
- Writing a variety of essays and in other forms with special emphasis on college prep writing, including literary analysis and a research paper.
- Review of grammar as needed with particular address to proper sentence structure.
- Enriching vocabulary with the G Level Sadlier and Oxford texts.

Enclosed is a basic course syllabus, list of assessments, and my classroom expectations. Please review the following and contact me if you have any questions. In acknowledgment of my expectations for the course, I ask that you and your parent or guardian sign the attached statement of agreement.

I look forward to our work together this year.

Ms. Rodriguez  
450-1110 x 128  
[rrodriguez@hnhsoakland.org](mailto:rrodriguez@hnhsoakland.org)

## Text for English 12

*Literature Across Cultures* - Sheena Gillespie

*The Awakening* – Kate Chopin

Various short stories, essays, and essays

## Syllabus

First Quarter – Understanding Self

*Hamlet* – William Shakespeare

College Personal Statement

Vocabulary G Level (Continued through year)

Second Quarter – The Variety of Voices

Short stories from *Across Culture* anthology

Literary Analysis and Persuasive Essays

Third Quarter – Learning from Others

Selections of short poems and essays from *Across Cultures* anthology

Senior research paper in conjunction with government and religious studies

Fourth Quarter – Crafting Our Own Stories and Lessons

Independently chosen reading books with literary circles

*The Awakening* - Kate Chopin

Literary Analysis and Persuasive Essays

## Assessment

In Class Work 20%

Participation 20% (Monthly Rubric Grade)

Essays 20%

Tests and Quizzes %30

## Materials Needed

Textbooks

Highlighter

Binder section or folder

Journal

Semester Exams (Cumulative) are added in for 10% of semester grade.

## Late Work

Work will not be accepted late without prior approval from the teacher. Assignments that are not done on the day assigned, will be marked down one letter grade for every day after the due date.

## Formatting

Use white binder paper 8 1/2 by 11 without ragged edges. Use black or blue ink.

Please write legibly and clearly on one side of paper, with corrections done neatly.

For typed papers, use white 8 1/2 by 11 paper and double spacing with a one inch margin on all sides.

No folded papers. If stapled, please staple on the top left hand corner.

## Essay/Assignment Headings

Write your full name in the upper right hand corner of the paper.

Under your name write the date, and on the line below the date put the class.

Below this, center the title or write the assignment title at the left margin.

### Classroom Policies

The University of California and California State University released a joint report in 2003 listing those “habits of mind” that lead to university success.

#### Broad Intellectual Practices

Exhibit curiosity  
Experiment with new ideas  
See other points of view  
Engage in intellectual discussions

#### Classroom Behaviors

Ask clarifying questions  
Come prepared  
Exhibit mutual respect

### Academic Integrity

**My expectation is that, in addition to honoring Holy Names behavior policies, you will invest in this class by exhibiting these qualities and a character of mutual respect and academic integrity.**

Academic integrity is a fundamental value of higher education and Holy Names High School; therefore, I will not tolerate acts of cheating, plagiarism, falsification, or attempts to cheat, plagiarize or falsify. Should I determine that an academic integrity violation has taken place, I will be assigning a failing grade and reporting the violation to administration.

### Holy Names High School ESLRS

A Holy Names High School Graduate is intellectually competent.

- She thinks critically and independently and applies these skills in problem solving.  
*In this course we will analyze the themes and ideas of important literature and discuss what they signify about humanities’ universal questions and needs.*
- She expresses herself effectively orally and in writing.  
*We will write about and discuss our responses to readings, developing our skills of articulation.*
- She demonstrates intellectual curiosity and exercises her talents in pursuit of learning.  
*We will learn to ask insightful questions to effectively interpret and analyze literature.*
- She collaborates with others and works cooperatively to achieve her goals.  
*We will be discussing together and, as part of this, honoring and encourage each other as we strive and take risks.*

A Holy Names High School Graduate is committed to personal growth.

- She demonstrates respect for human diversity and the dignity of all human beings.  
*We will learn about the diversity of experience through our readings from around the world.*

A Holy Names High School Graduate is artistically enriched.

- She is aesthetically literate and understands works of art in their historical and cultural context.  
*We will study a variety of plays and their context from many cultures and periods.*
- She values the artistic process as a means of achieving self-awareness, growth, liberation and joy.  
*We will venture to understand the function of literature in telling the story of ourselves.*

**Signature Page**

Now that you've made it through the syllabus - quite a lot of material, I know! Please ask your parent or guardian to review it and encourage them to contact me with any questions. Below please sign this page as recognition of having read the syllabus, and please ask your parents/guardians to sign as well. I will expect this Thursday August 19, 2010.

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I have read the attached syllabus for English 12.

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Name

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Preferred Contact Email