

English 12

1. English 12
2. College Prep-A
3. 5 credits
4. Revised March 2010
5. No prerequisites
6. Course Description: CP English 12A: Expository Writing. This class is designed to help seniors make the transition from writing literature-based high school essays to developing finished essays from a variety of academic disciplines. The primary objective of the course is to expose students to the types of writing assignments they may encounter in college. Students will be expected to draft and revise all of their essays, focusing their attention on structure, technique, and preparing an argument. Students will also complete writing assignments emphasizing the various rhetorical modes, such as comparison/contrast and cause/effect analysis.

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs, and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socio-economic status.

7. CCCS Addressed: 3.1, 3.2, 3.3, 3.4, 3.5
8. Course Goals and Objectives: The student will...
 - 1.) recognize that reading has many purposes and demonstrate an ability to choose an appropriate approach to fit text and purpose;
 - 2.) respond to a broad range of literature;
 - 3.) compose a variety of written responses for different purposes and audiences;
 - 4.) use research skills to access, interpret, and apply information from a variety of sources;
 - 5.) organize, prepare, and present a formal spoken presentation clearly and expressively;
 - 6.) collaborate by sharing ideas, examples, and insights productively and respectfully in informal conversations/discussions;
 - 7.) use a variety of analytical operations in the listening process;
 - 8.) experience and respond to non-print media by interpreting and evaluating their effective uses;
 - 9.) work within the classroom guidelines, policies and procedures set forth by the instructor; and
 - 10.) take an active role in the classroom in ways that make a positive contribution to the activities and atmosphere of the class.

9. Implementation of Technology: Teachers will use PowerPoint presentations, DVD/VHS clips related to the literature, Elmo for writing instruction, Noodletools, blogs, and other appropriate technology as units demand.

10. Materials: Individual paperback books

11. Student Evaluation Methods: Tests, quizzes, papers, projects, homework, classwork, participation.

12. District Policy: **ACADEMIC INTEGRITY**

Pupils are expected to be honest in all of their academic work. This means that they will not engage in any of the following acts:

- Cheating on examinations or other school assignments, including but not limited to, the non-authorized use of books or notes, the use of crib sheets, copying from other students' papers, exchanging information with other students orally, in writing, or by signals, obtaining copies of the examination illegally and other similar activities. Cheating through the use of technology to exchange information on any school assignment, examination, etc. is prohibited. Technology is defined as, but not limited to, computers, telephones, text messaging, palm pilots, calculators, cameras or any other hand held device.
- Plagiarism is not permitted in term papers, themes, essays, reports, images, take-home examinations, and other academic work. Plagiarism is defined as stealing or use without acknowledgment of the ideas, words, formulas, textual materials, on-line services, computer programs, etc. of another person, or in any way presenting the work of another person as one's own.
- Falsifications, including forging signatures, altering answers after they have been graded, inserting answers after the fact, erasing of grader's markings, and other acts that allow for falsely taking credit.

A pupil found guilty of academic dishonesty may be subjected to a full range of penalties including, but not limited to reprimand and loss of credit for all of the work that is plagiarized. Disciplinary action may also be a consequence of such behavior. Additional consequences may apply as defined in specific department policies and guidelines.

A teacher who believes that a pupil has been academically dishonest in his/her class should resolve the matter in the following manner:

- Reprimand the student orally and/or in writing. The teacher is also authorized to withhold credit in the work due to academic dishonesty.
- If warranted, the teacher shall file a written complaint against the student with the Administration, requesting a more stringent form of discipline. The complaint must describe in detail the academic dishonesty that is alleged to have taken place, and must request that the matter be reviewed by the Administration.
- The Administration will determine if further discipline of the pupil is appropriate, and will determine the nature of the discipline on a case-by-case basis.
- If the pupil is not in agreement with the disciplinary action of the Administration, he/she may appeal the action first to the Principal and secondly to the Superintendent. If

the pupil is dissatisfied with the Superintendent's disposition of the case, he/she may grieve the action in accordance with Policy No. 5710, Pupil Grievance.

13. Course Policy: All students in English 12 must complete a research project. Students will not receive credit for the course if a research project is not completed. Four years of English is a graduation requirement.

14. Units:

Unit 1: Happening Truth vs. Story Truth

Novels/Memoirs/Non-fiction: Choice of Non-fiction*

The Things They Carried, Tim O'Brien

Angela's Ashes, Frank McCourt

Into the Wild, John Krakauer

Into Thin Air, John Krakauer

The Color of Water, James McBride

The Glass Castle, Jeannette Walls

Memoirs of a Geisha, Arthur Golden

A Long Way Gone: Memoirs of a Boy Soldier, Ishmael Beah

Extremely Loud and Incredibly Close, Jonathan Safran Foer

My Life, Bill Clinton

Tuesdays with Morrie, Mitch Albom

Everything Asian, Sung Woo

The Year of Magical Thinking, Joan Didion

A Million Little Pieces, James Frey (excerpts)

A Grief Observed, C.S. Lewis

I Know Why the Caged Bird Sings, Maya Angelou

Stiff, Mary Roach

Between a Rock and a Hard Place, Aron Ralston, (excerpts)

A Rumor of War, Philip Caputo

In My Hands, Helen Opdyke

Essays:

"Memoir? Fiction? Where's the Line?" Mimi Schwartz

"The Whole Truth," Peter M. Ives

"Everything but the Truth," Fern Kupfer

"On Keeping a Diary," William Safire

"Why I Write," George Orwell

"Why I Write," Joan Didion

"Why I Write," William Saroyan

"Why I Write: Making No Become Yes," Elie Wiesel

"I Am Writing Blindly," Roger Rosenblatt

On Writing - Stephen King (excerpts)

Selected pieces from *Nonfiction: A Critical Approach*, The Center for Learning

Films:

Selected scenes and/or entire presentations of the following:

Memoirs of a Geisha (PG-13)

Walk the Line (PG-13)

The Queen (PG-13)

The Pursuit of Happyness (PG-13)

Across the Universe (PG-13)

Soldiers of Conscience (NR)

The Deer Hunter (R)

Platoon (R)

Angela's Ashes (R)

Shark Attack, (PG-13)

We Were Soldiers (R)

Seven Pounds (PG-13)

Unit 2: Narration and Description

Unit Introduction: Selected pieces from *The Riverside Reader* (7th Edition)

Novels: *The Catcher in the Rye*, J.D. Salinger*

In Cold Blood, Truman Capote

One Flew Over the Cuckoo's Nest, Ken Kesey

The Poisonwood Bible, Barbara Kingsolver

The Sound and the Fury, William Faulkner

A Prayer for Owen Meany, John Irving

The Curious Incident of the Dog in the Nighttime, Mark Haddon

Nineteen Minutes, Jody Picault

The Kite Runner, Khaled Hosseini

Graphic Novels: *Maus I: A Survivor's Tale*, Art Spiegelman

Maus II: A Survivor's Tale, Art Spiegelman

Persepolis: The Story of a Childhood, Marjane Satrapi

Essays: "Truth or Consequences," Alice Adams"

"My Name is Margaret," Maya Angelou

"Once More to the Lake," E.B. White

"Shooting an Elephant," George Orwell

"A Hanging," George Orwell

"The First Confession," Frank O'Connor

"The Ring," Isak Dinesen

Selected pieces from *America Now* (5th Edition)

Selected pieces from *Mirror on America* (3rd Edition)

Selected pieces from *50 Essays: A Portable Anthology*

Films:

Selected scenes and/or entire presentations of the following:

Big Fish (PG-13)

Ferris Bueller's Day Off (PG-13)

Infamous (R)

Capote (R)

In Cold Blood (R)

One Flew Over the Cuckoo's Nest (R)

Stranger Than Fiction (PG-13)

Running With Scissors (R)

Chapter 27 (R)

Tough Guise (NR)

The Graduate (NR)

Forrest Gump (PG-13)

Ordinary People (PG-13)

Finding Forrester (PG-13)

Bowling for Columbine (R)

The Color Purple (R)

Almos' a Man (NR)

Breaking Away (PG)

Unit 3: Process Analysis

Unit Introduction: Selected pieces from *The Riverside Reader* (8th Edition)

Novels: *Zen and the Art of Motorcycle Maintenance*, Robert Pirsig

Zen and the Art of Archery, Eugen Herrigel

The Mermaid Chair, Sue Monk Kidd

Trump: The Art of the Deal, Donald Trump (excerpts)

Shadow Divers, Robert Kurson

In the Heart of the Sea: The Tragedy of the Whaleship Essex,
Nathaniel Philbrick

Essays: "My Daily Dives in the Dumpster," by Lars Eigher

"Girl," by Jamaica Kincaid

"How Teachers Make Children Hate Reading," John Holt

"Learning to Drive," Ann Upperco

"How Dictionaries Are Made," S.I. Hayakawa

"How to Open a CD Box," Tibor and LuLu Kalman

"How to Poison the Earth," Linnea Saukko

On Death and Dying, Elizabeth Kubler-Ross (excerpts)

How Writing Can Change Your Life, Michelle Weldon (excerpts)

Writing Down the Bones, Natalie Goldberg (excerpts)

The Artist's Way, Julia Cameron (excerpts)

Selected pieces from *America Now* (5th Edition)

Selected pieces from *Mirror on America* (3rd Edition)

Selected pieces from 50 Essays: A Portable Anthology

Unit 4: Comparison and Contrast

Unit Introduction:	Selected pieces from <i>The Riverside Reader</i> (8th Edition)
Novels:	<i>Brave New World</i> , Aldous Huxley <i>Siddhartha</i> , Hermann Hesse <i>Dracula</i> , Bram Stoker <i>Parallel Journeys</i> , Eleanor Ayer <i>The Sweet Hereafter</i> , Russell Banks <i>A Tale of Two Cities</i> , Charles Dickens
Essays:	"Of Youth and Age," Francis Bacon "Two Views of a River," Mark Twain "Men vs. Women Over Walking at Night," Bob Levy "Neat People vs. Sloppy People," Susan Britt "Grant and Lee: A Study in Contrast," Bruce Catton "Mountain Music," Scott Russell Sanders Selected pieces from <i>1984: George Orwell and Related Readings</i> , Literature Connections "No One Died in Tiananmen Square," William Lutz "Indian Camp," Ernest Hemingway <i>Women Who Run With the Wolves</i> , Clarissa Pinkola-Estes (excerpts) <i>You Just Don't Understand Me</i> , Deborah Tannen (excerpts) <i>Men Are From Mars, Women Are From Venus</i> , John Gray (excerpts) <i>The Feminine Mystique</i> , Betty Friedan (excerpts) Selected poetry from Dodge Poetry Anthologies Selected pieces from <i>America Now</i> (5th Edition)

Selected pieces from *Mirror on America* (3rd Edition)

Selected pieces from *Nonfiction: A Critical Approach*, The Center for Learning

Selected pieces from *50 Essays: A Portable Anthology*

Films: Selected scenes and/or entire presentations of the following:

Little Buddha (PG-13)

Soylent Green (PG)

Comparison of film portrayal of vampire motif:

Interview with the Vampire (R)(excerpts)

Bram Stoker's Dracula (R)(excerpts)

Dracula (NR)

Shadow of the Vampire (R) (excerpts)

Ed Wood (R) (excerpts)

Twilight (PG-13)

Twilight: New Moon (PG-13)

Unit 5: Division and Classification

Unit Introduction: Selected pieces from *The Riverside Reader* (8th Edition)

Novel: *Anthem*, Ayn Rand

The Giver, Lois Lowry

Fahrenheit 451, Ray Bradbury

War of the Worlds, H.G. Wells

Class Readings: "Harrison Bergeron," Kurt Vonnegut

Divine Comedy, Dante Alighieri

"Of Studies," Francis Bacon

"College Pressures," William Zinsser

"Shades of Black," Mary Mebane

"Mother Tongue," Amy Tan

"Revelation," Flannery O'Connor

"The Extendable Fork," Calvin Trillin

"What Do You Call a Platypus?" Isaac Asimov

Selected pieces from *America Now* (5th Edition)

Selected pieces from *Mirror on America* (3rd Edition)

Selected pieces from *50 Essays: A Portable Anthology*

Films:

Selected scenes and/or entire presentations of the following:

The Breakfast Club (R)

Ants (PG)

The Fountainhead (NR)

War of the Worlds (2005, PG-13, 1953, NR)

Mars Attacks (PG-13)

Harrison Bergeron (PG-13)

Fahrenheit 451 (NR)

Unit 6: Definition

Unit Introduction:

Selected pieces from *The Riverside Reader* (8th Edition)

Class Readings:

"The Meaning of a Word," Gloria Naylor

"I Want a Wife," Judy Brady

"Roxana," Daniel Defoe (excerpt)

"An Essay Concerning Human Understanding," John Locke

"What is Self," Dorothy Miell
"What is Happiness?" John Ciardi
"Happiness," Raymond Carver
"Parentage and Parenthood," Ashley Montagu
"My Stepmother, Myself," Garrison Keillor
"Lagniappe," Mark Twain
"Spanglish," Janice Castro, Dan Cook, and Cristina Garcia
"The Tiger is God," Stephen Harrigan
"Growing Up in Los Angeles," Richard Rodriguez
"Everyday Use," Alice Walker

Selected pieces from *America Now* (5th Edition)

Selected pieces from *Mirror on America* (3rd Edition)

Selected pieces from *50 Essays: A Portable Anthology*

Films: Selected scenes and/or entire presentations of the following:

Stepmom (PG-13)

Terms of Endearment (PG)

Mr. Mom (PG)

Tootsie (PG)

What the Bleep! (R)

Defiance (R)

Unit 7: Cause and Effect

Unit Introduction: Selected pieces from *The Riverside Reader* (8th Edition)

Novel: *Chocolate War*, Robert Cormier

Class Readings: "Black Men and Public Space," Brent Staples
"Safe-Sex Lies," Megham Daum
"Who's Afraid of Math, and Why?" Sheila Tobias
"The Decisive Arrest," Martin Luther King, Jr.
"By the Waters of Babylon," Stephen Vincent Benet
"Sound and Thunder," Ray Bradbury
Selected pieces from *America Now* (5th Edition)
Selected pieces from *Mirror on America* (3rd Edition)

Films: Selected scenes and/or entire presentations of the following:
Super Size Me (PG-13)
Pride (PG-13)
An Inconvenient Truth (PG-13)
Food, Inc. (PG-13)

Unit 8: Persuasion and Argumentation

Unit Introduction: Selected pieces from the *Riverside Reader* (8th Edition)

Novel: *1984*, George Orwell
Utopia, Thomas More (excerpts)

Class Readings: Speeches:
"I Have a Dream," Martin Luther King, Jr. (Film Clip)
"The Audacity of Hope," Barack Obama
"The Gettysburg Address," Abraham Lincoln
"St.Crispin's Day Speech," Henry V (Film Clip)
"The Declaration of Independence," Thomas Jefferson

"Letter to John Adams," Abigail Adams

Argument:

"In Defense of Prejudice," Jonathan Rauch

"Should This Student Have Been Expelled," Nat Hentoff

Selected pieces from *Everything's an Argument*

Selected pieces from *America Now* (5th Edition)

Selected pieces from *Mirror on America* (3rd Edition)

Selected pieces from *50 Essays: A Portable Anthology*

Persuasive:

Editorial Cartoons

Television commercials, print ads, and editorials

Selected pieces from *America Now* (5th Edition)

Selected pieces from *Mirror on America* (3rd Edition)

Selected pieces from *Nonfiction: A Critical Approach*, The Center for Learning

Satire:

A Modest Proposal, Jonathan Swift

"Complete Sentences: Turning Students into Prison Inmates,"
Margo Freistadt

"Nation's Children Drop to 4th Most Valuable Resource," National
Lampoon

Selected pieces from *Nonfiction: A Critical Approach*, The Center
for Learning

Films/TV:

Selected scenes and/or entire presentations of the following:

SNL (TV)

The Daily Show (TV)

The Colbert Report (TV)

WALL – E (G)

Equilibrium (R)

V For Vendetta (R)

The Truman Show (PG)

Unit 9: Exemplification

Class Readings: "On Compassion," Barbara Lazear Ascher
"Signs," Scott Russell Sanders
"Untouchables," Jonathan Kozol
"The Lesson," Toni Cade Bambara
"The Invisible Flying Cat," Malcolm Browne
"English is a Crazy Language," Richard Lederer
"Homeward Bound," Janet Wu
Selected pieces from *The Bedford Reader, Ninth Edition*

Unit 10: Research/Synthesis

All students in English 12 must complete a research project. Students will not receive credit for the course if a research project is not completed. The research project should explore an aspect of argumentation by taking a position on an issue.

***Core Works**

Selections will be rotated from year to year and teachers will select works appropriate to his or her students and thematic focus. The order of units will vary based on availability of books.

Supplemental readings/viewings from current periodicals and media including timely and relevant video clips will be used in this course.

15: Websites: Individual teachers' websites can be accessed via www.hpregonal.org.