The Course: English 12 IBHL
In this course, students are introduced to a range of texts from different periods, styles and genres. The study of language and literature in the IB program is designed to help students develop the ability to engage in close, detailed analysis of individual texts and make relevant connections and to develop the students’ powers of expression, both in oral and written communication.

The course also encourages students to recognize the importance of the contexts in which texts are written and received through the study of texts to develop an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning.

Students will develop an understanding of the ways in which formal elements are used to create meaning in a text combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by production and reception.

In view of the international nature of IB and its commitment to intercultural understanding, the course does not limit the study of texts to the products of one culture or of the cultures covered by any one language. The study of literature in translation from other cultures is especially important to IB students because it contributes to a global perspective, thereby promoting an insight into, and understanding of, the different ways in which cultures influence and shape the experiences of life common to all humanity. Though the practical purpose of this course is to prepare students for the IB English exam at the end of senior year - everything done in the course is ultimately to promote an enjoyment of, and lifelong interest in, language and literature.

Readings:
1st Semester:
- Summer Reading: *The Adventures of Huckleberry Finn* (Twain)
- *Heart of Darkness* (Conrad)
- *Poetry Out Loud*
- *Hamlet* (Shakespeare)
- *UpFront Magazine – New York Times*

2nd Semester:
- *Jane Eyre* (Bronte)
- *Cry, The Beloved Country* (Paton)
- *Six Characters in Search of an Author* (Pirandello)
- *UpFront Magazine – New York Times*

Additional text types for critical analysis and production include literary non-fiction and fiction; newspaper articles/opinion columns; advertisements, magazine features, and images; journalistic documentary; satirical commentary such as political cartoons; novels and short narratives; TED Talks, memoir, essays, and interviews; television selections, political fliers, parody, editorials, and various forms of electronic media; news/radio articles and programs.

Assessments
- **Grammar** studied in the context of writing and syntax analysis.
- **Vocabulary** studied in the context of sentence types and grammar—words from literature studied.
- **Reading Quizzes**
- **Socratic Seminars**
- **Graded discussions** and other **oral activities**
- **Oral Presentations**
- **In-class timed writing**
- **Creative writing**
- **Analytical writing**
- **Formal Exams** covering literature studied
Grading Procedures: Coursework associated with 12 IBHL English will focus on IB outcomes; as well, it is grounded in the skills-based mission of the Common Core adopted by the State of California. The learning and application of IB outcomes and the mastery of foundational skills in the areas of reading, writing, speaking, and listening will be categorically weighted as follows:

- 60% Summative Assessments – essays, exams, IOC, Socratic seminars
- 30% Formative Assessments – classwork, exam preparation, vocabulary quizzes
- 10% Participation – Oral discussions, group participation

No extra credit will be offered in this course.

Classroom Expectations: Mrs. Maas' English Class:

I expect you to follow all aspects of the IB Learner Profile. IB and Scholar students should be: open-minded, knowledgeable, balanced, reflective, caring, principled, as well as, a risk-taker, a communicator, an inquirer, and a thinker.

MLA Formatting:
All work needs to be completed in proper MLA format.

Attendance Policy: Academic success is directly related to attendance. Without consistent attendance, it is impossible to become highly proficient in skill and concept development. As this is an advanced course, it does not consist of worksheets and/or packet work. Missed instruction/assignments due to extended travel cannot be fully made up; therefore, the student may not be able to achieve or maintain his or her desired grade. The choice to be be gone during the school year may adversely affect the student's grade. When a student has an “excused” absence, he or she is responsible -- within one week from the date of return -- to meet with the teacher, obtain missed work and instruction, and successfully complete (and submit) that work. An “excused absence” ticket (obtained from the teacher) must be attached to this work. Excused absence work is eligible for full points.

Plagiarism/Cheating: As an Indekum student, I will take advantage of the opportunity to learn and take pride in my work. Being academically honest means the following:

- I do my own work and expect others to do theirs.
- I may ask for assistance, but never ask to copy an assignment.
- I keep my eyes on my own test and protect it from the view of others.
- I wait until all classes have taken a test before I discuss the content.
- I do my share of the work for a group project.
- I give credit when paraphrasing or quoting others.
- I avoid teacher and staff areas unless I have permission.
- I report incidences of academic dishonesty.

Submitting Work:

- All work must be submitted in complete sentences/fully polished and edited (unless otherwise specified).
- Work must be neat, legible, with your first and last name written on the first page.
- Work is considered late following collection of the assignment. It cannot be submitted later that day for full credit.

Late work (for whatever reason –sans excused absences): Late work is automatically valued at 60 - 70 percent of the total points depending on effort/correctness. It must have a late work "submit" ticket stapled to the front. It must be submitted within three days of the original due date.

- Senior: one late assignment per semester
- Junior: two late assignments per semester
- Sophomore: three late assignments per semester
- Freshmen: three late assignments per semester

* Unless specified by the teacher, all work must be submitted in hard copy.

Discipline Procedure
I do not expect problems to arise—I know you are all generally well-behaved individuals with much potential for success in my class. If there is a problem, I will handle it on an individual basis. I will assign a detention if I deem appropriate (or a referral for a serious offense).
Tardy Procedure
Doors will be locked at the beginning of each period. If you are late, you will be counted tardy and must go to Mrs. Blanco in the attendance office for a pass. Three tardy offenses will result in consequences (three strikes and you’re out).

Bathroom
Student must prepare for class by visiting the restroom ahead of time. Passes to the restroom will not be given unless a student has become ill. Also, students should confine all grooming (lotion, hair combing) to passing periods.

Academic Classroom Procedures:

Beginning of Class
• The student is seated in his/her assigned seat before the bell rings.
• The student consciously switches from the social context of passing time to the academic context of the classroom: Casual chatter and social interactions with others are stopped as necessary materials are quickly taken out. The student stores his/her backpack on the hook under the desk.
• Cellphones (or other electronic devices) are strictly prohibited unless the teacher allows them for research purposes -- infractions will result in immediate confiscation of the phone. Cell phones are turned off and stored securely inside the backpack. Following the first warning, the student’s parent must come to school to obtain the phone from the teacher or administrator at the convenience of the teacher or administrator.
• Daily, the student reads and begins the “Entry Task” on the screen. He/she is quiet, focused, and engaged in the successful completion of that task.
• Food and drink are not allowed in the classroom. Water only is permissible inside the English classroom. Gum may be quietly chewed.

End of Period
Please do not pack up your materials or leave your seat until I dismiss the class. Once I dismiss the class, please:
1. Pack up your materials quietly.
2. Remove all trash and materials from the desk.
3. Leave the classroom in an orderly fashion, throwing away all trash at the door.

Suggested Materials
1. Loose-leaf notebook paper
2. Blue/black pens
3. Red Pen & highlighter
4. Interactive notebook (IN)
5. The text we are studying at the time.

**Bring ALL materials to class EVERYDAY.**

Contact Information:
**Email is the best way to get ahold of me. I rarely check my voicemail, but check email multiple times a day.**

• Website: www.MaasLiterature.weebly.com
• Email: BMaas@natomas.k12.ca.us
• Google sharing: BMaas@natomasunified.org
• Need a conference?
  o Ask for a meeting during passing period.
  o Come see me after school. I am usually in my classroom till about 4:00 pm each day.
  o Find me on the track. I run after school a couple times a week.
  o If you need to see me before school: let me know. I have first period prep so will not necessarily be in my classroom every day before school.
12 IBHL English
Instructor: B. Maas

Student Name: (please print legibly) ____________________________________________________________

Student Signature: (indicates that the student has read and understands the syllabus content and expectations)

_______________________________________________________________________________

I. Parent/Guardian Name: (please print)

_______________________________________________________________________________ phone: ________________________________

E-mail: ________________________________

Relationship to student: ________________________________

II. Parent/Guardian Name: (please print)

_______________________________________________________________________________ phone: ________________________________

E-mail: ________________________________

Relationship to student: ________________________________

III. Parent/Guardian Name: (please print)

_______________________________________________________________________________ phone: ________________________________

E-mail: ________________________________

Relationship to student: ________________________________

Parent Signature(s): (indicates that the parent has read and understands the syllabus content and expectations)

I.  _________________________________________________________________________________

II.  _________________________________________________________________________________

III.  ____________________________________________

Students and Parents: You are welcome to communicate any additional information you would like the teacher to know below. Please return the sheet to Mrs. Maas by Wednesday, August 19, 2015.