

English 12 Syllabus

2025-2026

Cocke County High School

Instructor: Dr. Cindy Vassar

Location: Room 217, second floor, main building

Phone: 423.623.8718 Facsimile: 423.623.1213

Email: vassarc@cocke.k12.tn.us

Remind: @84a482763d for first block

@k3362dgae2 for third block

Google Classroom

First block: 3dt5lwt

Third block: 7deumek

Course Description

This course features continued refinement of writing skills, including literary analysis, research-oriented papers and projects, argumentation, exposition, narrative writing, and vocabulary growth. Senior English includes a chronological survey of British literature. The purpose of this class is to prepare students to be able to communicate competently (reading, writing, speaking, and listening) in the workplace and in post-secondary educational pursuits.

This is a core course required for graduating with a diploma.

Prerequisites: Successful completion of English 9, 10, and 11

Textbook & Course Materials

StudySync. McGraw-Hill. <https://my.mheducation.com/secure>

Course Structure

Learning activities for this class will consist of reading, writing, participating in group and individual assignments, discussions, presentations and reciting memory work. All research papers must be typed and adhere to the eighth edition of Modern Language Association

Online Resources

StudySync, online textbook

Clever, supplemental resource organization and guided access to instructional materials

Creating works cited entries in MLA format:

<https://style.mla.org/works-cited-a-quick-guide/>

Citing information using MLA format:

<http://andyspinks.com/mla/>

Evaluating sources for use in MLA:

<https://style.mla.org/evaluating-sources-for-research/>

Student Learning Outcomes (Tennessee State Standards found via

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance; and apply an understanding of syntax to the study of complex texts.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th-12th grade-level text by choosing flexibly from a range of strategies.
 - a. Use context as a clue to the meaning of a word or a phrase.
 - b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
 - c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
 - d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- Determine multiple themes or central ideas of a text or texts and

analyze their development; provide a critical summary.

- Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.
- Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.
- Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.
- Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.
- Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.
- Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.
- Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.
- Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.
- Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to

add interest.

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
 - a. Introduce precise claim(s).
 - b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
 - d. Provide a concluding statement or section that follows from and supports the argument presented.
 - e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - f. Establish and maintain a formal style and objective tone.
- Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
 - a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
 - b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
 - c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - d. Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - e. Use appropriate formatting, graphics, and multimedia to aid comprehension.
 - f. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - g. Establish and maintain a formal style and objective tone.

- Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
 - a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters.
 - b. Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
 - c. Create a smooth progression of experiences or events.
 - d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 - f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - g. Use appropriate language and techniques, such as metaphor, simile, and analogy.
 - h. Establish and maintain an appropriate style and tone.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
- Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
- Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts.

Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Grading Policy

Late Work Policy

Be sure to pay close attention to deadlines because late work will not be accepted without a serious and compelling reason and/or prior instructor approval.

Viewing Grades in ASPEN

Points you receive for graded activities will be posted to the ASPEN grade book. Click on the My Grades link on the left navigation to view your points.

Your instructor will update the online grades each time a grading session has been completed—typically 3-5 days following the completion of an activity. You will see a visual indication of new grades posted on your ASPEN home page under the link to this course.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage	Performance
A	90-100%	Excellent Work
B	80-89%	Good Work
C	70-79%	Average Work
D	60-69%	Poor Work
F	0-59%	Failing Work

Course Policies

Attend Class

Students are expected to attend all class sessions as listed on the course calendar. If you miss a day of class, you have three days to make an appointment with the instructor to submit all missed assignments.

Complete Assignments

Assignments must be submitted by the given deadline or special permission must be requested from the instructor *before the due date*.

Extensions will not be given beyond the next assignment except under extreme circumstances.

Academic Misconduct

Cheating and plagiarism are violations of ethics and social responsibility. Plagiarism consists of presenting writing or speech that is the intellectual or creative work of others as if it were one's own. This includes, but is not limited to:

- ☐ Failure to identify direct or word-for-word quotations by use of appropriate symbols or references to the source;
- ☐ Restating in your own words the work (ideas, conclusions, words) of another without reference to the source;
- ☐ Presenting as your own the creative work (such as music or photographs) of another without proper acknowledgement.

Important Note: Any form of academic dishonesty, including cheating and plagiarism, will be reported to the administrative office and will result in a zero for said assignment.

Course policies are subject to change. It is the student's responsibility to check for corrections or updates to the syllabus. Any changes will be posted in the classroom.