

# Course Outline English 11 2016 – 2017

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This course focuses on reading material that is rich in content and vocabulary. There is no external start-up assignment. The first three assignments are considered the 'start-up' assignments. The fourth assignment requires invigilation. Students will complete a form at the beginning of the course that will make the process of finding an invigilator when needed (twice in the course) much quicker.

The course is formatted like a traditional English course: Short Stories, Essays, Poetry, Novel Study, and Drama.

- There are 6 short stories assignments with an oral culminating assignment at the end of the unit.
- The plays are *Macbeth* by William Shakespeare and *Ile* by Eugene O'Neill. The site used for *Macbeth* includes a play script, graphic novel, Act and Scene summaries, stage productions and movies of the play, meeting the needs of a variety of learning styles. The plays are integral to the learning of literary devices. At the end of the unit, students will write a compare/contrast essay based on the two plays. There is one short oral assignment in this unit (for Act 5 of *Macbeth*).
- An invigilated mid-term completes the first half of the course.
- Students will learn about/review personal, persuasive, and expository essays. They will not be required to write an essay for each type, but will choose of those formats for the culminating essay assignment.
- The poetry unit contains 10 assignments. For 8 of them, students will try their hand at writing a poem of a specific type. Once again, there is a culminating poetry assignment which includes one oral piece.
- Students will choose one novel from the 5 on the list, and will complete a general overview of the novel, write an essay and a test.
- There is no final exam for the course, but there is a review/reflection of all material in the course. It consists of 2 short answer questions and 26 multiple choice questions.
- The final, but very important, assignment is a survey for course feedback.

There are no vClass sessions for this course, but I am happy to work with students via email, phone, and face-to-face. The best way to reach me is through email as I check it in the evenings and on weekends, as well.

Students are expected to provide meaningful, thoughtful, and mature/appropriate responses in their work. Communication with me should be the same, and they should expect the same from me.

### Essential Learning Outcomes:

Strand	Learning Outcomes
<b>Oral Language</b>	A2: Express ideas and information in a variety of situations and forms A5: Select, adapt, and apply a range of strategies to prepare oral communications A6: Select, adapt, and apply a range of strategies to express ideas and information in oral communications A9: Speak and listen to interpret, analyse, and evaluate ideas and information from texts A10: Speak and listen to synthesize and extend thinking
<b>Reading and Viewing</b>	B1, B2, B3: Read to comprehend a wide variety of literary, information, persuasive, and visual texts with increasing complexity of ideas and form B8: Explain and support personal responses to texts B9: Interpret, analyse, and evaluate ideas and information from texts B10: Synthesize and extend thinking about texts B12: Recognize and explain how structures and features of text shape readers' and viewers' construction of meaning and appreciation of author's craft B13: Demonstrate increasing word skills and vocabulary knowledge
<b>Writing and Representing</b>	C1: Write meaningful personal texts that elaborate on ideas and information C4: Create thoughtful representations that communicate ideas and information C5: Select, adapt, and apply a range of strategies to generate, develop, and organize ideas for writing and representing C6: Select, adapt, and apply a range of drafting and composing strategies while writing and representing C12: Use and experiment with elements of style in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry C13: Use and experiment with elements of form in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry C14: Use conventions in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry

### Timeline:

It will take approximately 5 months to complete the course using the following guideline:

Week	Assignment
1	Introduction Assignments (3) Choose novel
2	First invigilated assignment (the first Short Stories assignment - Character)
3	Setting – Short Stories Plot – Short Stories
4	Point of View – Short Stories Conflict – Short Stories
5	Theme – Short Stories Culminating Short Stories Assignment
6	<i>Macbeth</i> Acts I and II
7	<i>Macbeth</i> Acts III and IV
8	<i>Macbeth</i> Act V

	<i>Macbeth</i> tests (there are 3) Read <i>Ile</i>
9	<i>Ile</i> Questions Compare/Contrast Essay outline
10	Compare/Contrast Essay
11	Mid-term (invigilated) Personal Essays Assignment
12	Persuasive Essays Assignment Expository Essays Assignment
13	Culminating Essays Assignment
14	Poets on Poetry Assignment Lyric Poetry Assignment Sonnets Poetry Assignment
15	Light Verse Poetry Assignment Satirical Poetry Assignment Didactic Poetry Assignment
16	Descriptive Poetry Assignment Narrative Poetry Assignment Reflective Poetry Assignment
17	The Test of Time Poetry Assignment Culminating Poetry Assignment
18	Novel Study Elements Assignment Novel Study Essay
19	Novel Study Test Reflections on course – Final Culminating Assignment
20	Survey Revise assignments for which you'd like a better mark (if you haven't already)

### Evaluation:

Some assignments, such as short stories, include questions requiring students to demonstrate their understanding (literal and inferential) of the material.

Marks are deducted for mechanical errors in all types of assignments (punctuation, word usage, sentence structure). Although I don't take many marks off, I still expect students to show that they know and can use the rules of English in their writing.

Essays, poems, and longer responses are marked using rubrics that are included in the assignments.

I will type comments, suggestions, lessons on the right-hand side of student work to help them better understand the material. I also highlight errors that students should be able to fix on their own based on previous English courses.

Students are allowed to revise most assignments (not the first invigilated assignment, tests, or culminating assignments) *once* for a better mark. I will take the higher mark.

**Weighting of Assignments:**

Intro assignments - 8%

Short Stories (including the first invigilated assignment) - 15%

Plays - 12%

Mid-term - 10%

Essays - 10%

Poetry - 15%

Novel - 10%

Culminating Assignments and Tests - 7%

Reflections Final Assignment - 10%

Survey - 3%