Course Outline

ENG 30S
Grade 11 Literary Focus English Language Arts

Period D
Room #14
Miss Leforte
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Course Description:

During this semester, students will build upon the skills they have developed in their prior studies of English Language Arts through participating in more complex activities such as composition and the study of various forms of literature.

Students are encouraged to develop an appreciation for various texts through examination of short prose, poetry, novels, and multiple forms of media. This literary focused course centers largely on aesthetic texts (70%), while also exploring pragmatic texts (30%). Multiple levels of thought will be challenged throughout the duration of this course.

The main goal of this course is to help students enhance and develop skills from the six areas of Language Arts.

Evaluation:

The nature of evaluation in the six languages modes will be as follows:

- Writing- 40%
- Reading- 25%
- Speaking- 15%
- Representing- 10%
- Viewing- 5%
- Listening- 5%

Course Work – 75 % (Summative Assessments-Assignments, Quizzes, Tests, Projects)
Final Assessment- 25% (Written the final week of classes during the semester)
The following General Outcomes will be the focus of this course:

✓ Explore thoughts ideas, feelings, and experience
✓ Comprehend and respond personally and critically to oral, literary, and media texts
✓ Manage ideas and information
✓ Enhance clarity and artistry of communications
✓ Celebrate and build community

Methodology:

The methods for achieving the above objectives will take into consideration two basic factors:

1. The abilities of the individual students
2. Standards as set out in the Department of Education Guidelines
Student Responsibility Guidelines for Assessment and Evaluation

Students actively engaged in their learning are the essence of the Brandon School Division’s mission of educating the whole child.

The assessment, evaluation and reporting of student learning and achievement involves students, teachers, principals, parents, superintendents and the Board of Trustees. It is the responsibility of professional educators to assess, evaluate, and report on each student’s degree of engagement and resulting learning outcomes. Such assessment, evaluation and reporting is a continuous and fundamental part of the student’s learning process.

Students are responsible for:

✓ Their own learning with the expertise, assistance and motivation of their teachers
✓ Engaging individually and collectively in school/community learning opportunities;
✓ Improving their learning involvement
✓ Playing an active role in assessing their own learning
✓ Providing evidence of their learning within established timelines

The purpose of this document is to identify student responsibilities in assessment and evaluation practices, provide clear guidelines and consequences so students can make informed decisions, and to provide structures that improve the relationship between student learning and assessment. All assessments and/or evaluations will be assigned a reasonable completion date by the classroom teacher.

When a student demonstrates negligence and/or disregard towards the assessment and/or evaluation due date, the teacher can assign a “0” grade for the incomplete assessment and/or evaluation. For a “0” grade to remain permanent on the student’s record for that unit of study, a teacher’s records will demonstrate that he/she had advised the student and the parent/guardian that there was an opportunity to complete the original assessment or an alternate assessment, but that it would have been penalized in accordance to divisional guidelines.

Penalization for late assessments is as follows:
  Grade 9 – 10%
  Grade 10 – 15%
  Grade 11 – 20%
  Grade 12 – 25%

Once the late assessment is marked, the penalized assessment mark will replace the “0” grade that was originally assigned to the student by the teacher.

If the original or alternate assessment is not submitted by the new completion date or if the student refuses to submit a required assessment, the “0” grade assigned to it will remain on the student’s evaluation records. The “0” grade(s) will be calculated into the student’s final mark for the unit of study and will be used in the calculation of the final grade of the course.

Example: Grade 11 student receives 80% for a late assessment. The penalty for the late assessment would be (80) (0.20) = 16. The adjusted mark would be 80-16=64%.
Unit Descriptions

Unit 1 - Study of Short Fiction
In this first unit, we will read various works of short fiction. We will examine the various elements and techniques used by writers of short fiction including:

- Characterization
- Setting
- Conflict
- Plot- (exposition, rising action, climax, falling action, resolution)
- Universal Themes

We will study how established writers use these techniques, while also trying to apply them into our own creative short stories.

Unit 2 - Classic Novel- Animal Farm- George Orwell
In the second unit we will examine the classic novel Animal Farm written by George Orwell. This a novel in which the barnyard animals of Manor Farm rebel against Farmer Jones and take over the farm re-naming it Animal Farm. We will examine how Orwell wrote this novel to criticize the Russian Revolution and Rise of Communism. We will also look at how the animals’ “perfect” plan quickly falls apart.

Unit 3 - Poetry Unit
During this unit we will examine different types and forms of poetry. We will study the various techniques and literary devices used to create effective verse, analyze poetry, respond to poetry, and apply what we know about poetry to creatively write poetry our own poems. We will explore:

- Lyric Poetry
- Sonnets
- Light Verse
- Satirical Poetry
- Didactic Poetry
- Narrative Poetry
- Descriptive Poetry

Unit 4 - Drama- “The Crucible”- Arthur Miller
This unit we will study a dramatic play written in 1953 by American playwright Arthur Miller. This play focuses on the Salem witch trials that occurred in the 1600s in the state of Massachusetts. Miller wrote this play to criticize the communist witch hunts occurring (McCarthyism) of the 1950s in the United States. We will examine the plays themes of intolerance, hysteria, and reputation.

Unit 5 - Independent Novel- Literary Book Review
Throughout the semester you will be given time to read a novel of your choice. It must be over 200 pages in length. You will be responsible for writing a literary book review on your book. You will be responsible for:

- Writing a detailed review about your chosen book (NOT A SUMMARY)
- Creating a Sociogram of Characters involved in the plot
- Creating and Visual Representation of your book (collage/painting/diorama/etc)
Classroom Expectations/ Info

Be Respectful
This means respecting the instructor and VMHS support staff, your peers (especially during discussion), school property, and yourself (no negative self talk).

Come to Class Prepared and On Time
Arrive to class before the second bell rings. Come will all necessary supplies- any books we are studying, independent novel, binder w/ paper, pens and pencils.

Submit Assignments On Time
It is important to attend class regularly and submit assignments ON TIME in order to be successful in this course. Late assignments will be docked marks according to Brandon School Division’s Student Responsibility Policy (Grade 11- 20%).

*All assignments are handed into an envelope w/ a class list attached you are required to initial when you hand something in on my desk. This helps me keep track of missing assignments. It keeps you accountable and me as well. If you don’t initial then I did not receive the assignment and therefore I am not accountable for it.

Be Accountable for Missed Work
If you must miss class, it is your responsibility as a student to ask for any missing handouts and/or assignments. If you require additional help or instructions please see me about arranging a meeting.

Snacks Allowed
Food is allowed, however you must bring it with you to class. Do not expect to leave to go to the canteen or your locker for a snack. Do not abuse this privilege. Food is NOT an excuse to show up late to class.

IPods Allowed
You may listen to work during independent work periods only. During instruction or classroom discussion you are expected to listen and participate. If you are caught using your IPod for anything other than to listen to music it will be confiscated and taken to the office. No freebies.

Broken Printer? No Excuses
You may e-mail assignments in the form of a MS Word document to Ms. Leforte at the following e-mail address leforte.alawna@bsd.ca. Please indicate in a brief e-mail who you are (especially is something like skaterdude14@gmail.com). Also indicate what assignment you are e-mailing me (i.e. Character Analysis- Animal Farm)

Welcome to Grade 11 Literary English Language Arts! Let’s have a fun and productive semester. I am looking forward to working with you this year. Have a great first semester.
-Miss Leforte