

English 521 - Course Outline 2009-10

Instructor: Mr Coffin
Classroom: 229

Texts: Echoes 11: Fiction, Media, and Non-Fiction

Inside Poetry

Canadian Students' Guide to Language, Literature, and Media

The Merchant of Venice & Much Ado About Nothing (Shakespeare)

Novels: More Joy in Heaven, The Catcher in the Rye, All Quiet on the Western Front, Huckleberry Finn, others

Course Description

English 521 examines the major genres: poetry, essays, novels, short stories, drama. English 521 requires all students to apply previously attained knowledge and skills in new ways; thus leading them to higher levels of achievement and increasing their capacity to attain new levels of understanding and skill. We will explore many different themes together.

The main textbook is Echoes 11, which is organized into the following units:

Poetry, Drama, Short Fiction, Personal Writing, Essays, Non-Fiction, and Media. **The main genre of focus in English 521 is poetry.** Be prepared to read, write, analyse, and present poetry at various times throughout the semester. We shall also spend a great deal of time studying novels, plays, fiction, non-fiction, visual texts, writing and research, and grammar. Additionally, students are expected to carry their own personal novel in addition to the required materials for this course.

The Internet and 521 English

This English course recognizes the presence of (and expects the use of) technology and the Internet in school work. This course has been designed to be technologically-friendly to make life easier for both students and the teacher.

A website is kept for all classes. Major activities, rubrics, notes, due dates, & links shall be posted on this class's website. This site also serves as a daily homework blog. Each student - upon missing a day - is required to consult the blog:

<http://coffin.wordpress.com/>

Most written assignments may be submitted via e-mail. It is your responsibility to submit on time:

iecoffin@edu.pe.ca

If a day is missed, students must consult **coffinblog** to get caught up. It is the student's responsibility to get caught up on missed work (homework, tests and assignments). Missing a day is not a valid excuse for not having work completed, nor is it an excuse for not being informed.

Suggestions for Success

- > Deadlines must be met if students wish to be successful. You shall find your instructor quite fanatical about them.
- > Ask questions. If not during class, wait until after class or send an e-mail.
- > Do not hesitate to ask questions/make comments on the material. We will work best working together.

Daily Reading

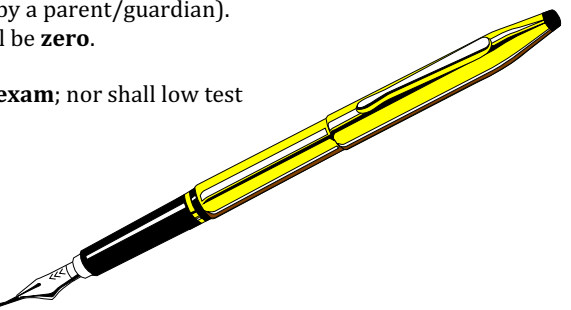
At the beginning of each day for approximately 15 minutes, the entire student body is expected to read. **This time is not for catching up on homework for other classes.** It is your own personal reading time during which you will be expected to read from a personal novel. English 521 students are required to read at least **four novels** as part of their course assessment (one novel will be for the novel study unit). Students should use their fifteen daily minutes to read a novel which may be used as part of this class's novel assessment. At three dates during the semester, students will be asked to complete a **novel review**, a **character in a bag** or **book talk**, and a **multimedia presentation** with the class based on each novel. Each of these activities shall be counted as part of each student's reading grade, which accounts for 10% of this course. Occasionally, class time will be dedicated to personal reading, so have your novel on hand at all times.

Tests and Presentations

Under no circumstances are students to miss tests, activities, and presentations in this course. Activities not submitted on the due date will be subjected to Morell High's assignment policy (below). Activities must be submitted on the due date by 3:05 pm. As for tests: If students have a legitimate and unavoidable excuse (family issues, school-related stuff, for example), they will be permitted to write the test, under the following conditions:

1. The test will be written either **at lunch** or **after school** on the day of the student's return
2. The student **provides a note** explaining the reason for the absence (signed by a parent/guardian).
3. If students cannot comply with the two conditions above, the test grade shall be **zero**.

Under no circumstance will a test or assignment total be added to the final exam; nor shall low test grades be dropped from the student average.



Morell Regional High School English Assignment Policy

Each Morell Regional High School course in English and social studies shall use the following policy:

Teachers will provide students with two types of assignments: **Standard** and **Major**. Standard assignments are assigned activities that are given to further strengthen concepts in the course. Major assignments are compulsory activities which are also course requirements and, therefore, must be completed before course credit is awarded.

Standard Assignments: Students are expected to submit standard assignments on or before the assigned due date. Late assignments will be reduced in value by 10% per day late. **After the fifth day, the assignment is worth zero and will not be accepted.** It will not receive an incomplete mark.

Major Assignments: Students are expected to submit major assignments on or before the assigned due date. Late assignments will be reduced in value by 10% per day late until the fifth day, when the assignment is classified as incomplete, which will result in withholding of course credit. Major assignments will be accepted until the final instructional day of the semester and will be awarded credit (up to 50%). At such time, the grade of incomplete will be changed for course credit.

Attendance

Students are obviously expected to attend class daily. Sickness/family issues are understandable and excusable reasons for missing class. There is still an expectation that students - for whatever reason they are absent - will keep up to date on missed work and assignments. That is the purpose of the class's website. After five absences, parents are contacted.

Lateness

One mark shall be deducted from a student's final average for each late arrival and the instructor - not the student - decides when a student arrives late. Consistent late arrivals signify a lack of respect for the course and the instructor and will not be tolerated.

Shakespeare and Novel Study

In addition to our regular class work, students will be responsible for studying one Shakespeare play and one novel study. This group will study one of Shakespeare's plays and one novel selection (see above). The novel study shall count as one of the four required novels for the semester. Each unit counts for 10% of the yearly grade.

Assessment

In this class, students will be assessed in many different ways, each with the focus on improving learning. Each time an assignment is given, students will be provided with an appropriate assessment tool called a **rubric** or **checklist** which tells what areas will be assessed. We will have class tests, oral and written assignments, essays (of course), and opportunities to complete alternative assignments. Make the most of each opportunity.

Mid-Term Panel Discussion & Final Examination

At approximately the half-way point of the semester, students will participate in a researched **symposium** assignment (10% of course grade). The final exam shall be the traditional written examination based on themes from our study of Shakespeare (10 % of course grade).

Grading Scheme

We will cover the following course material (totals subject to change) and each activity shall fall under one of the language arts strands:

Speaking and Listening	20%
Reading and Viewing	40%
Writing and Representing	40%

These approximate totals will give students an idea of the value of each activity:

- Written Activities	35%
- Symposium	10%
- Major Paper	15%
- Novel Study	10%
- Shakespeare	10%
- Novel Activities	10%
- Final Examination	10%

I have never let my schooling interfere with my education.
Mark Twain

A child educated only at school is an uneducated child.
George Santayana

When the student is ready, the master appears.
Buddhist Proverb

The ink of the scholar is more sacred than the blood of the martyr.
Mohammed

He who opens a school door, closes a prison.
Victor Hugo



English 521 Minimum Course Requirements:

Speaking & Listening

Students **must complete one panel discussion**. Students must also complete **one from the following** (as group or individual projects) that grow out of the texts studied:

- Individual multi-media presentation
- Group presentation
- Monologue
- Role Play

Reading & Viewing

Focus at the 521 level is **poetry**.

- Students must read a minimum of **2 novels**.
One novel must be a whole class novel while the second may be an independent selection. English 521 classes should be focusing on theme development, purpose, organization, use of language and symbols, and audience.
- Students must explore a minimum of **15 poems (Echoes 11)**
During this exploration, students should further examine various poetic devices, a variety of poetry types, theme development, and the use of rhyme and rhythm. English 521 students will complete one poetry analysis and one extended comparison between poems (which may be done in point form or following question/answer format). In addition, one of the following must be completed:
 - a study of a poet
 - a study of an era of poetry
 - a complete multi-genre study
- Students must read **1 Shakespearean play and 1 additional piece of drama (Echoes 11/Plays on a Human Theme)**
It is suggested that teachers focus on the language (poetry) of Shakespeare, the interpretation of his language, and the background relevant to the play being studied.
- Students must read a variety of fiction.
It is recommended that a minimum of **3 fictional selections** be completed. Emphasis is placed on the development of theme statements and the use of text to support the theme.
- Students must read a variety of non-fiction.
It is necessary that students study at least **4 pieces of non-fiction** to understand the elements of an essay, the various types of essays, explicit vs implicit thesis statements, and the use of supporting evidence. The focus on the 521 level is exposition. Students should be subject to a variety of types of exposition - such as process analysis essays (how- to articles), essays of definition, compare and contrast essays, and informational texts.
- Students must be afforded time and instruction in the viewing of **visual texts**. Many examples of visuals can be found in Echoes 11. Teachers are required to provide many opportunities for students to view and critique various forms of media literacy such as: informational texts, cartoons, videos, photo essays, slide shows, story boards, advertisements, and paintings.

Writing and Representing

- Students must complete **1 five paragraph expository research essay** using **MLA format**. It is necessary to emphasize the importance of avoiding intentional and unintentional plagiarism.
- Students must complete **one literary essay** in response to one of the literary selections studied.
- Students must complete **1 poetry assignment** such as: producing an original poem, a comparison of two poems, and original conversion of prose to poetry, or a representation of a poem through art.
- Teachers should also provide students with time to **write personally** (reading response logs, personal essays, and narratives)
- There are a variety of options for teachers and students when it comes to **representing**. Some suggestions include: multi-media projects, collages, original artwork, photo essays, cartoons, and oral presentations using visuals.

Grammar and Language Conventions

These conventions must be taught explicitly and reinforced through students' responses.

- Using Verb Tense Consistently in Students' Written Works;
- Formal and Informal Language usage
- Correct Pronoun Usage in Students' Written Works
- Use of the Various Types of Sentences in Students' Written Works
- Using Modifiers Correctly in Students' Written Works
- Applying Spelling Techniques to Improve Students' Spelling

A Canadian Writer's Reference
Canadian Students' Guide to Language, Literature, and Media
Echoes 11

