

## English 621 Course Outline: 2009-10

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Instructor: Mr Coffin  
Classroom: 229

Texts: Echoes 12: Fiction, Media, and Non-Fiction  
Elements of Essays  
Canadian Students' Guide to Language, Literature, and Media  
Macbeth, Hamlet, Twelfth Night by William Shakespeare  
Novels including: Brave New World, Animal Farm, The Great Gatsby, Ordinary People, A Separate Peace, 1984.

### Course Description

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This is the last high school English course many students will take prior to entering post-secondary studies. Therefore, in writing, attention is given to **research** and persuasive essays; and in literature, the study of form becomes more important. The reading of novels, drama, short stories, essays and poetry is continued in this course, but with increased emphasis on structure and authors' techniques. The main textbook - Echoes 12 - is divided into these genres: Poetry, Drama, Short Fiction, Essays, Non-Fiction, and Media. **The main focus in English 621 is NON-FICTION.** We will study essays, editorials, speeches, biographies, etc. All types of essays shall also be studied and analysed: descriptive, narrative, argumentative, and persuasive. Students shall be expected to carry out their own personal reading in addition to the required reading for the course.

### English 621 on the Web

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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](mailto: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

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- > Deadlines must be met if students wish to be successful. Observe them with a fanatical zeal.
- > 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

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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 621 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.

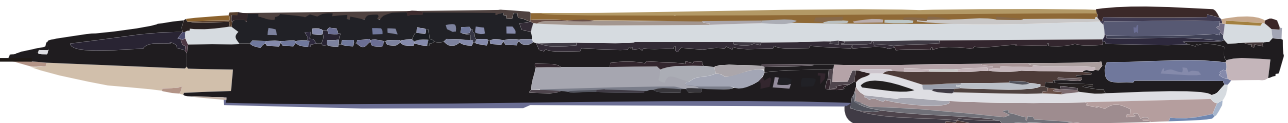
### Tests & Presentations

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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 Debate & Final Examination

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

### 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%

- Written Activities	25%
- Debate	10%
- Major Research Paper	15%
- Poetry	10%
- Novel Study	10%
- Shakespeare Unit	10%
- Novel Activities	10%
- Final Examination	10%

**Live as if you were to die tomorrow; learn as if you were to live forever.**

**Mohandas Gandhi**

**Education's purpose is to replace an empty mind with an open one.**

**Malcolm Forbes**

**The whole purpose of education is to turn mirrors into windows.**

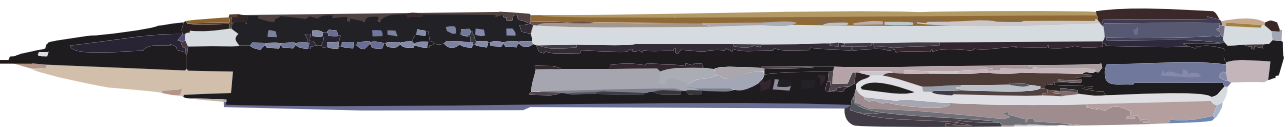
**Sydney J. Harris**

**Education is not preparation for life; education is life itself.**

**John Dewey**

**Education is the movement from darkness to light.**

**Allan Bloom**



## **English 621 Minimum Course Requirements:**

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### **Speaking and Listening**

Students must do **1 structured researched debate**. The debate must focus on persuasive techniques and the elements of an argument. These may include: arguments in support of position, counter-arguments, rebuttal, logical and emotional appeals, rhetoric, parallelism, etc.

Students must also complete **one of the following**:

- A Persuasive Speech
- A Multimedia Presentation
- An Original Editorial Reading and Discussion (Rant)

### **Reading and Viewing**

Focus of English 621 is NON-FICTION:

- 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 621 classes should be focusing on the following: the author's style, the author's use of language, the genre characteristics of this type of prose, a novel's theme(s), and its development and character development. Students should be able to assess and evaluate the above in a fluid and well-organized piece of writing.
- Students must read a minimum of **8 samples of non-fiction** (*Echoes 12* and Elements of Essays)  
The various types of non-fiction must be explored (essays, editorials, speeches, and biographies). Also, the following essay types must be studied (descriptive, narrative, argumentative, and persuasive).
- Students must read **3 selections of short fiction** (*Echoes 12* and other texts).  
It is suggested that these selections be examined with the emphasis on theme analysis.
- Students must survey a minimum of **8 poems** (*Echoes 12* and other texts).  
It is essential that students in English 621 complete **one thorough poetry analysis**
- Students must read **one Shakespearean play** and **one additional piece of drama** (*Death of a Salesman, Oedipus Rex*, or a selection from *Echoes 12*)
- Students must be afforded time and instruction in the viewing of visual texts. Many examples of visual texts can be found in *Echoes 12*. Teachers are encouraged to provide many viewing opportunities for students to critique such visuals as videos, paintings, advertisements, photos, and cartoons.

### **Writing and Representing:**

- Students must complete **one formal research paper**. The paper could be literary or persuasive. It is necessary that students follow the entire research process. The teacher will define the parameters of the length of the assignment (700 - 1000 words); however, the paper must include a minimum of three sources (various types) and follow MLA Style. The evaluation of the paper must reflect the process. Marks should be provided for a proper thesis, an outline, a proper works cited, and the final draft.
- Students must write **one argumentative or persuasive essay** with a minimum length of five paragraphs.
- Students must write **one literary essay** in response to one of the literary selections studied.
- Teachers should also provide students with **time to write personally** (reading response logs, personal essays, and narratives).
- Teachers should review and/or teach the **business letter format** and **resume**.
- There are a variety of options for teachers and students when it comes to **representing**. Some suggestions include: multimedia projects, collages, oral presentations with visuals, original artwork, photo essays, cartoons, etc. Any representation a student chooses to use or create must be consistent with the outcomes of the course.

### **Grammar and Language Conventions:**

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

- Good Use of Parallel Structure
- Application of Advanced Punctuation Marks
- Effective Diction (Word Choice) in Written Work
- Effective Use of Sentence Structure in Written Work
- Case Correctness in Written Work
- Using Rhetoric Effectively in Written Work
- Coherence, Unity, Focus, Transitional Devices in Written Work
- Agreement Problems of Pronoun-Antecedent and Subject-Verb

*A Canadian Writer's Reference*  
*Canadian Students' Guide to Language, Literature, and Media*  
*Echoes 12*

