**English 112 Course Outline**

**Grade 11 Semester 1 (September 2016 – January 2017)**

**Mrs. Cabel**

Welcome to English 112! Please keep in mind the importance of your effort in this course, as it is a necessary credit for you to graduate. You will quickly notice that the expectations of you in grade eleven are higher than what you were used to in grades nine and ten. It is expected that over the past two years you have acquired the reading and writing skills necessary to work at a more independent level in grade eleven. Don’t worry, I’m still here to guide you, but you will find that I challenge you a lot more as well.

In our **reading** program, you will engage in independent and shared reading, and will respond to your reading through journals, discussions, essays, projects, mini-assignments, and sometimes quizzes and tests. You will be required to read independently during SSR, and it is expected that you will also read at home, especially with regards to the novel study. You will not complete projects on SSR books, rather you will conference with me and be asked to complete demand activities on your book, some of which might be presentation based. I have a classroom library, which you can use to sign out books, and of course, you can access the many resources that are available in our school library.

Our **writing** program will take the form of a writing workshop, which will always begin with a quick write or a mini-lesson on grammar, writing techniques, the writing process, or issues concerning our current genre. You must have a **hard cover writers notebook**, which will be used for quick writes, journaling, prewriting, and drafting. Our primary genre focus this year will be essay writing, although you will have chances to respond to texts through narrative and descriptive writing.

You will also have the opportunity to brush up on your **speaking and listening** skills, which are an important part of the provincial curriculum. I realize that speaking in front of peers is an area of struggle for many teenagers, but it is expected that in grade eleven, students will be able to speak for a variety of purposes and audiences. There will not be a specific unit this semester devoted to speaking and listening – these activities will be included within the regular units of study.

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**Exploring Regional Identity**

**Reading Component-** In this unit, we will explore Canadian and Maritime fiction. In grades nine and ten, the focuses of short story units were the short story elements and on understanding how we use the “big six” reading comprehension strategies. In grade eleven, the focus during this unit will be critical reading. It is expected that you have a strong understanding of the basics of plot, setting, character, etc., so we will delve further *behind* the lines of the text to develop enhanced comprehension. Instead of only asking “What is the conflict in this story?”, I will ask, “What does the author’s conflict in this story say about our society, about human relationships?” I will guide you through this process of “second draft reading”, exploring the deeper meaning of the text, and to recognize the importance of historical and cultural context to our reading of texts. Students will also be required to use evidence/quotations from the text in their responses.

**Writing Component –** Our reading component will focus on the importance of place, community, and tradition in rural Canada. During this unit, there will be an overarching writing component, where you will have the opportunity to draft personal writing based on these themes. Genres will include personal essay, memoir, and journal responses. This unit will help you to find your voice as an essay writer before moving on to the larger research essay next semester.

**Novel Study – *Lord of the Flies***

Through this study, students will further enhance their critical literacy skills, while looking deeper into the use of allegory in fiction, human nature, and historical context.

**Continuous Unit- Independent Novel Study**

Students are required to read independent novels of choice this semester, which are suitable for their reading levels. For **two** of those novels, students will complete a final task, which will be handed in for marks. Both tasks will be an in-class demand writing assignment. Students may be asked to informally speak about their novel.

**Continuous Unit- Article of the Week**

You will enhance your close reading and response skills through “Article of the Week”. Students will be given a non-fiction news article or infographic on a Monday every three weeks – you will do a close reading and complete a response to the article, which will be due on Friday of that week. Because you have a strong foundation for this activity from grades 9 and 10, your responses will now have more focused requirements.

**The course will be marked as follows:**

Class Mark (participation, book talks, homework checks, etc.) 10%

Classroom Work (projects, assignments, writing tasks, tests, quizzes, etc.) 60%

Exam 30%

**Important information regarding late assignments:**

All assignments are due by 3:20 pm on the due date and must be handed in on paper (no emails or flash drives accepted). Students are responsible for printing assignments and class time will not be provided for this. As per our new “Late Assignment Guidelines”, 10% will be deducted for each day an assignment is late for the first four days. The assignment will be valued at 60% for days 5, 6, and 7. After day seven, the mark is zero.

**Materials Needed:**

1 3 ring binder (can be shared with other classes)

1 Hard Covered Journal

Dictionary and Thesaurus (can be on a device)

Pens and Pencils

Highlighters

Post-it Notes

**Communication:**

Please use my website to access homework, handouts, image galleries, and links related to the course. <http://mvhs.nbed.nb.ca/teacher/ms-cabel>. I was also be using the Remind App to communicate with students.

**Good luck and have a great semester! ~Mrs.Cabel**