**English 112 Course Outline**

**Grade 11 Semester 1 (September 2015 – January 2016)**

**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.

­­­­­­­­­­­­­­­­­­

**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.) 65%

Exam 25%

**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. 10% will be deducted for each day an assignment is late.

**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

**Website:**

Please use my website to access homework, handouts, image galleries, and links related to the course. To get to the website, go to <http://mvhs.nbed.nb.ca>, then to “Teacher Pages”, and then click on my name.

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

**Writing 110**

**Mrs.Cabel 2015**

The purpose of Writing 110 is to give students of all abilities the opportunity to express themselves and enhance their writing skills. The structure of this course will be that of a writing workshop. Class will always begin with SSR, then a quick write or mini-lesson that relates to our current genre of study. Students will then work on their pieces as I circulate and conference with them individually. For the last few minutes of class, students will share their progress with a peer, small group, or the teacher.

Students will always be working through the writing process (prewriting, drafting, revising, proofreading, publishing) and they will be given choice within the genre. Students may also be working at different speeds, which makes this course a comfortable place for all students.

**Use of class time –** Because the nature of this class is a writers workshop, students must demonstrate a willingness to use class time and conferencing experiences to improve their writing. A rubric will be used to evaluate your use of class time and it will be incorporated into your mark.

**Genres of Study:**

Snapshot Moment

Narrative

Argument

Satire

Poetry

Multi-Genre (final project)

Depending on the interests of students, genres of study may change. There may also be shorter writing pieces that will be required within the genres.

**Materials:**

It is essential that each student have a **hard cover** writers notebook for this class. Most of our work will be prepared in the notebook. A **three ring binder** will also be needed to house notes. Students may use pen or pencil to write drafts in class. However, if you are prone to using pens, you should bring pencils because we will often create visuals and storyboards during the prewriting stage.

**Marking:**

There is no exam in this elective course. However, there is a multi-genre unit, which consists of a final course project worth 25% of your semester mark. This project will be a culmination of the skills you have learned throughout the course.

Class Mark (**effectively using class time**, quick writes, homework) – 15%

Written Pieces – 60%

Final Project (Multi-genre) – 25%

**I am looking forward to journeying through the writing process with you this semester. Good luck!**

**~Mrs.Cabel**

**What is Writing 110 about, Mrs. Cabel?**

Well, it’s about *writing* obviously…but it might help you understand what we’ll be doing if I tell you a little of what I believe about teaching writing. I believe that writers need to choose their own topics, writers need to be given the tools and skills to express themselves on paper, and writers need to *read like writers*. I try to incorporate all three of these in our writing program.

**TOOLS AND SKILLS…**With each writing piece, we will travel through the writing process together (prewriting, drafting, revising, editing, publishing), and I will use mini-lessons to give you the tools to enhance your piece. These mini-lessons will focus on topics such as: choosing strong verbs, writing effective leads, creating suspense, using quotation marks, sentence structure, creating storyboards, etc.

I strongly feel that one of the most effective ways to teach writing is to actually *be* a writer. I have struggled with writing confidence issues in the past, but once I found my voice, there was no stopping me. Does that mean that I am a fantastic writer? Definitely not! But, I realized a few years ago that there is nobody better able to tell my stories than me. How could someone else possibly express *my* emotions, experiences, high points, embarrassing moments? I would have to do it….with *my* voice! The same is true for you – be confident in your voice and your stories.

I also came to another realization - if I’m writing alongside of you, I am better able to help you when you are struggling. I will always be working on whatever genre we are studying together so that my understandings of what writers need to work in that genre will be fresh and helpful. I will be going through the writing process with you, so I can show you my prewriting, drafting, incomplete thoughts and messes, so that I can help you with your own process. And I expect the same from you. That means that we have to have an honest classroom community, where everyone feels safe to share their drafts with me, with partners, small groups, and maybe even the whole class. I have always had this sense of community in my classrooms, and I don’t expect this year to be any different. You can also trust me to respect your wishes not to share a piece of writing with a partner or group if it is a topic very personal to you.

**CHOICE…** We will be doing many quick writes in class this semester. Part of the purpose of quick writes is to help you find topics you care about and are interested in pursuing in longer pieces of writing. Your writing has to be important to YOU! Perhaps you are really interested in mystery stories – well, you should write mystery stories. Or maybe you are like me, and prefer to write about experiences in your own life. Our purpose in this class is not to copy William Shakespeare or Jane Austen. Although they are fine writers, I would rather you find your *own* voice and tell stories that mean something to you. When you discover this, you will be amazed at how engaged you are in the writing process.

**READING LIKE A WRITER…** We will read to figure out what other authors are up to in their writing, and we will read to respond. We will look at mentor texts in our current genre of study, in order to collect ideas for our own writing. Noticing what is appealing about an author’s style, will help you to enhance your own writing. Also, writers often use a **writers notebook**, so we will learn to use one to record what we see around us**.** You never know when a good story or topic may pop into your head. Your notebook will quickly feel like “your own”.

So, what are we waiting for? Let’s write, let’s share, let’s put on our metaphorical rubber boots and stomp around in this mucky mess…together.