English Language Arts 11
Literary Studies
Course Outline

Windsor Secondary
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Intention: It is our hope that students learn more about themselves, each other, and the world we inhabit. In this course students continue to access opportunities for personal and intellectual growth through speaking, listening, reading, viewing, writing, and representing — to make meaning of the world and to prepare them to participate effectively in all aspects of society.

Competencies – Skills And Processes

1. Students will access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability.
2. When encountering and composing a variety of written, visual, and spoken works, students will use multiple strategies and processes to determine the following in each case:
   - Does the work meet its purpose?
   - Is there a relationship between content and form?
   - Is it meaningful?
   - Does it contribute to an understanding of self and others?
   - Does it adhere to the features, structures and conventions of the English language?

Big Ideas

The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.

People understand text differently depending on their worldviews and perspectives; texts are socially, culturally, and historically constructed.

Language shapes ideas and influences others.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

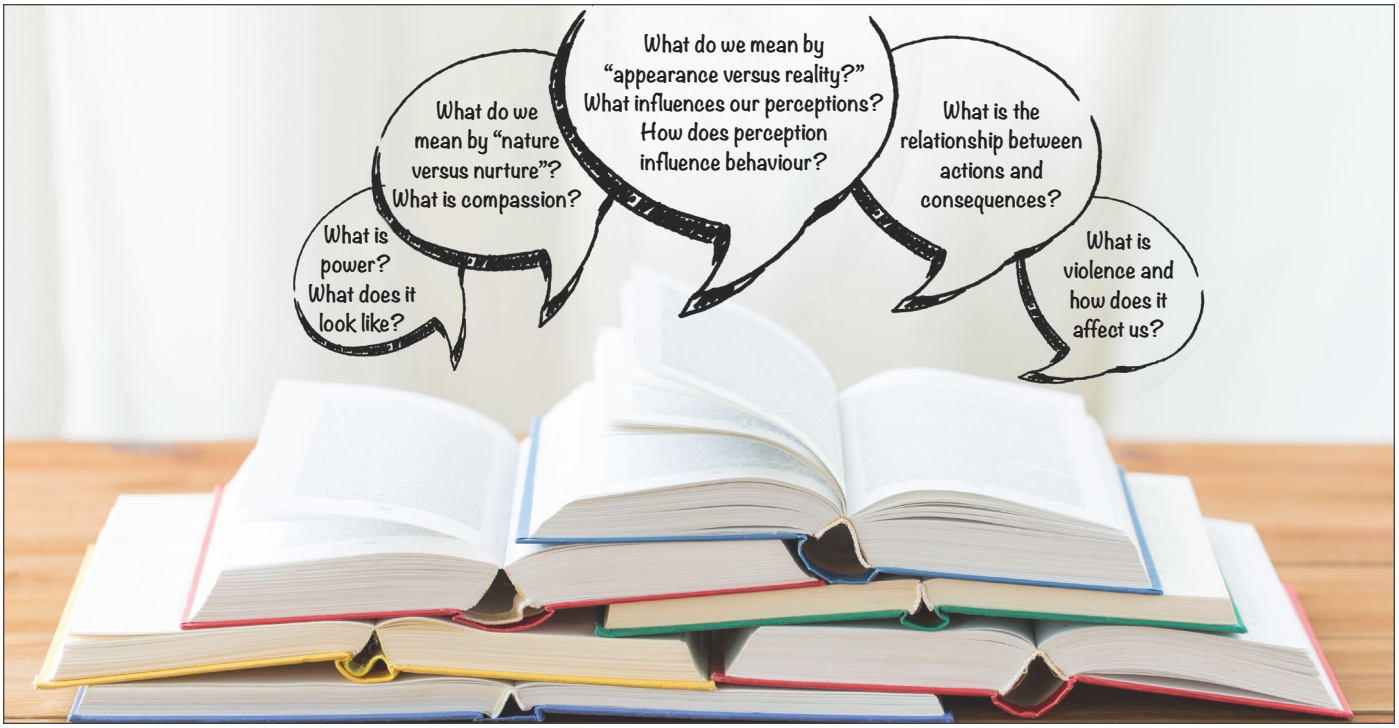
The Big Ideas help explain some of the reasons why Language Arts is important. At the heart of this course are the questions **"What is Human Nature?"** and **"What is my nature, and how can I use my influence in a meaningful way?"** along with our exploration of how the Big Ideas relate to the formation, expression, and influence of individuals in their societies. To do this we practice skills and processes called Competencies — analyzing, interpreting, and composing fiction, non-fiction, and poetry — and use these Competencies to both generate and answer questions that are personally, socially, and culturally important. We make as many contemporary and personal connections as possible to the literature we study.

The privilege of a lifetime
is being who you are.
— Joseph Campbell

School-Wide Goals

At Windsor we aspire to be a vibrant learning community where individuals respect and encourage one another to develop the competencies needed for our rapidly changing world. We strive to foster critical thinking and compassionate, educated citizenship.

See https://curriculum.gov.bc.ca/curriculum/english-language-arts/11/literary-studies for further details about learning standards and curricular content.



Outside of a dog, a book is man's best friend. Inside of a dog it's too dark to read.

— Groucho Marx

English Classroom Rules

(created to protect Ms. Dunn's freedom to teach and her students' freedom to learn):

1. Listen and follow directions.
2. Raise your hand during lessons.
3. Respect your classmates and your teacher.
4. Keep your hands, feet, and objects to yourself.
5. Do not leave your desk or classroom without permission.
6. Do not use books or supplies without permission.
7. Put away all books and supplies after the period is over.
8. Do not play fight or roughhouse.
9. Do not curse or use bad language.
10. Do not bring food, gum, or drinks to class.
11. Keep bags, backpacks, hats, and school supplies in designated areas.
12. Do not bring personal belongings to class.
13. When instructed to do so, stop, listen, and follow directions.

* Cell phones are not permitted and will be confiscated with no warning.

** Rules may be added or changed at a later time.

English Classroom Policy

Notebook: Students will keep a neat notebook, organized appropriately for the course work.

Plagiarism: Plagiarize (verb) – *to take and use as one's own the thoughts, writings, inventions, etc. of another; especially, to take and use a passage, plot, etc. from the work of another writer. Plagiarism is theft.* At Windsor, plagiarism also occurs if one uses the same material in more than one subject area without the teacher's permission, or if one uses another student's work, even with that student's permission. A significant portion of assessment is based on the learning process. Therefore, all rough work must be available upon request as well as hard copies of intermediate drafts. The penalty for plagiarism will be a mark of "0" and the assignment cannot be redone.

Approximate Timeframe

25-35% Oral Language (Speaking and Listening)

40-45% Reading and Viewing

25-35% Writing and Representing

Supplies to be provided by students and brought to class every day

- 2.5" binder with dividers
- wide ruled loose leaf paper (for binder)
- 3 hole pencil case (for binder)
- blue and red pens and pencils
- highlighter
- 2 one subject spiral notebooks
- independent reading novels for novel studies

* Supplies may be added at a later time.

All students do better in a classroom where guidelines, procedures, rules, consequences, and learning standards are clearly defined and faithfully implemented.

English Classroom Listening and Speaking/Engaging/Exchanging

Learning Standards addressed:

- Apply appropriate strategies to comprehend, inquire, and extend thinking
- Respectfully exchange ideas and viewpoints
- Demonstrate speaking and listening skills

Every student begins each class period with four points. To keep these points, students have to listen when Ms. Dunn speaks, or while collaborating with other students, and actively participate in all activities. It is not an assessment of how well students do these things. Students simply listen and participate to keep their four points or they don't.

Listening

To earn (or keep) their two listening points, students must listen quietly when Ms. Dunn talks and follow all directions given. If they fail to do this one time, then they lose a single point. If it happens again at any time during the rest of the period, then they lose their second point.

Speaking/Engaging/Exchanging

To earn their two speaking/engaging/exchanging points, students must be involved in whatever independent or group work Ms. Dunn assigns. If students are off task, then they would lose a point. If it happens again, then they lose the second point.

* If students are absent they will be given all four points for the day ***as long as they make up the work they missed***. If they don't make up the work, then they lose all four points.

Revised September 3, 2019