



## **English 11: Composition & World Literature Course Outline & Syllabus 2014-2015**

### **Course Description**

The goal for English 11: Composition with World Literature is to continue to build upon the foundation established in 9th and 10th grade developing knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. Students will develop their reading and writing skills by studying literature from the ancient world to the 20<sup>th</sup> century written by authors who are recognized for their significant literary contributions. Through close reading of literary texts, students will come to understand how writers use language to provide meaning and to answer the big questions in literature and in life. Students will also master vocabulary terms. Writing well about literature is a key component of the class. English 11 students will also be taught the skills needed for success on the ACT/MME, which include grammar instruction and persuasive writing strategies, as well as standardized test-taking techniques.

### **Course Outcomes**

In this course students will improve close reading and analytical strategies. Students will:

- read, analyze, and react to a wide variety of literature, recognizing literary devices, and distinguish various genres
- write expository and persuasive essays that analyze dramas, novels and non-fiction
- respond directly and effectively to questions requiring a timed essay
- relate the content of the literature to the real world
- advance vocabulary skills to cope with unfamiliar language

### **Methods of Instruction**

Considerable emphasis will be placed on strengthening writing skills through the use of the writing process. Students will have an opportunity to explore a variety of creative and prescribed types of writing. Because the connection between writing and literature is of primary importance, reading will be an integral part of the class. A variety of literary genres (short stories, essays, plays, and novels of world authors) will be explored through literary periods, historical context and/or theme. Reading, discussing, and writing about literature are the primary ways in which students come to understand a particular text or concept. Projects/assignments will be completed individually; however, cooperative learning groups will also be utilized used in class. Some assigned texts are to be read independently, in addition to other course texts.

### **Writing about Literature**

- Students will write a variety of essays over the course of the year, most timed and in class. While all essays expect general rhetorical excellence, each one has a particular thematic or analytical focus.
- Students will be involved in expository and persuasive writing throughout the school year.
- In addition to writing essays, students will also write reflective, more personal responses to literature and various topics throughout the year in their writers' notebooks

### **Resources/Texts**

- *Night* by Elie Wiesel
- *Animal Farm* by George Orwell
- *Oedipus the King* by Sophocles
- *Macbeth* by William Shakespeare
- *Lord of the Flies* by William Golding
- *A Doll's House* by Henrik Ibsen
- Various non-fiction texts

## Additional Resources:

Titles listed below are taught in English 9 - 10. We will use this literature as a basis for comparison, writing prompts, background knowledge, themes, and other literary devices to be used for analysis throughout the year.

- *Romeo & Juliet*, Shakespeare
- *Anthem*, Rand
- *To Kill a Mockingbird*, Lee
- *The Odyssey*, Homer
- *The Adventures of Huckleberry Finn*, Twain
- *The Crucible*, Miller
- *The Great Gatsby*, Fitzgerald

## Assessment & Grading

RHS has a unified and common grading scale for all courses. The following scale will be used to determine the letter grade assigned to each student for each class taken:

93 - 100 = A	87 - 89 = B+	77 - 79 = C+	67 - 69 = D+	59 and below = F
90 - 92 = A-	83 - 86 = B	73 - 76 = C	63 - 66 = D	
	80 - 82 = B-	70 - 72 = C-	60 - 62 = D-	

Assessments and daily practice are important factors in determining student mastery of course content. The following method will be used by all certified staff to arrive at a marking period / quarter grade:

$$\begin{array}{lcl} \text{Summative Assignment /Assessments} & = & 90\% \text{ of entire grade} \\ \text{Formative Assignments/Assessments} & = & 10\% \text{ of entire grade} \end{array}$$

A semester grade is made up two marking period / quarter grades and a mid-term or final exam. All courses will administer a final exam. The semester grade will be calculated by using the following formula:

$$\begin{array}{lcl} \text{Marking Period 1 / Quarter Grade} & = & 40\% \\ \text{Marking Period 2 / Quarter Grade} & = & 40\% \\ \text{Mid-Term/Final Exam} & = & 20\% \end{array}$$

## Course Outline

### 1<sup>st</sup> SEMESTER

- Vocabulary assignments and quizzes
- Grammar assignments and quizzes
- *Night* by Elie Wiesel
- *Animal Farm* by George Orwell
- Research Paper

### 2<sup>nd</sup> SEMESTER

- Vocabulary assignments and quizzes
- Grammar assignments and quizzes
- *Oedipus the King* by Sophocles
- ACT/MME Prep/Exam – March, 2014
- *Macbeth* by William Shakespeare
- *Lord of the Flies* by William Golding
- *A Doll's House* by Henrik Ibsen