**English 11**

**Course Outline**

**Mz. Hope**

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Welcome to English 11!

This course is organized around exploring the following Big Ideas, as outlined by the new BC curriculum:

* **The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.**
* **People understand texts differently depending on their world views and perspectives.**
* **Texts are socially, culturally, geographically, and historically constructed.**
* **Language shapes ideas and influences others.**
* **Questioning what we hear, read, and view contributes to our ability to be education and engaged citizens.**

We will immerse ourselves in debates and questions, searching for *evidence from the texts* to support our opinions. You will express your ideas both verbally and in written form.

To meet these objectives, we will focus on the following (but I reserve the right to invite the unexpected, the unpredictable, and the magical occurrences that can occur in a great class):

**Self and Society:**

* Personal exploration through stream-of-consciousness writing in response to a prompt. This form of writing allows us to unlock blocks to creative writing and critical thought, and allows the writer to reflect on their own thoughts and responses. Additionally, it helps the writer connect to prior knowledge and gain an understanding of context. Our focus on this style of writing will revolve around our own autobiographical stories; we will engage in weekly creative non-fiction writing and *may* culminate in an auto-ethnography.

**Streams:**

* Literary studies of a variety of genres.
* English First Peoples with a focus on Reconciliation work.
* Drama: William Shakespeare’s *Othello*
* Novel studies: *TBA*,; an independent novel of your choice; possibly a book club novel from a pre-selected collection.
* Grammar: short bursts of “grammar vitamins”!

**Essays:** Expository, Literary, and Synthesis, as well as a focus on academic research skills.

**Critical media literacy**: Context, audience and purpose will be considered in both what we read and what we produce.

**Ora**l **literacy**: daily discussions, informal debates, presentations, read alouds.

**Independent Learning Module:** A three week, self-directed, literary/written project in which you design, research, implement, and share your passion.

To succeed in this course, it is imperative that you attend. Consistent absences will not only dramatically affect your mark, but your ability to be and feel prepared to enter grade 12.

**Assessment:** You can expect to write three essays (10 % each) as well as weekly journal writing (10%). You will have small projects in response to texts and small quizzes to check for comprehension (approximately 20%). Your major Inquiry project is worth consideration early in the year (20%). You will also participate in small presentations to groups. Participation is assessed through attendance, silent reading, and responsibility demonstrated (20%).

**PHONE POLICY:** Do not have your phone out in class unless you want it taken to the office. You will be given a daily “text break” in which you can check your phone. Consistent issues with this will lead to a class policy of using the Phone Hotel.

I expect a classroom culture of respect and inclusion. You must take ownership over your experience in this course. The more you put into this, the more you will get out of it.

Let’s begin!