

## English 11 Course Overview

# Course Overview

Welcome to English 11!

Some of the ideas in English 11 may be new to you. Others may be quite familiar from other English courses or from your independent reading.

In this course, you will explore a variety of fiction, non-fiction, drama, and multimedia by authors ranging from Shakespeare to poets of the modern era. You will also write and present ideas to demonstrate your understanding of English literature and the English language. Finally, there will be opportunities for viewing, speaking, and listening using a range of media and technologies.

## English 11 Version 06:

You will complete three of four modules for English 11. Modules 1 and 4 are both required, and you can choose between Modules 2 and 3:

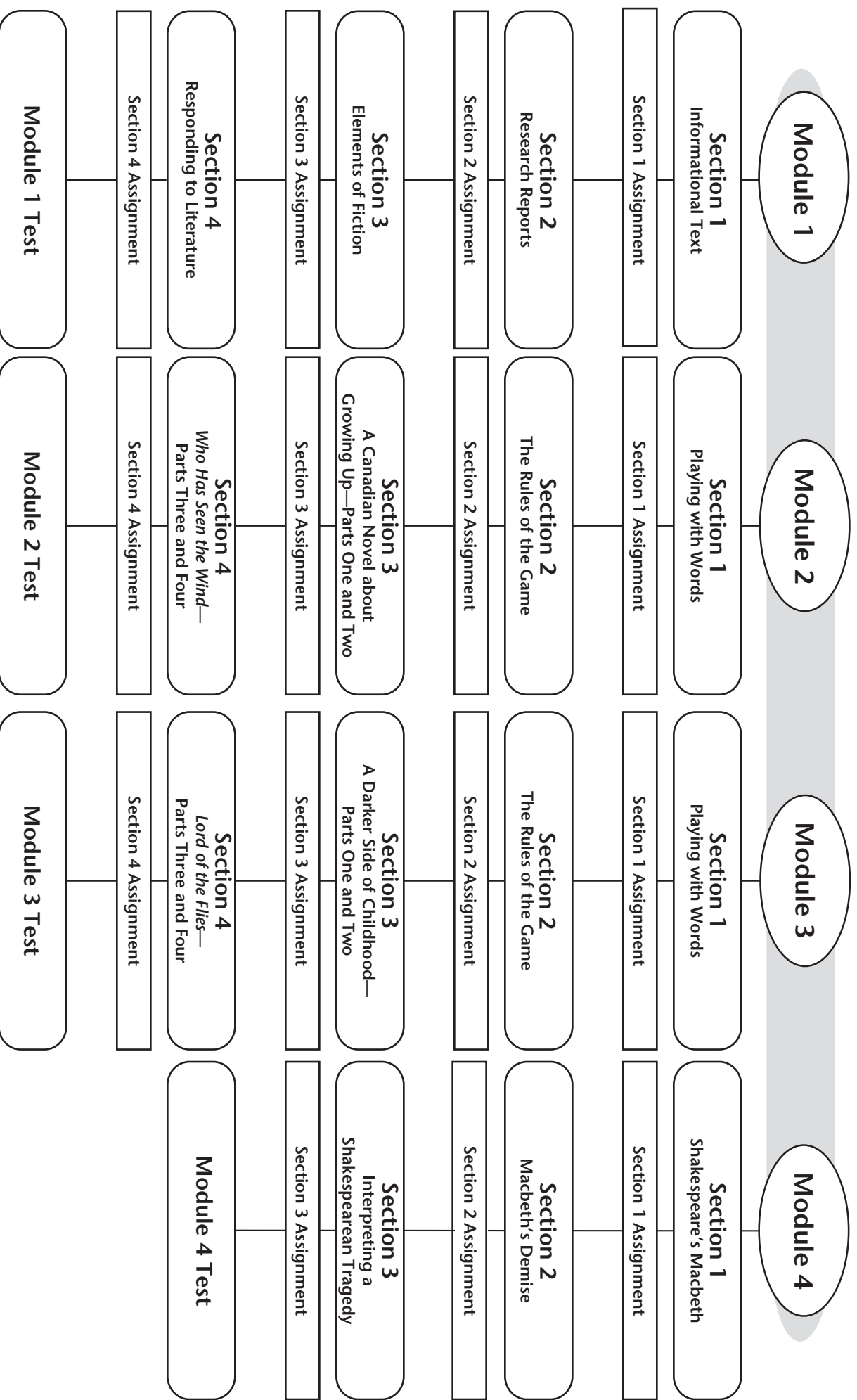
- Module 1: Facts and Fiction
- Module 2: Poetry and Prose: *Who Has Seen the Wind* or
- Module 3: Poetry and Prose: *Lord of the Flies*
- Module 4: *The Tragedy of Macbeth*

## Course Outline

Each module consists of sections (groups of lesson related to a specific topic), lessons, activities, journal entries, and section assignments. Each lesson is designed to take about as long as a typical class period at school, which can vary from about 40 minutes to just over an hour.

Lessons that involve writing multi-paragraph compositions will require more time. You may choose to complete lessons at a different pace, depending on your own situation. A recommended schedule is to complete one lesson per day (or one section per week) and each lesson in one sitting. Be sure to work through a lesson and its related activities before beginning a section assignment.

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### **Module 1: Facts and Fiction**

#### **Section 1: Informational Text**

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- Lesson A: Active Reading
- Lesson B: Critical Reading
- Lesson C: Applying Critical Skills
- Lesson D: Group Process
- Section 1 Assignment

#### **Section 2: Research Reports**

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- Lesson A: Research Report
- Lesson B: Finding a Focus
- Lesson C: Sources of Information
- Lesson D: Evaluating Sources
- Lesson E: Taking Research Notes
- Lesson F: The First Draft
- Lesson G: The Final Draft
- Section 2 Assignment

#### **Section 3: Elements of Fiction**

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- Lesson A: The Basics
- Lesson B: Setting, Character, and Point of View
- Lesson C: Theme and Conflict
- Lesson D: Style
- Lesson E: Creative Writing
- Section 3 Assignment

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### Section 4: Responding to Literature

- Lesson A: Response to Literature
- Lesson B: Formal Speech
- Lesson C: Practice Makes Perfect
- Section 4 Assignment

## Module 2: Poetry and Prose: *Who Has Seen the Wind*

### Section 1: Playing with Words

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- Lesson A: Personal Responses to Poetry
- Lesson B: Imagery and Symbolism
- Lesson C: Figurative Language
- Lesson D: Sound
- Section 1 Assignment

### Section 2: The Rules of the Game

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- Lesson A: Discussing Form
- Lesson B: Free Verse and Formal Verse
- Lesson C: Sonnets
- Lesson D: Interpreting Poetry
- Lesson E: Writing an Interpretive Composition
- Section 2 Assignment

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### **Section 3: A Canadian Novel about Growing Up—Parts One and Two**

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- Lesson A: Another Time and Place
- Lesson B: The Early Years
- Lesson C: A New Setting
- Lesson D: Writing a Character Sketch
- Lesson E: Interpreting Narrative
- Section 3 Assignment

### **Section 4: *Who Has Seen the Wind*—Parts Three and Four**

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- Lesson A: The World Beyond
- Lesson B: A Happy Ending
- Lesson C: Interpretive Composition
- Lesson D: Test Preparation
- Section 4 Assignment

## **Module 3: Poetry and Prose: *Lord of the Flies***

### **Section 1: Playing with Words**

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- Lesson A: Personal Responses to Poetry
- Lesson B: Imagery and Symbolism
- Lesson C: Figurative Language
- Lesson D: Sound
- Section 1 Assignment

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### Section 2: The Rules of the Game

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- Lesson A: Discussing Form
- Lesson B: Free Verse and Formal Verse
- Lesson C: Sonnets
- Lesson D: Interpreting Poetry
- Lesson E: Writing an Interpretive Composition
- Section 2 Assignment

### Section 3: A Darker Side of Childhood—Parts One and Two

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- Lesson A: Another Time and Place
- Lesson B: A New Beginning
- Lesson C: New Life, Old Life
- Lesson D: Writing a Character Sketch
- Lesson E: Interpreting Narrative
- Section 3 Assignment

### Section 4: *Lord of the Flies*—Parts Three and Four

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- Lesson A: The Beast Within
- Lesson B: The Final Collapse
- Lesson C: Interpretive Composition
- Lesson D: Test Preparation
- Section 4 Assignment

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### **Module 4: The Tragedy of Macbeth**

#### **Section 1: Shakespeare's Macbeth**

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- Lesson A: Introduction to Shakespeare
- Lesson B: Elements of Shakespearean Tragedy
- Lesson C: Elizabethan English
- Lesson D: Soliloquy and Irony
- Section 1 Assignment

#### **Section 2: Macbeth's Demise**

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- Lesson A: Comic Relief and Poetic Devices
- Lesson B: Climax and Hubris
- Lesson C: Poetic Justice
- Section 2 Assignment

#### **Section 3: Interpreting a Shakespearean Tragedy**

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- Lesson A: Interpreting Non-Verbal Clues
- Lesson B: Sound and Image
- Lesson C: The Eye of the Camera
- Section 3 Assignment

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### Print or Online?

English 11 can be accessed online or in print. If you take the print course and have access to the Internet, you may choose to do some of the online options for assignments. There may be some instances where Internet is required to complete an assignment. You can contact your school to arrange the details.

### Course Components

#### Activities

Lessons use a combination of reading and activities that give you a chance to process the material while being an active learner. The activities are self-marked (by you). They let you know how well you're learning the material and whether or not you need to review the lesson before moving on, so be sure to do these! The answer keys for the activities are at the end of each print module. For online students, the answers are available immediately following the questions.

#### The Journal

The journal is your place to record your ideas, feelings, questions, and reflections about all that you encounter in English 11. It is also a way to practise using the concepts and ideas studied in your course work. The journal will be collected and marked at the end of each section. Submitting your journal gives your teacher insight into your learning process.

You will be prompted throughout the course to answer specific, but informal, journal questions. At other times, you will be required to build more formal assignments in your journal. You will sometimes be asked to write reader responses in your journal, reflecting on a particular course reading.

Lined pages have been included for your journals as part of the section assignment. Online student journals will be recorded in a special section of the course delivery system. If you wish to submit your journals in an alternate format (e.g. electronically or as a printout without using the lined pages provided), please contact your teacher. If you are taking the print-based course, you must include your section assignment cover sheet with all of the parts of the section assignment you submit.

#### How Will My Journal Be Evaluated?

You will submit your journal to your teacher at the end of each section. You must submit work of good quality to earn full marks; do not wait until the last minute to scribble down a few quick ideas!

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You may be asked to submit all the journal entries from one section, or you may be asked to submit only a certain number, for instance two out of three, or three out of five. Your teacher will mark the journal entries based on the Journal Scoring Guide. Each journal entry is worth 4 marks. Before you submit your journal entries, review the Journal Scoring Guide to ensure you have included everything you need for a complete journal entry.

### Section Assignments

Section assignments are typically done at the end of a lesson; however, they may be completed at the end of a section or after several lessons depending on the content of each lesson. They provide a chance for you to apply what you've learned in the lessons. If you have completed all of the readings and practice work, you should be able to complete these assignments successfully. If you're not sure how to complete an assignment, go back and reread the associated lesson to see if you missed something, or contact your teacher for assistance.

Print-based students are encouraged to use a computer to do your writing activities and assignments. In some section assignments you will be asked to submit first drafts of your work, so be sure to print off a hard copy before you make changes to the file (or save the first draft version with a different filename for later retrieval). It is a very good idea to back-up your work frequently. You will lose marks if you do not submit these drafts when they are requested. If you are interested in submitting your work by email, contact your instructor to see if this is possible.

### A Note About Scoring Guides

Many of your section assignments will be assessed using standard scoring guides, including the following:

- Journal Scoring Guide (4 points)
- Paragraph Scoring Guide (6 points)
- Multi-paragraph Scoring Guide (6 points)
- Visual Design Scoring Guide (6 points)
- Dramatic Reading Scoring Guide (4 points)
- Oral Communication Scoring Guide (4 points)

Scoring guides will be included either in the first section assignment they are used for in each module, or they will be available in the module Appendix. Scoring guides are based on either a four- or six-point scale. You will notice in some assignments that a multiplier is added to the scoring guide to create your total mark. For example, the Multi-Paragraph Scoring Guide is based on a 6-point scale. The Evaluation Guidelines for the assignment might read,

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“Multi-Paragraph Scoring Guide × 4.” This would mean your total mark for the assignment is 24 marks. Multipliers are used to reflect the amount of time and effort required to complete the assignment.

### Module Tests

At the end of each of the three modules (1, 4 and your choice of Module 2 or 3), you’ll be writing a test that covers all the material in the module. Instead of the test, your teacher might have you do a Module Project. Check with your teacher to find out which one you’ll be doing so that you can plan ahead.

### What is the Glossary?

You will find a glossary of terms used in the course listed at the end of each print-based module.

### Course Resources

Some of the course resources will be used in only one module, while others may be used throughout the course. Please note that you’ll need access to a computer and a DVD player to complete this course.

#### Module Resources

##### Module 1: Facts and Fiction

Anthology: *English 11 Source File* (print-based students only)

##### Module 2: Poetry and Prose (*Who Has Seen the Wind* novel)

Novel: *Who Has Seen the Wind* W.O. Mitchell

Anthology: *Poetry Alive Reflections* ed. Dom Saliani

##### Module 3: Poetry and Prose (*Lord of the Flies* novel)

Novel: *Lord of the Flies* William Golding

Anthology: *Poetry Alive Reflections* ed. Dom Saliani

##### Module 4: *The Tragedy of Macbeth*

Play: *Tragedy of Macbeth* (The Folger Edition)

DVD: *Macbeth* (BBC)

#### Course Resources

##### *Writing on the Run!*

*Writing on the Run!* is a grammar and writing resource that accompanies all modules of English 11. (*Writing on the Run!* is available in print and CD formats for print students. For online students, *Writing on the Run!* is embedded in the course.)

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### *English 11 Companion CD*

The *English 11 Companion CD* houses all the multimedia resources related to the course. All media is organized on the CD according to module number.

You will be prompted to go view multimedia resources at various points in the course. You will see a prompt, such as the following:

Go to your *English 11 Companion CD*>Module 1>**Literary Device Library**.

When you see this prompt, open your CD, go to the Module 1 drop-down menu, and select **Literary Device Library**.

In order to use the multimedia files on your CD, you must have a computer with the following configurations:

- PC: Windows 98 or later
- Macintosh: Mac OS 9 or later
- CD Drive
- Flash 9 Player installed (free to download from Adobe/Macromedia's Website)
- Speakers

### **Online Resources**

*English 11 Companion Website:* If you have Internet access, the Companion Website contains useful links for this course and is organized by module:  
<http://www.openschool.bc.ca/courses/english/eng11v6/index.html>

## **What are Good Ways to Study?**

### **Taking Effective Notes**

One of the best ways of learning as you work through a lesson is to take notes as you read. This changes the learning experience from a passive one to an active one—so you learn the material more completely.

### **Here are some suggestions for effective note taking:**

- Write down the definitions of words you're not familiar with and highlight key points of the definition.
- Focus on the key points as you read and make a note of each one.
- Rewrite these points in your own words rather than copying; this helps you remember much more clearly.
- Summarize the points you've learned at the end of the lesson.

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You may want to divide your page in half and write your notes on the right-hand side. Later, when you are reviewing, you can write extra notes on the left-hand side and draw arrows to connect related ideas.

### Reviewing to Remember

Here are some suggestions to help you make the best use of your study and review time:

- Review regularly rather than just before a test.
- Set aside a separate time for review: one hour once a week is often enough—but you'll have to decide what's best for you.
- Reread actively; jot down extra notes, drawings, and other information you think of.
- Close your notes and summarize key concepts, formulas, and facts on a fresh sheet of paper—then check to see how well you did.
- Use visual and other devices to help you remember such as drawings, diagrams, rhymes, and associations—whatever works for you.

### Good Course Management Your Personal Study Timetable

To complete your course, you will need to spend the same amount of time studying as students who learn in a classroom situation in schools. Most courses should take between 100 to 120 hours to complete. There are no short cuts or easy ways to gain a satisfactory result.

Success in self-teaching usually involves being well organized. Set aside a number of relatively short, definite periods each week for course study—don't do it all in one block.

Most students find that working in one-hour chunks on a regular basis is better than putting in three- or four-hour marathons once in a while. You also need to allow sufficient time to prepare for each test.

To help you organize your time so that you can work through the course at an even pace, you may want to develop your own study schedule.

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### Suggestions for Managing Your Course

- Do the sections in the proper order. If you have difficulty with your course, it is best if you wait for each section assignment to be graded before working on the next, so that you can benefit from corrections and comments. You should, however, keep on with the reading of the next section's lessons while you wait.
- Don't skip or omit section assignments. If you cannot do a question because you don't understand it, you may contact your teacher for help.
- If you are writing assignments by hand, use blue or black ink, not pencil. It is all right to cross things out, so long as you do it neatly and what you intend to have marked is clear.
- Try not to submit batches of section assignments. Do one section assignment at a time and submit it immediately when you are finished.
- For section assignments put your name and student number at the top of every page in case pages get separated.
- Don't submit the answers to activities unless your teacher asks to see them.
- Make sure all your work is your own. Don't ever copy answers, either from a book or another student.

Remember that your teacher wants to help you do well in the course. To be effective, learning should be a two-way conversation, so contact your teacher if you have any questions or comments.