**English 621 Course Outline: 2012**

**Instructor:** Mr. Kelly  
**Classroom:** 229  
**Texts:** *Echoes 12: Fiction, Media, and Non-Fiction*  
*Elements of Essays*  
*Canadian Students' Guide to Language, Literature, and Media*  
*Macbeth, Hamlet, Twelfth Night* by William Shakespeare

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**Course Description**

This is the last high school English course many students will take prior to entering post-secondary studies. Therefore, in writing, attention is given to **research and persuasive essays**; and in literature, the **study of form** becomes more important. The reading of novels, drama, short stories, essays and poetry is continued in this course, but with increased emphasis on structure and authors’ techniques. The main textbook - *Echoes 12* - is divided into these genres: Poetry, Drama, Short Fiction, Essays, Non-Fiction, and Media. **The main focus in English 621 is NON-FICTION.** We will study essays, editorials, speeches, biographies, etc. All types of essays shall also be studied and analysed: descriptive, narrative, argumentative, and persuasive. Students shall be expected to carry out their own personal reading in addition to the required reading for the course.

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**English 621 on the Web**

This English course recognizes (and expects the use of) technology and the Internet in school work and has been designed to be technologically-friendly to make life easier for both students and the teacher.

A website is kept for all classes. Major activities, assessment rubrics, notes, due dates, homework & important links shall be posted on this class’s website. Each student - upon missing a day - is required to consult the blog: [http://kellyblog9.wordpress.com](http://kellyblog9.wordpress.com)

Most written assignments may be submitted via e-mail. It is your responsibility to submit on time: mkelly@edu.pe.ca

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**Assignment Format**

Activities assigned in English 621 must be submitted using proper MLA format (double-spaced, with identification lines in the top left corner, proper pagination and referencing). Improperly-formatted activities will be returned without assessment. Check my blog under research for proper MLA format rules.

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**Daily Reading**

At the beginning of each day for approximately 15 minutes, the entire student body is expected to read. English 621 students will be expected to read from a personal novel (see Independent Reading Activities on my blog). English 621 students are required to read at least **four novels** as part of their course assessment **(one novel will be for the novel study unit)**. Students should use their fifteen daily minutes to read a novel which may be used as part of this class’s novel assessment. At three dates during the semester, students will be asked to complete **independent novel activities** with the class based on each novel. Each of these activities shall be counted towards the final grade (10% of course). Occasionally, class time will be dedicated to personal reading, so have your novel on hand at all times.

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**Tests & Presentations**

Students should not miss tests, activities, and presentations. Activities not submitted on the due date will be subjected to Morell High’s English assignment policy (below). Activities must be submitted on the due date by 3:05 pm. As for tests, if students have a legitimate and unavoidable excuse (family issues, school-related stuff, for example), they will write the test, under the following conditions:

1. The test will be written either at lunch or on a free block on the day of the student’s return.
2. The student provides a note explaining the reason for the absence (signed by a parent/guardian).
3. If students cannot comply with the two conditions above, the test grade shall be **zero**.
4. **Under no circumstance will a test or assignment total be added to the final exam:** nor shall low test grades be dropped.

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**Morell Regional High School English Assignment Policy**

Each Morell Regional High School course in English and social studies uses the following policy: Teachers will provide students with two types of assignments: **Standard** and **Major**. Standard assignments are assigned activities that are given to further strengthen concepts in the course. Major assignments are compulsory activities which are also course requirements and, therefore, must be completed before course credit is awarded.

**Standard Assignments:** Students are expected to submit standard assignments on or before the assigned due date. Late assignments will be reduced in value by 10% per day late. **After the fifth day, the assignment is worth zero and will not be accepted.** It will not receive an incomplete mark.

**Major Assignments:** Students are expected to submit major assignments on or before the assigned due date. Late assignments will be reduced in value by 10% per day late until the fifth day. Then, the assignment is designated incomplete, resulting in the withholding of course credit. Major assignments will be accepted until one week prior to the final instructional day of the semester and will be awarded credit (up to 50%). At such time, the grade of incomplete will be changed for course credit.
Attendance
Students are obviously expected to attend class daily. Sickness/family issues are understandable and excusable reasons for missing class. After five unexcused absences, parents are contacted by the school. Students who are consistently late for class may find themselves locked out of the classroom only to be welcomed back after a meeting with parents and administration.

Shakespeare and Novel Study
In addition to class work, students will be responsible for studying one Shakespeare play and one group novel. The novel study counts as one of the four required novels for the semester. Each unit counts for approximately 10% of the yearly grade.

Assessment
In this class, students will be assessed in many different ways, each with the focus on improving learning. Each time an assignment is given, students will be provided with an appropriate rubric or checklist telling what areas will be assessed. We will have class tests, oral and written assignments, essays (of course), and opportunities to complete alternative assignments. Make the most of each opportunity.

Novels for Class Study
Students are usually given a choice in the novels used in novel study. Generally, as long as four students agree to read the same novel (and it gains Mr. Kelly’s approval), it will be accepted. There are several novels available at the school. In the past few years, however, students have chosen novels outside the curriculum and have enjoyed greater success in the novel study. Some novels:

<table>
<thead>
<tr>
<th>PEI Curriculum Novel Choices</th>
<th>Recent Student Choices</th>
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</thead>
<tbody>
<tr>
<td>Brave New World by Huxley</td>
<td>A Thousand Splendid Suns by Hosseini</td>
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<tr>
<td>The Nymph and the Lamp by Raddall</td>
<td>The Kite Runner by Hosseini</td>
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<tr>
<td>A Separate Peace by Knowles</td>
<td>Into the Wild by Krakauer</td>
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<tr>
<td>1984 by Orwell</td>
<td>Night by Wiesel</td>
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<tr>
<td>Animal Farm by Orwell</td>
<td>The Boy in the Striped Pajamas by Boyne</td>
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<tr>
<td>The Great Gatsby by Fitzgerald</td>
<td>The Secret Life of Bees by Kidd</td>
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Mid-Term Shakespeare Essay & Final Debate
At approximately the half-way point of the semester, students will complete a planned researched Shakespeare essay. To conclude the course, as a final culminating activity, students will participate in a researched debate.

Course Assessment (Subject to Change)
This course is graded cumulatively, and studies the three strands in Language Arts. The mid-term essay is valued at 10% and the final debate is valued at 10% as well.

<table>
<thead>
<tr>
<th>Class Activities</th>
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<tbody>
<tr>
<td>Essays</td>
<td>15%</td>
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<tr>
<td>Debate</td>
<td>10%</td>
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<tr>
<td>Major Research Paper</td>
<td>15%</td>
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<tr>
<td>Research Skills/Grammar</td>
<td>5%</td>
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<tr>
<td>Novel Study</td>
<td>10%</td>
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<tr>
<td>Poetry</td>
<td>10%</td>
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<tr>
<td>Shakespeare</td>
<td>10%</td>
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<tr>
<td>Independent Reading Activities</td>
<td>10%</td>
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<tr>
<td>Final Shakespeare Essay</td>
<td>10%</td>
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</tbody>
</table>

Some Specific Activities
- Persuasive Speech
- Editorial Essay
- Non-Fiction Essay Analysis
- Documentary Film Analysis
- Poetry Slam
- Music as Social Commentary Poetry Analysis
- Film
- Personal Writing
- Narrative Essay
- Literary Essay
- Persuasive Essay (Major)

Live as if you were to die tomorrow; learn as if you were to live forever.
Mohandas Gandhi

Education’s purpose is to replace an empty mind with an open one.
Malcolm Forbes

The whole purpose of education is to turn mirrors into windows.
Sydney J. Harris

Education is not preparation for life; education is life itself.
John Dewey

Education is the movement from darkness to light.
Allan Bloom
English 621 Minimum Course Requirements:

Below, students will see the required activities as laid out by the PEI Department of Education. On the right, students will see the activities planned in English 621 this semester. Of course, these activities are subject to change.

Speaking and Listening

Students must do 1 structured researched debate. The debate must focus on persuasive techniques and the elements of an argument. These may include: arguments supporting a position, counter-arguments, rebuttal, logical/emotional appeals, rhetoric, parallelism, etc.

Students must also complete one of the following:
- A Persuasive Speech
- A Multimedia Presentation
- An Original Editorial Reading and Discussion

Reading and Viewing

Focus of English 621 is NON-FICTION:
- Students must read a minimum of 2 novels.
  One novel must be a whole class novel while the others may be independent selections. English 621 classes should be focusing on the following: the author’s style, the author’s use of language, the genre characteristics of this type of prose, a novel’s theme(s), and its development and character development. Students should be able to assess and evaluate the above in a fluid and well-organized piece of writing.

- Students must read a minimum of 8 samples of non-fiction (Echoes 12 and Elements of Essays)
  The various types of non-fiction must be explored (essays, editorials, speeches, films, and biographies). Also, the following essay types must be studied (descriptive, narrative, argumentative, and persuasive).

- Students must read 3 selections of short fiction (Echoes 12 and other texts).
  It is suggested that these selections be examined with the emphasis on theme analysis.

- Students must survey a minimum of 8 poems (Echoes 12 and other texts).
  It is essential that students in English 621 also complete one thorough poetry analysis.

- Students must read one Shakespearean play and one additional piece of drama
  (Something from Shakespeare, Oedipus Rex, or a selection from Echoes 12)

- Students must be afforded time and instruction in the viewing of visual texts.
  Many examples of visual texts can be found in Echoes 12. Teachers are encouraged to provide many viewing opportunities for students to critique such visuals as videos, paintings, advertisements, photos, and cartoons.

Writing and Representing

- Students must complete one formal research paper.
  The paper could be literary or persuasive. It is necessary that students follow the entire research process. The teacher will define the parameters of the length of the assignment (1000-1500 words); however, the paper must include a minimum of three sources (various types) and follow MLA Style. The evaluation of the paper must reflect the process. Marks should be provided for a proper thesis, an outline, a proper works cited, and the final draft.

- Students must write one argumentative or persuasive essay with a minimum length of five paragraphs.

- Students must write one literary essay in response to one of the literary selections studied.

- Teachers should provide students with time to write personally (response logs, personal essays, narratives).

- Teachers should review and/or teach the business letter format and resume.

- There are a variety of options for teachers and students when it comes to representing.
  Some suggestions include: multimedia projects, collages, oral presentations with visuals, original artwork, photo essays, cartoons, etc. Any representation a student chooses to use or create must be consistent with the outcomes of the course.

Grammar and Language Conventions

These conventions must be taught explicitly and reinforced through students’ responses:
- Good Use of Parallel Structure
- Application of Advanced Punctuation Marks
- Effective Diction (Word Choice) in Written Work
- Effective Use of Sentence Structure in Written Work
- Case Correctness in Written Work
- Using Rhetoric Effectively in Written Work
- Coherence, Unity, Focus, Transitional Devices in Written Work
- Agreement Problems of Pronoun-Antecedent and Subject-Verb

Grammar lessons will be given via a series of mini-lessons and tutorials during the semester.