



English 11 Communication Plan 2017-2018

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Room 218

Overview English 11:

English 11 is designed to meet the educational needs of a wide range of learners and to accommodate their various intelligences and learning styles. English 11 will provide students with a variety of learning opportunities to improve learning skills, personal development, and responsibility in addition to the skills necessary for success in other courses. The course encourages students to explore language and to use it for a number of purposes; to think and learn, to communicate effectively and clearly with a range of audiences and a variety of purposes, to gain, manage and evaluate information, and to explore, respond to and appreciate the power of language, literature and other texts.

As your teacher, I will strive to create daily opportunities for you to read, write, think, and speak with each other and myself as we explore the possibilities of the written and spoken word. I will offer you opportunities to achieve the learning outcomes with a focus on helping you become more effective readers, writers, and speakers. You will be expected to show evidence of your learning every day. This means reading, thinking, note-making, writing, and conversation each and every day. It does not mean frequent consultation of a cell-phone.

As an English 11 student you will be doing a significant amount of reading and writing. Daily homework is an expected component of this course. Reading and review should be a daily habit. You will always have something you can work on at home.

Three Strands of English 11

The specific curriculum outcomes are attached for your perusal.

READING

We will be exploring the strategies we use as we read so we can sharpen these skills and get the most out of what we read, as well as learn ways to use note making and annotation to understand texts for academic purposes.

We will do this through a variety of text types, both assigned and self-selected.

You should come to class every day prepared to read independently.

WRITING

We will look at writing as a craft-- an art and process we learn to do well through practice, reflection, and sharing.

We will write for a variety of purposes, including writing as a way to develop improved writing skills and to interact with texts.

We will focus on learning how to write about literature in a way that demonstrates your personal and critical insights.

SPEAKING & LISTENING

This aspect of English 11 will encourage you to become an effective listener and to recognize both what people are saying as well as how they say it, and how that combination impacts the message they communicate.

You will also learn to speak more effectively in both formal and informal situations. This includes class discussions and interactions presentations, performances, and other classroom activities.

General Comments:

Each student has the potential to contribute substantially to the class atmosphere. This contribution can be positive only if attendance is consistent. When a student misses time, the notes alone will not review the entire class. It is impossible to recapture the discussion, questions, and explanations that are merely highlighted in the notes. Therefore, regular attendance is essential. Please refer to the Sydney Academy's attendance policy, detailed on the school web site.

Class Dynamics:

We will have the opportunity to work in many different kinds of situations both independently and cooperatively. While group work will be a regular thing, grades will be assigned on an individual basis. We will be working in pairs, small and large groups and as a class. Participation is not an option. Everyone will be expected to work well in sharing ideas and questions. Therefore, there are no stupid questions. All of us will be learning together in a safe and respectful environment that we create, using attitudes and language that are inclusive and that foster learning and cooperation. Generally, Fridays will be devoted to reading and writing. All students are expected to develop their skills in all areas of English 11, (including areas of difficulty) but there will be chances for you to excel in your areas of strength. My goal is to offer you lots of support to help you grow as readers, writers, thinkers and speakers.

- Throughout this course, students will be exposed to a variety of literary genres such as short stories, poetry, novels, and works of drama. Students are encouraged to read newspapers, magazine articles, journals, and other forms of writing that are of interest to them. Students will be assigned an independent reading of a novel.
- Much of the writing in English 11 will be started in class, with final copies being completed at home. Use of a word processor is important for all final drafts. Students may be expected to read their written work in class and to be able to discuss and/or defend their conclusions and opinions.
- The English 11 classroom is a cooperative and collaborative environment where students are expected to learn independently, and cooperatively.

Resources:

For Daily Class Requirements you should have:

- A 2 inch binder for your English notes and hand-outs.
- Lots of loose leaf
- access to a dictionary and thesaurus
- coloured highlighter, glue, scissors, stickynotes
- Pens/pencils – any hand-written work being assessed should be written in pen! (Blue or black ink!)
- A USB memory stick/thumb drive would be beneficial (4 GB is plenty space)
- Student webmail account and password for school computer network
- Always bring your current text, usually a book/handout, or textbook to class if you have had one signed out to you.
- A positive and enthusiastic attitude! A sense of humour is essential!

Evaluation Procedures:

70% - assignments, homework, projects, in-class assignments, tests assigned over the duration of the course. Continuous evaluation - 30% to be completed in class. 30%- Final examination.
Final Mark - 100%

Student Assessment and Evaluation:

Throughout English 11 students will be afforded the opportunity to demonstrate in a number of ways their ability to achieve the six outcomes set out in the guide: reading, listening, viewing, speaking, writing, and other ways of representing. Throughout the semester students will strive to become more sophisticated and critical thinkers and communicators by participating in several types of learning experience and a range of writing opportunities (formal/informal essays, short stories, opinion pieces, poetry, reports, projects, etc.).

Student progress will be evaluated through a series of assessments based on the outcomes set out in the ELA Guide. A variety of approaches – teacher directed, independent, partner and small groups – will be used. Creative and effective use of language is an integral aspect of all exercises. Student assessment and evaluation will be on going, as well as on major projects, in-class and take-home assignments, tests and quizzes, and oral presentations.

Units of Study:

- Short Stories
- Shakespearean play
- Novel Study
- Independent novel study
- Poetry
- Essay writing
- Media

Student Learning Assessments Tools:

- In class assignments
- Essays
- Quizzes
- Tests
- Projects
- Presentations
- Exam

Please note: The semester's work for students is worth 70%. Report cards home before exams are a "snapshot" of students' progress. The Final Exam is worth 30%. All students must write the final exam; there are no exemptions.

Purpose of Evaluation:

The purpose of evaluating student work is to determine that they are successfully meeting the provincial outcomes mandated by the Province of Nova Scotia. It is important for students to actively participate in the learning process, and actively engage in all activities provided for them to enable their instructor to assess their progress in achieving the learning outcomes.

Methods of Evaluation:

There are a variety of methods in students will be evaluated based on their progress towards achieving the specific learning outcomes. These methods include but are not limited to: 1. Homework 2. Tests 3. Quizzes 4. Presentations (formal and informal) 5. Observations 6. Projects (group and individual) 7. Written analysis 8. Essays

Methods of Communicating Student Learning:

Students learning is communicated to students and parents, but not limited to, Power school™, phone calls, and e-mails.

Assessment and Evaluation Philosophy:

It is important for an instructor to be able to ascertain if a student is successfully meeting the outcomes of English. It is important that students employ maximum effort to demonstrate what they know and are able to do. Assessment comes in two essential forms, formative and summative. Formative assessment is an informal ongoing process, and is useful by providing students with practice, and repetition in order to solidify skills taught. Students may explore without risk the learning activities in which they excel, and activities in which they must dedicate more time and practice. Although this assessment is not counted towards a grade, it provides a foundation upon which both instructor and students are able to reflect on how, and when a summative assessment will occur. In short, it informs instruction, and learning for all involved. Summative assessment takes those formative “building blocks” and requires students to demonstrate what they know and are able to do. It is reported as a formal grade (for example in power school) and reflects student’s progress toward achieving the provincial outcomes. It is expected that students actively participate, and engage in formative assessment to maximize their grade during a summative assessment.

Classroom Expectations:

PLAN TO LEARN AND PLAN TO HELP OTHERS LEARN...RESPECT YOURSELF...RESPECT YOUR FELLOW CLASSMATES...RESPECT THE CLASS ENVIRONMENT...

You will be expected to abide by the provincial student code of conduct in class. You are expected to adhere to school procedures regarding attendance, electronic devices, and assessment as included in your student handbook/agenda and school website. Please review these carefully!

Quick hints:

1. No electronic devices are allowed. I should not be seeing you use them unless I have requested that you do so. Electronic devices and earbuds should be placed in your backpack.
2. Only bottled water is permitted in class. Water bottles should be purchased or filled before, not during, class.
3. Your interactions with others and me should reflect the respect you desire to receive in return.
4. You will be using technology. Responsible and appropriate use is required at all times.
5. Bathroom breaks should be quick, and requested with common sense in mind – frequent trips and daily requests should be accompanied by a Doctor’s note.

Student Responsibilities:

1. If you are absent, it is your responsibility to connect with me to make up any lost work regardless of the reason for your absence.
2. For those with an upcoming vacation:
 - you are responsible to make up missed work after you return; work packages will not be prepared in advance
 - you must arrange (prior to leaving) an alternate date to complete any test or quizzes you will miss while away
3. If for some reason you cannot meet the deadline for an assessment, you may only negotiate an extension in advance of the deadline.
4. If you are absent with valid reason during a test or quiz, you must be prepared to write the quiz/test the FIRST DAY you return to class.

Assignment Procedure:

A variety of assignments make up a major part of your grade. Assignments are due at the beginning of class on the due date. After this, acceptance of late work is up to my discretion. Have your work done on time! A legitimate absence from the entire school day is the rare exception to this policy; however, I would expect you to e-mail me an attachment of the assignment to prove that it has been completed by the due date. If you are in school for any part of the day, it is your responsibility to get your assignment to me or pass it in to the main office. I may not ask for papers after the due date. It is your responsibility to make sure I receive your assignments. Handouts are in the file folders at the back of class and on the website. If you are absent, assignments are due the next school day. This includes large long-term assignments.

YOU WILL ALWAYS BE GIVEN AMPLE TIME TO COMPLETE ASSIGNMENTS. YOU WILL HAVE DIFFICULTY WITH THIS COURSE IF YOU DO NOT COMPLETE ASSIGNMENTS AND HAND THEM IN ON TIME.

Students at the grade eleven level are responsible for being organized and completing and submitting all homework and assignments on time. I post all projects and due dates prominently on the whiteboard at the front of class and on the student web site. **mrdouestudentsite.weebly.com**

Assignment Format:

- UNLESS YOU ARE DIRECTED TO DO OTHERWISE, ALL ASSIGNMENTS MUST BE WORD-PROCESSED AND DOUBLE SPACED. I would also ask the students' in-class work be double-spaced.
- You will be expected to word process all homework assignments and follow the prescribed format given for the assignment.
- I will be expecting a paper copy of all assignments. You can print at school if you are having printer problems at home, but remember that many others will be ahead of you in a potentially long line. Count on YOU.
- Include a correctly formatted cover page for all assignments.
- Presentations must be "ready to go" on their assigned day. A mark of 0% will be given to students who elect not to make their scheduled presentation. Problems concerning completion of the work for these assignments should be worked out at least a week in advance, and most certainly NOT on the scheduled day.

Electronic Assignments:

- If you are unable to print an assignment and get it to me on the required due date, I expect that you will send the assignment to me via e-mail (doueb@gnspe.ca)
- You are still required to provide me with a paper copy of your assignment. I will not mark electronic versions of assignments. The e-mailed attachment simply proves that you have completed the assignment on time.
- If I do not receive a paper copy on the day assigned, or the new negotiated date, the assignment will receive 0%. This will impact directly your summative evaluation.

Students will be provided with multiple opportunities to demonstrate their understanding of the outcomes including: quizzes, tests, guided responses, essays, personal reflections, media, creative projects, presentations, and unit studies.

English 11 requires commitment to achieve the outcomes. Students are responsible for accepting responsibility and ownership for their own learning through active involvement in the assessment and evaluation process in order to discover how they learn best and to understand

exactly where they are in relation to the defined curriculum outcomes. Demonstrated commitment earns one the opportunity to re-do an assessment to improve on a mark.

English 11 is an academic course intended for students whose goals include post-secondary study. This course strives to meet the outcomes prescribed by the Public Schools Program (PSP) for Nova Scotia. Specific curriculum outcomes are available on the department of education web-site.

Attendance Policy:

Please refer to Sydney Academy’s attendance policy, detailed on the school web site. Regardless of the reason for your absence, it is 100% up to the student to make up missed work. This means getting the notes and assignments from the previous day and arriving back in class prepared. Absences are usually not a legitimate excuse for being unprepared. A parent/guardian must call the school to excuse your absence. Students are not expected to leave class other than for water, washroom, being called by an administrator/guidance, or medical emergency.

Homework/ Assigned Readings:

THERE IS ALWAYS SOMETHING TO WORK ON. JUST BECAUSE SOMETHING IS NOT DUE THE NEXT SCHOOL DAY DOES NOT MEAN THAT YOU HAVE NO HOMEWORK UNTIL THE NIGHT BEFORE! DO NOT PROCRASTINATE. Reading and review should be a daily habit.

A note on plagiarism -- Academic fraud occurs when a person borrows the intellectual property of another individual such as information or data from books, magazines, newspapers, the Internet, music or educational disks or audio/visual disks and does not give them the appropriate credit they deserve as resources. Careers have been ruined over this sort of thing and it is considered a form of stealing. To avoid academic fraud (plagiarism) document your sources. As Diane Hacker in *A Canadian Style Manual* suggests, “you must cite all quotations, summaries, and paraphrases as well as any facts or ideas that are not common knowledge. In addition, you must be careful to insert quotation marks and to express all paraphrases and summaries in your own words” (138).

The consequences for academic fraud are as follows:

1. The work will not receive a mark. The student may get another chance to demonstrate the skills expected from the assignment
2. The student may be referred to the Vice Principal for subsequent disciplinary action, at the principal’s discretion.

Contact Information:

Parents/Guardians: The easiest way to contact me is via e-mail doueb@gnspe.ca , but I can be reached at 902-562-5464. If you send me an e-mail with your name and contact information such as telephone numbers or email, I will save it so that I also have an easy mode of communication if I need to contact you about any school related matter.

Parents/Guardians signature: _____

Date: _____

English 11 Outcomes

Overall Expectations

Students will:

- communicate information and ideas effectively and clearly, and to respond personally and critically
- select, read, and view with understanding a range of literature, information, media, and visual texts
- interpret, select, and combine information using a variety of strategies, resources, and technologies
- respond critically to a range of texts, applying their understanding of language, form, and genre

Specific Expectations

Students will:

- view a wide variety of media and visual texts, demonstrating an understanding of the complexities of form, structure, genre, style, and cultural diversity of the texts
- use sophisticated search strategies and tools to source valid and reliable texts for learning
- synthesize research information with personal ideas to generate well-supported student text, and know when it is appropriate to cite sources
- evaluate the usefulness of information/ideas in preparing well-reasoned texts, selecting relevant arguments or facts
- record, organize, analyze, and utilize relevant information and ideas researched from a variety of sources
- represent information/ideas from relevant sources to generate meaningful texts on complex issues and topics
- explore multiple perspectives on texts
- organize references to justify points of view on texts
- respond critically to complex and sophisticated texts
- differentiate and evaluate diverse ideologies, identities, and authorial positions of texts
- formulate and evaluate diverse responses to texts, demonstrating an awareness and appreciation of personal, societal, and cultural contexts
- create coherent works in various media, creatively using and extending tools and conventions for communicating