Course Description

Throughout the course of 11th grade English, students will be challenged to become more-mature writers who are able to clearly and properly express themselves through both academic and creative writings. Additionally, students will become more-equipped readers who are able to dig far beyond the surface meaning of a text and see the purpose, creativity, and significance of various types of literature. The 11th grade English course places its literary focus on texts specifically from American Literature, from the first settlers to the Age of Faith, the Age of Reason, the Romantic and Realist movements, the Harlem Renaissance, and Modern Literature. Literary genres will include the following: poetry, short stories, personal diaries, nonfiction essays, a novel, and drama. As students strengthen their ability to interpret literature, they will express themselves through various styles, including creative, expository, and persuasive writing.

Rationale

The 11th grade English course offers students the opportunity to explore verbal and written expression of the English language. Communication is a very important skill, whether it be verbal or written. The course lends itself to the development of proper grammar, usage, and punctuation skills needed to be a mature writer. Students are also taken through a comprehensive summary of American literature which will help them to become more astute readers.

Prerequisite

English 10

Measurable Learning Outcomes

A. Identify major authors and works of literature
B. Describe the major historical and cultural influences evident in primary works of literature
C. Analyze literature for historical, cultural, authorial, and literary value
D. Model certain genres of writing in their own writing
E. Discuss the presence of universal themes and make comparisons to today’s world
F. Read for understanding and application
G. Research effectively and follow a specific process
H. Write to meet the needs of a specific audience and purpose
I. Speak knowledgeably and effectively on pertinent subjects

Course Materials

See LUOA’s Systems Requirements for computer specifications necessary to operate LUOA curriculum. Also view Digital Literacy Requirements for LUOA’s expectation of users’ digital literacy.

This course makes use of third-party digital resources to enhance the learning experience. LUOA staff and faculty have curated these resources. Students can safely access them to complete coursework. Please ensure that internet browser settings, pop-up blockers, and other filtering tools allow for these resources to be accessed. See Technologies and Resources Used in this Course below for a specific list.

Note: Embedded YouTube videos may be utilized to supplement LUOA curriculum. YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit educational institution, LUOA is able to use YouTube video content under the YouTube Terms of Service. For additional information on copyright, please contact the Jerry Falwell Library.

Materials Required for Purchase

The following materials are required in this course:

• Students may acquire these books through a library or bookstore. All are available at Amazon.com in print or Kindle editions.

Technologies and Resources Used in this Course

The following resource(s) are used throughout this course:

• American Heritage Dictionary

Course Grading Policies

The student’s grades will be determined according to the following grading scale and assignment weights. The final letter grade for the course is determined by a 10-point scale. Assignments are weighted according to a tier system, which can be referenced on the Grades Page in Canvas. Each tier is weighted according to the table below. Items that do not affect the student’s grade are found in Tier 0.
### Course Policies

Students are accountable for all information in the Student Handbook. Below are a few policies that have been highlighted from the Student Handbook.

#### Types of Assessments

To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by the title, “1.2.W Quiz: The American Revolution.” These identifiers were placed on the Modules page to help students understand which Honor Code and Resubmission policies apply to that assessment (see the Honor Code and Resubmission policies on the pages that follow for further details).

- **Lesson:** Any item on the Modules page designated as a “Lesson”
  
  These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.

- **Assignment:** Any item on the Modules page designated as an “Assignment”
  
  Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do his or her best work on the first time.

- **Quiz:** Any item on the Modules page designated as a “Quiz”
  
  This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.

- **Test:** Any item on the Modules page designated as a “Test”
  
  This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.

#### Resubmission Policy

Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

- **Lesson:** Students are automatically permitted two attempts on a Lesson. The student may freely resubmit for their first two attempts without the need for teacher approval.
• **Assignment:** Students are intended to do their best work the first time on all Assignments. However, any resubmissions must be completed before the student moves more than one module ahead of that Assignment. For example, a student may resubmit an Assignment from Module 3 while in Module 4 but not an Assignment from Modules 1 or 2. High School students may not resubmit an Assignment without expressed written permission from the teacher in a comment.

• **Quiz:** Students may NOT resubmit for an increased grade.

• **Test:** Students may NOT resubmit for an increased grade.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as a computer malfunction, the student should message his or her teacher to make the request, and that request will need to be approved by a Department Chair.

**Consequences for Violations to the Honor Code**

Every time a student violates the Honor Code, the teacher will submit an Honor Code Incident Report. The Student Support Coordinator will review the incident and allocate the appropriate consequences. Consequences, which are determined by the number of student offenses, are outlined below:

• **Warning:** This ONLY applies to high school Lessons and elementary/middle school Assignments and Lessons. Students should view these actions as learning opportunities.
  - **Lessons:** A zero will be assigned for the question only.
  - **Elementary/Middle School Assignment:** The student must redo his or her work; however, the student may retain his or her original grade.

• **1st Offense:**
  - **Lesson, Quiz, or Test:** The student will receive a 0% on the entire assessment.
  - **Assignment:** The student will either:
    - Receive a 0% on the original assignment
    - Complete the Plagiarism Workshop
    - Retry the assignment for a maximum grade of 80%

• **2nd Offense:** The student will receive a 0% and be placed on academic probation.

• **3rd Offense:** The student will receive a 0% and the Faculty Chair will determine the consequences that should follow, possibly including withdrawal from the course or expulsion from the academy.
Scope and Sequence

Module 1: Theme Introduction: What is an American?
Week 1: Theme, Rhetoric, and Writing Introductions

Module 2: Moralistic (and Judgmental)
Week 2: Arrival of the Puritans
Week 3: Anne Bradstreet
Week 4: Essay and Native Americans
Week 5: Theme Conclusion and Timed Writing

Module 3: Revolutionary (and Rebellious)
Week 6: Franklin and Henry
Week 7: Paine and Complanter
Week 8: Conclusion and Timed Writing

Module 4: Self-Reliant (and Arrogant)
Week 9: Irving, Poe, Emerson
Week 10: Transcendentalism
Week 11: Dickinson, Whitman, Douglass
Week 12: Conclusion and Timed Writing

Module 5: Confident (and Disillusioned)
Week 13: Memoirs and Short Stories
Week 14: Short Story
Week 15: Conclusion and Timed Writing

Module 6: Research Paper
Week 16: Research and Thesis Statement
Week 17: Research and Midterm
Week 18: Research Paper Submission

Module 7: Socially Conscious (and Socially Blind)
Week 19: To Kill a Mockingbird
Week 20: To Kill a Mockingbird
Week 21: To Kill a Mockingbird
Week 22: To Kill a Mockingbird
Week 23: To Kill a Mockingbird
Week 24: To Kill a Mockingbird

Module 8: Realistic (and Fantastical)
Week 25: American Drama
Week 26: Science Fiction and Fantasy
Week 27: Fantasy and Non-Fiction
Week 28: Non-Fiction Essays
Week 29: Theme Conclusion and Timed Writing

Module 9: Global (and Individualistic)
Week 30: Global American Writings
Week 31: Global American Writing
Week 32: Enchanted Air
Week 33: Enchanted Air
Week 34: Enchanted Air
Week 35: Conclusion and Timed Writing

Module 10: Theme and Course Conclusion
Week 36: Review and Final Exam