

Syllabus for Secondary V English Language Arts 2020/21 with Mary Sauvé

Students MUST know their NFSB login information to be able to access materials from home from the course website msauveenglish.com, as well as Microsoft Teams. Should we shut down again, this will be especially important, as students will be working from home. Please see the breakdown of the Secondary English Language Arts competencies on the homepage of the course website as well as other pertinent documents for Grade 11 English. Contact Ms. Sauvé at any time at msauve@nfsb.qc.ca, office hours and response times are also posted on the home page. In addition, updates and reminders will be posted on the private Instagram account [msauveenglish](https://www.instagram.com/msauveenglish).

Term 1, Unit 1: Sept. 8 – Nov. 9 (9 weeks)	
<p>Compulsory Reading:</p> <ul style="list-style-type: none"> ❖ Course website msauveenglish.com for all resources, due dates, and materials, including policy on Academic Integrity (eg. Plagiarism) ❖ Minimum 4 short stories of students’ own choice in any genre, any length, for independent reading, links to suggested sites are posted on the website ❖ 4 classic literary short stories (teacher-selected) <ul style="list-style-type: none"> • “The Secret Life of Walter Mitty” by James Thurber • “The Blue Jar” by Isak Dinesen • “Hills Like White Elephants” by Ernest Hemingway • “Roselily” by Alice Walker ❖ Models of written work students are tasked to produce (written by the teacher or former students) ❖ Internet research on these concepts: literary lenses, news events during their lifetime, as well as background on the stories listed above and their authors ❖ Class handouts on social context, leads, MLA citation & formatting guidelines, assignment checklists 	
<p>Objective of Unit:</p> <p>The focus of the assignments for this term is on understanding the concepts of author’s craft, the form of the short story, literary analysis, and the social context of both the production and interpretation of texts. This knowledge and skill will then be applied in Term 2 as students study a classic novel from a literary time period of their choice with more autonomy.</p>	<p>Competency(ies) Evaluated & % or Relative Weighted Value</p>
<p><i>Short Story Unit – Process Work</i></p> <ul style="list-style-type: none"> ❖ Note-sheets to all 4 mandatory stories marked as a total unit, with escalated grading: the last notesheet counts for the most and the first notesheet for the least (5%, 8%, 10%, 12% = 35%) ❖ Tracking sheets for independent story reading (min. 4 stories) ❖ Story writing exercises inspired by each of the four stories studied; while not graded individually these will count as process for the final short story ❖ 2-3 minute talk analyzing a pop culture text of their choice using a literary lens 	<p>READING – 2</p> <p>READING – 1 <i>Term 2</i> PRODUCTION</p> <p>READING, TALK & PROD. -1</p>
<p><i>Response to one of the four short stories studied</i></p> <ul style="list-style-type: none"> ❖ Min 2 pages typed, following MLA formatting and citation rules ❖ Includes all rough work for the response, including the note-sheet to story chosen 	<p>READING – 3 PRODUCTION - 3</p>
<p><i>Short Story & Reflection on the creative process of writing that story</i></p> <ul style="list-style-type: none"> ❖ Final short story min. 2 pages, max 4 pages typed, MLA formatted ❖ All process work must be included. ❖ Written reflection on the creative process of writing the story 	<p>PRODUCTION – 3</p> <p>TALK – 3</p>

NOTE : Only the notesheets and the response are eligible for re-submission.