

English 20-2 Course Outline

W.H. Croxford High School

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English 20-2 is required for a high school diploma and for advancement to university. The skills needed for success in this course are those shown in English 10-2 at a minimum achievement of 60%. In turn, a student intending to advance to and succeed in English 30-2 should strive to make at least 60% in this course.

All English courses are meant, in part, to help students build the skills, attitudes, and knowledge they will need to meet the ordinary business of living and to encourage the fulfillment of their nature as human beings. To this end, we focus especially on the development of **clear thinking, discriminating reception, sympathetic feeling, and vibrant expression**. The curriculum calls on us to focus on six broad categories of language experience: **listening, speaking, reading, writing, viewing, and representing**.

This will be expressed through the **General Outcomes**:

1. To explore thoughts, ideas, feelings, and experiences
2. To comprehend texts in various forms and to respond personally, critically, and creatively
3. To manage ideas and information
4. To create various texts and to enhance the clarity and artistry of communication
5. To respect, support, and collaborate with others

These outcomes will be expressed in an integrated format.

EVALUATION

Assessment at W.H. Croxford adheres to the standards of the **21st Century Competencies** for learning. Information on the competencies can be found at <http://www.rockyview.ab.ca/21stC/learning/competencies/blank>

Writing Literacy	25%
Reading Literacy	25%
Assignments (Listening, Speaking, Viewing, Representing)	25%
Final Exam	25%

Please note: the weighting for the Final Exam may be altered; if so, it will be to the benefit of the student, and will be finalized long before the end of the semester.

CLASS PLACEMENT

There are three levels to English 20: 20-1, 20-2, and 20-4 (Knowledge and Employability). The level you are registered in was determined based on your completion level at English 10 and the requirements of Alberta Education for your high school diploma. Movement between levels is therefore more prohibitive than in English 10, and will require discussions between guidance, your parents/guardians, yourself, and myself along with potential alterations to your existing timetable.

UNITS OF STUDY

English 20-2 is an intense course; we will be covering a great deal of material in a short period of time, so please do not fall behind. Come see me if you are having difficulty keeping up in any of the units, and we'll figure something out to help you succeed.

This course is broken up into thematic units, which will each include a variety of literature, including: short stories, poems/songs, articles, video clips, film, Shakespearean and Modern drama, and novels.

- Unit One: Looking for a Hero
 - Anchor Texts: *Avatar*, directed by James Cameron
- Unit Two: NOT a Fairy Tale
 - Anchor Text: *Animal Farm*, by George Orwell
- Unit Three: Freedom of Choice
 - Anchor Text: *Macbeth*, by William Shakespeare
- Unit Four: So Much Drama
 - Anchor Text: *Of Mice and Men*, by George Steinbeck, or *Dr. Jekyll and Mr. Hyde*, by David Edgar (based on the novel by Robert Louis Stevenson)

Unless otherwise noted (i.e. novel studies, Shakespearean Drama, etc.), texts and resources will be made available to students digitally. However, due to the current health standards, students will be responsible for their own materials, including (but not necessarily required/limited to):

- paper
- pens and/or pencils
- pencil crayons and/or markers
- computer and charger

Please note: Some of the material does include some profanity, as well as some racial slurs. That said, all material is kept at a PG-13/14A level.

We will be discussing controversial topics in this class, both planned and impromptu. If at any point you feel uncomfortable for personal, religious, cultural etc. reasons, please let me know, and alternatives will be found.

APPEAL PROCEDURE

Should you feel that you've been unfairly evaluated on an assignment, your first appeal should be to me. If I feel compelled to stand by my original evaluation, you may appeal to the Learning Lead.

LATE/MISSING ASSIGNMENTS

Unexcused Late/Missing assignments are the responsibility of the student to complete and submit. There are no penalties for late assignments, but the assignment(s) will be recorded in PowerSchool as **Missing** and attributed a score of **"0;"** this will be removed as soon as the assignment is submitted.

Should students need help or extensions on assignments due to legitimate reasons, please come and speak with me so that alternative plans can be made.

Should outstanding assignments become an ongoing issue:

- The student, teacher, and parent/guardian of the student will arrange a meeting to discuss a strategy for completing the outstanding assignment(s).
- Administration may be brought in to help discuss alternate arrangements in terms of the student's timetable/schedule in order to help the student succeed.

The timeline for the return/grading of late work does **NOT** take precedence over more recent assignments--they will be addressed at the earliest convenience.

ABSENCES/MISSED TESTS

Please call the school if you know you'll be absent. A test missed because of an excused absence should be made up as quickly as possible, preferably on the day of your return to school. It is your responsibility to catch up on any test missed because of an excused (or excusable) absence.

SUBMISSION OF ASSIGNMENTS

Most assignments are to be submitted through Moodle, unless otherwise specified.

CLASSROOM EXPECTATIONS

What I can expect of you:

- that you'll attend regularly, arrive punctually, and bring with you all the supplies you need for a day's work
- that you'll offer your best effort in all you do
- that you'll treat me and each other with kindness, respect, and good humor
- that you'll recognize your own biases and avoid pre-judgments
- that you'll not interfere with the learning of those around you
- that you will acknowledge that there are more effective ways to spend your time than on your phone.

What you can expect of me:

- that I'll offer my best effort in all that I do
- that I'll treat you with kindness, respect, and good humor
- that I'll recognize my own biases and avoid pre-judgments
- that I'll set high standards for you but not impossible ones
- that I'll set deadlines not just for you but for myself—especially in the way of returning marked assignments
- that I'll listen to you, stay open-minded, exercise patience, and remember that there are other important things in your lives besides English class
- that I'll be available to provide you with extra help