

English 11

LAN-1100

2022 07/01/2022 to 06/30/2023 Modified 04/22/2022

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. The student will identify major authors and works of literature.
- B. The student will describe the major historical and cultural influences evident in primary works of literature.
- C. The student will analyze literature for historical, cultural, authorial, and literary value.
- D. The student will model certain genres of writing in their own writing.
- E. The student will discuss the presence of universal themes and make comparisons to today's world.
- F. The student will read for understanding and application.
- G. The student will research effectively and follow a specific process.
- H. The student will write to meet the needs of a specific audience and purpose.
- I. The student will speak knowledgeably and effectively on pertinent subjects.

Biblical Integration Outcomes

- A. The student will examine and analyze literature in the context of biblical worldview, especially where sensitive issues or controversial ideas arise in texts.
- B. The student will critically think and understand the value of studying classic literature in order to be better equipped as a Christian with an empathetic, evangelistic attitude.

Course Resources

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:

- Engle, *Enchanted Air*. Atheneum, 2016. ISBN: 148143523X
- Lee, *To Kill a Mockingbird*. Arrow, 2010. ISBN: 9780099549482
- Students may acquire these books through a library or bookstore. All are available at Amazon.com in print or Kindle editions.

Scripture Attribution

- Grades 7-12: All Scripture quotations, unless otherwise indicated, are from the ESV® Bible (The Holy Bible, English Standard Version®), copyright © 2001 by Crossway, a publishing ministry of Good News Used by permission. All rights reserved.

May not copy or download more than 500 consecutive verses of the ESV Bible or more than one half of any book of the ESV Bible."

Technologies and Resources Used in this Course

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

- American Heritage Dictionary

Policies

Students are accountable for all information in the [Student Handbook \(https://www.liberty.edu/online-academy/wp-content/uploads/2021/11/LUOA-Student-Handbook.pdf\)](https://www.liberty.edu/online-academy/wp-content/uploads/2021/11/LUOA-Student-Handbook.pdf). Below are a few policies that have been highlighted from the Student Handbook.

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.

Grading Scale		Assignment Weights	
A	90-100%	Tier 0	0%
B	80-89%	Tier 1	25%
C	70-79%	Tier 2	35%
D	60-69%	Tier 3	40%
F	0-59%		

In order for students to receive credit for a course, the following conditions have to be met:

- All semester exams and module tests have to be completed.
- All Tier 3 projects or papers have to be completed.
- Fewer than 10 zeros exist in the gradebook for blank submissions in a full credit course and 5 zeros for blank submissions in a semester course.

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 Resubmission and Honor Code policies apply to that assessment (see the Resubmission Policy and Honor Code Policy below 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. Students may freely resubmit for their first two attempts without the need for teacher approval.
- **Assignment:** Students should 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.

Honor Code Policy

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 Director of Faculty will determine the consequences that should follow, possibly including withdrawal from the course or expulsion from the academy.

Materials Selection Policy

LUOA curates educational materials that are consistent with the school's philosophy; however, the fallen human condition depicted in literature (as in Scripture itself) is not always pleasant. Valuable works sometimes have objectionable or profane elements. Good books provide four (4) recognized values.

- They build godly attitudes and character traits.
- They deepen our social and cultural awareness.
- They strengthen our use of written language.
- They provide a lifelong source of enjoyment and relaxation.

In order to instill these values in students and fulfill the stated objectives of the school, all LUOA students are expected to read and study good books on a regular basis. Recognizing that materials designed for one level may not be appropriate for another, three (3) levels of criteria are applied:

- Elementary materials must contain no objectionable material,
- Objectionable elements in sixth through eighth-grade materials must be limited and must serve a specific educational purpose, and
- Objectionable content may be included in high school materials but must be outweighed by positive literary, curricular, and/or Christian values.

The curriculum department has approved required educational materials for students.

Schedule

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 & the Value of Possessions

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 Cornplanter

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 Stories

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 Insensitive)

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: Conclusion and Timed Writing

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