

# Course Overview

English 12 is about using the English language to its best effect in both fiction and non-fiction writing. This course will help you explore how various authors have created stories that carry readers to another place and time, and how others make arguments clear and compelling. Reading and writing exercises will also challenge you to become more critical in how you make the English language your own.

So get comfortable as we embark on our journey into English.

## English 12 Version 07:

You will complete four of seven modules for English 12. Modules 1 and 5 are both required:

- Module 1: Connecting the Dots
- Module 5: *Poetry*

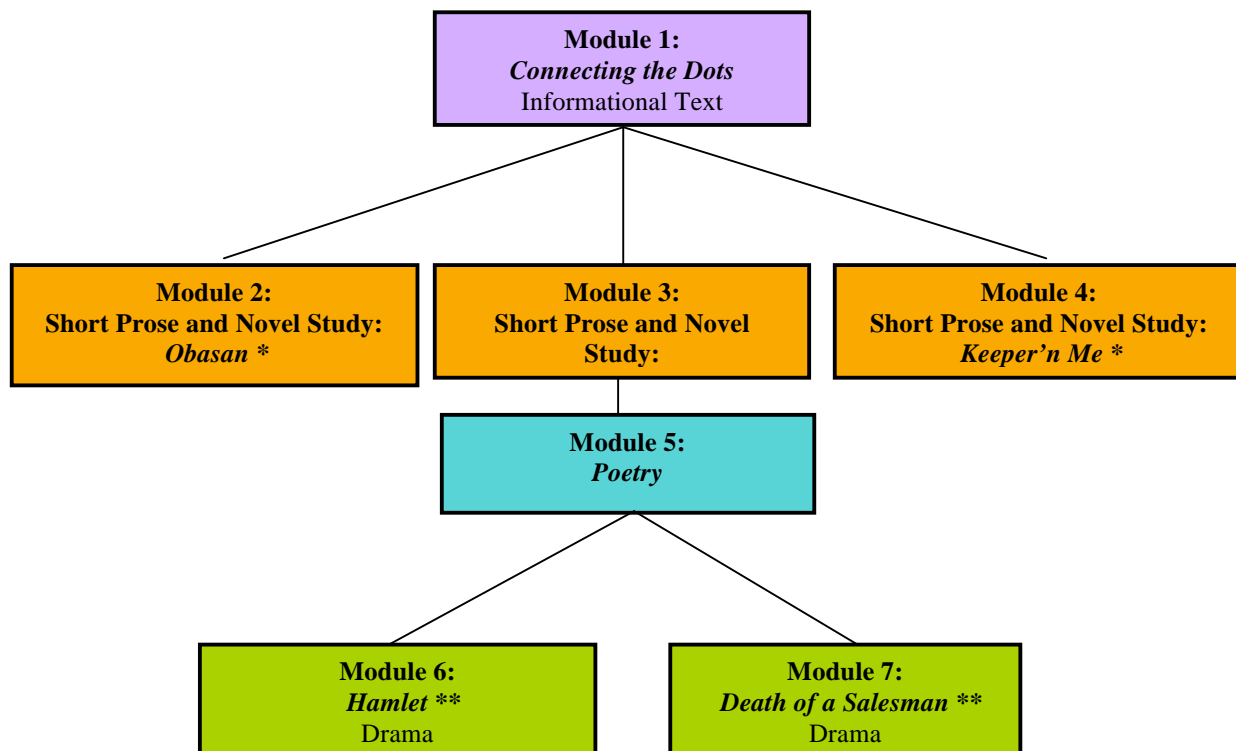
In addition, you will complete one of the three Short Prose and Novel Study modules:

- Module 2: Short Prose and Novel Study: *Obasan* **OR**
- Module 3: Short Prose and Novel Study: *The Kite Runner* **OR**
- Module 4: Short Prose and Novel Study: *Keeper'n Me*.

Lastly, you will complete one of the two drama modules:

- Module 6: *Hamlet*: Drama **OR** Module 7: *Death of a Salesman*: Drama

## English 12 Version 07: Course Structure



\* For Modules 2, 3 and 4, students choose from one of the three

\*\* For Modules 6 and 7, students choose from one of the two

After you have completed all but your drama you'll have to choose which play you would like to study. Your choices are Shakespeare's *Hamlet* or Arthur Miller's *Death of a Salesman*. You only have to complete one of these modules, so be sure to let your school know which play you would like to study. To help you decide, you may also want to talk to your teacher and read the information about each play that is found below.

To help you decide which play you would like to study please consider the following:

**To Choose Hamlet or Death of a Salesman, that is the question!**

Once you have successfully completed the first three modules of English 12, a tremendous accomplishment, you have only one last module to study—the drama module.

In this case, you get to choose which play to watch and read. You may be wondering what play would be best for you; consider the following factors before making your choice.

*Hamlet*

Many consider this play to be the pinnacle of Shakespeare's dramas. If you plan to study literature or drama at university (or college), then know that this play will be much referred to in your future studies.

- Written in Elizabethan English, *Hamlet* uses phrase and vocabulary that may, at first, be unfamiliar. However, you have most likely studied Shakespeare in Grades 10 and 11, so you will have some understanding of the older grammar. In addition, your copy of the play provides detailed notes to help explain any difficult phrasing or obscure allusions.
- *Hamlet* is a study of the nature of evil and the affect of vengeance. Moreover, Shakespeare tackles questions of family, friendship, love, appearances vs. reality, and, of course, death (this is a tragedy after all).
- *Hamlet* uses both verse and prose.
- The central character, Hamlet, is a thoughtful and sensitive young man who seeks justice after discovering that his father has been murdered.

*Death of a Salesman*

This play is a modern masterpiece that has been produced and studied around the world since it was first written in 1949.

- *Death of a Salesman* is written in modern English—all the language used is plain and easy to understand.
- The play is a dark and critical look at the modern experience. In particular, the nature of family, work and the American dream are considered.
- The play was considerably influenced by two artistic styles—realism and expressionism.
- The central character, Willy Loman, is a middle-aged, unsuccessful salesman, husband and father, who attempts to come to terms with his life's struggles.

Both plays are challenging. While the lessons in each module are different, the section assignments are very similar. In fact, both modules place an emphasis on experiencing the play as an actual play and not just as another book to read, and the assignments are designed to be creative and engaging.

Each of the modules consists of lessons, lesson activities and section assignments (which you'll submit for marking). Be sure to work through all the lessons and lesson activities in a section before attempting the section assignment.

## **Course Outline**

Each module consists of sections, lessons, activities, journal entries, and section assignments (which you will submit for marking). Each lesson is designed to take about as long as a typical class period at school, which can vary from about 40 minutes to just over an hour.

Lessons that involve writing multi-paragraph compositions will require more time. A recommended schedule is to complete one lesson in one sitting. Aim to complete one lesson per day, or one section per week. However, you may choose to complete lessons at a different pace, depending on your own situation. Be sure to work through a lesson and its related activities before beginning a section assignment.

## **Print or Online?**

English 12 can be accessed online or in print. If you take the print course and have access to the Internet, you may choose to do some of the online options for assignments. If not, you will always have at least one option that does not require Internet access.

## **Course Components**

### **Activities**

Lessons have a combination of reading and activities that give you a chance to process the material while being an active learner. The activities are self-marked (by you). They let you know how well you're learning the material, and whether or not you need to review the lesson before moving on, so be sure to do these! The answer keys for the activities are at the end of each print module and for online students, the answers are available immediately following the questions.

### **The Journal**

The journal is your place to record your ideas, feelings, questions, and reflections about all that you encounter in English 12. Your journal is, more specifically, a way to practice using the concepts and ideas studied in your course work. The journal will be collected and marked at the end of each section. Submitting your journal gives your teacher insight into your learning process.

You will be reminded throughout the lessons to answer specific, but informal, journal questions. At other times, you will be required to build more formal assignments in your journal. At times you will be asked to write reader responses in your journal, in which case you will be reflecting on a particular course reading.

At the end of each section of the module, you will be asked to submit your journal entries as part of your section assignment. Lined pages have been included for your journals as part of the section assignment. If you wish to submit your journals in an electronic format, or as a printout without using the lined pages provided, contact your teacher to make sure this is acceptable. In either case, include your section assignment cover sheet with all of the parts of the section assignment that you're submitting.

### **How Will My Journal Be Evaluated?**

You will submit your journal to your teacher at the end of each section. You must submit work of good quality to earn full marks; do not wait until the last minute to scribble down a few quick ideas.

You may be asked to submit all the journal entries from one section, or you may be asked to submit only a certain number, for instance two out of three, or three out five. Your teacher will mark the journal entries based on the Journal Scoring Guide. Each journal entry is worth 4 marks, though the total number of journal marks per section may vary. Before you submit your journal entries, you can take a look at the *Journal Scoring Guide* to ensure you have included everything you need for a complete journal entry.

### **Section Assignments**

Section assignments are typically done at the end of a lesson; however, they may be found at the end of a section or after several lessons depending on the content of each lesson. This is a chance for you to apply what you've learned in the lessons. If you have completed all of the readings and practice work, you should be able to complete these successfully. If you're not sure how to answer a question, go back and reread the lesson to see if you missed something, or contact your teacher for assistance.

You are encouraged to use a computer to do your writing activities and assignments. In some section assignments you will be asked to submit first drafts of your work, so be sure to print off a hard copy before you make changes to the file (or save the first draft version with a different filename for later retrieval). It is a very good idea to back-up your work frequently. You will lose marks if you do not submit these drafts when they are requested.

If you are interested in submitting your work by email, contact your instructor to see if this is possible.

### **A Note About Scoring Guides**

Many of your section assignments will be assessed using standard scoring guides, including the following:

- Business Letter Scoring Guide (6 points)
- Journal Scoring Guide (4 points)
- Paragraph Scoring Guide (6 points)
- Multi-paragraph Scoring Guide (6 points)
- Visual Design Scoring Guide (6 points)
- Oral Communication Scoring Guide (4 points)
- Short Answer Scoring Guide (6 points)
- Research Writing Rubric—Content (4 points)
- Research Writing Rubric—Form (4 points)

Scoring guides will either be included in a section assignment the first time they are used in a module, or they will be available in the module Appendix. Scoring guides are based on either a four or six-point scale. You will notice in some assignments that a multiplier is added to the scoring guide to create your total mark. For example, the Multi-paragraph Scoring Guide is based on a 6-point scale. The Evaluation Guidelines for the assignment might read, "Multi-paragraph Scoring Guide x 4." This would mean your total mark for the assignment is 24 marks. Multipliers are used to reflect the amount of time and effort required by the section assignment.

### **Module Tests**

At the end of each of the first five modules (1–5) you'll be writing a test that covers all sections from the module. Instead of the test, your teacher might have you do a Module Project. Check with your teacher to find out which one you'll be doing so that you can plan ahead.

## The Provincial Examination

You will probably be writing the provincial examination in English 12 to receive credit for this course. You should contact your school to find out when you can write the provincial examination. If you do not have the Examination Specifications booklet, contact your school now or access it from the *English 12 Companion Website*. One aim of this course is to help you get ready for the provincial examination. As you work your way through, you will be learning the skills necessary to write a successful exam. The tests at the end of each module are modeled after the provincial exam, so you'll get used to the format and expectations of the English 12 Provincial Examination.

## What is the Glossary?

You can find a glossary of terms used in the course listed at the end of each module.

## Course Resources

Some of the course resources will be used in only one module, while others may be used throughout the course. Please note that you'll need access to a computer and a VCR or DVD player and TV to complete this course.

### Print Resources: Course Novels

In addition to your course modules, you will need the *English 12 Source File*, a print-based resource that includes essays, articles, excerpts from websites, and short stories that are designed to accompany lessons throughout your English 12 course.

For Modules 2–4, depending on which module you choose, you will also need to select one of these novels:

- *Obasan* by Joy Kogawa (Module 2)
- *The Kite Runner* by Khaled Hosseini (Module 3)
- *Keeper'n Me* by Richard Wagamese (Module 4)

### Writing on the Run!

While working through the novel study module that you've selected, you may also benefit from reviewing grammar topics relating to sentence structure, punctuation, and usage. *Writing on the Run!* is a grammar workbook developed by Open School BC to accompany all senior level English courses. You will be instructed to complete specific tutorials and practice exercises from *Writing on the Run!* All the activities are self-marked. In order for you to develop specific skills in greater detail, your teacher may also assign additional exercises based on work that you submit to him or her.

**Note:** The electronic version of *Writing on the Run!* is freely available to students who are working through the online version of English 12.

### Video

For *Hamlet*, or *Death of a Salesman* you will need to view one of these two videos, unless otherwise notified by your teacher:

- *Hamlet* (BBC version) DVD
- *Death of a Salesman* DVD

## **Multimedia**

All the required multimedia resources related to the course are included in the online version of English 12.

## **CD-ROM**

*English 12 Companion CD:* The course CD houses all the multimedia resources related to the course. The CD is organized according to module. For example, when you click on Module 2, all media resources for Module 2 will appear. Instructions in the course content will direct you to the media resources on the CD.

In order to use the multimedia files on your CD, you must have a computer with the following configurations:

- PC: Windows 98 or later
- Macintosh: Mac OS 9 or later
- CD Drive
- Flash 9 Player installed
- (free to download from Adobe/Macromedia's Website)
- Speakers

## **Online Resources**

- *English 12 Companion Website:* If you have Internet access, the *Companion Website* contains useful links for this course and is organized by module topics.

## **What are Good Ways to Study?**

### **Taking Effective Notes**

One of the best ways of learning as you work through a lesson is to take notes as you read. This changes the learning experience from a passive one to an active one—so you learn the material more completely.

### **Here are some suggestions for effective note taking:**

- Write down the definitions of words you're not familiar with and highlight key points of the definition.
- Focus on the key points as you read and make a note of each one.
- Rewrite these points in your own words rather than copying; this helps you remember much more clearly.
- Summarize the points you've learned at the end of the lesson.

You may want to divide your page in half and write your notes on the right-hand side. Later, when you are reviewing, you can write extra notes on the left-hand side and draw arrows to connect related ideas.

### **Reviewing to Remember**

Here are some suggestions to help you make the best use of your study and review time:

- Review regularly rather than just before a test.
- Set aside a separate time for review: one hour once a week is often enough—but you'll have to decide what's best for you.
- Reread actively; jot down extra notes, drawings, and other information you think of.
- Close your notes and summarize key concepts, formulas, and facts on a fresh sheet of paper—then check to see how well you did.

- Use visual and other devices to help you remember such as drawings, diagrams, rhymes, and associations—whatever works for you.

## **Good Course Management**

### **Your Personal Study Timetable**

To complete your course, you will need to spend the same amount of time studying as students who learn in a classroom situation in schools. Most courses should take between 100 to 120 hours to complete. There are no short cuts or easy ways to gain a satisfactory result.

Success in self-teaching usually involves being well organized. Set aside a number of relatively short, definite periods each week for course study—don't do it all in one block.

Most students find that working in one-hour chunks on a regular basis is better than putting in three- or four-hour marathons once in a while. You also need to allow sufficient time to prepare for each test.

To help you organize your time so that you can work through the course at an even pace, you may want to develop your own study schedule.

### **Suggestions for Managing Your Course**

- Do the sections in the proper order. If you have difficulty with your course, it is best if you wait for each section assignment to be graded before working on the next, so that you can benefit from corrections and comments. You should, however, keep on with the reading of the next section's lessons while you wait.
- Don't skip or omit section assignments. If you cannot do a question because you don't understand it, you may contact your teacher for help.
- If you are writing assignments by hand, use blue or black ink, not pencil. It is all right to cross things out, so long as you do it neatly and what you intend to have marked is clear.
- Try not to submit batches of section assignments. Do one section assignment at a time and submit it immediately when you are finished.
- For section assignments put your name, student number, course name, and section assignment number at the top of every page in case pages get separated.
- Don't submit the answers to activities unless your teacher asks to see them.
- Make sure all your work is your own. Don't ever copy answers, either from a book or another student.

Remember that your teacher wants to help you do well in the course. To be effective, learning should be a two-way conversation, so contact your teacher if you have any questions or comments.