

Department Goals

The Bishop DuBourg High School's English Department strives to empower our students to:

1. Read, discuss and interpret a wide range of print and non-print texts to acquire information and for pleasure.
2. Demonstrate an understanding of historical and cultural development of literature and language.
3. Use a variety of technology resources to gather and synthesize information and as a means of effective communication.
4. Show respect for each individual's work and abilities in language arts.
5. Write effectively for various purposes and audiences.
6. Apply knowledge of language form, structure and conventions.
7. Adapt their use of spoken, written and visual language to communicate effectively.
8. Demonstrate active listening skills in language arts.
9. Express creative ability in a variety of formats in language arts.

**English
Department
Course Goals**

Course Code CREAT1

Course Name Creative Writing

Goals

1. Students will create poems, short stories, and essays.
2. Students will try new ideas and express their feeling on various topics.
3. Students will design their own writing style.
4. Students will analyze the writings of successful authors and poets.
5. Students will participate in sharing their writings with the class.
6. Students will listen and show respect for other students' oral readings.
7. Students will recognize poetry and short story techniques and apply it to their own writings.
8. Students will use technology to complete classroom and homework activities.

Content (Knowledge, Skills & Values)

1. Analysis of prose and poetry by published authors.
2. Sense imagery and writing details.
3. Peer editing.
4. Imitating the techniques, content, and structure of published authors.
5. Awareness of word usage.
6. Articulation of inner feelings.
7. Humor techniques.
8. Following directions.
9. Listening skills.
10. Appreciation of others and own work.

Resources, Activities & Assessments

1. YOUR TURN-33 LESSONS IN POETRY.
2. WRITING SHORT STORIES.
3. REFLECTIONS OF A WATERMELLON PICKLE.
4. Parts of: FAREWELL TO ARMS, CATCHER IN THE RYE, ONE MORE DAY.
5. My own notebook of ideas.
6. Films: CAPOTE, BIG FISH.

7. Evaluation: major papers, minor papers, oral presentations, class participation, class writing and homework assignments.

**English
Department
Course Goals**

Course Code ENG 11

Course Name ENRICHED ENGLISH ONE

Goals

1. Students will demonstrate an understanding of literary terms and their application in analyzing literature.
2. Students will distinguish the various genres: short story, novel, play, nonfiction, poetry, myth, and epic.
3. Students will classify the parts of speech and apply grammar rules to their writing.
4. Students will show respect to the teacher and everyone in class, and participate appropriately.
5. Students will write multi-paragraph essays responding to a variety of written material.
6. Students will create projects demonstrating their content knowledge.
7. Students will participate and present individual and group projects.
8. Students will research a Shakespeare/Dickens topic, create note cards, and write a MLA style research paper.
9. Students will use new vocabulary in their writing.
10. Students will use technology to complete classroom and homework activities.

Content (Knowledge, Skills & Values)

1. Literary terms: alliteration, allusion, antagonist, aside, character, climax, comic relief, conflict, dramatic irony, epic, falling action, foreshadowing, onomatopoeia, personification, plot line, point of view, rhyme scheme, red herring, rhythm, setting, simile, soliloquy, monologue, sonnet, stanza, symbol, theme, black humor, situation irony, tragic flaw, resolution.
2. Grammar: parts of speech, verb tenses, sentence types and how to punctuate them, parallelism, use of commas, possessives, antecedent agreement, double negatives, rules of capitalization, contractions, subject verb agreement, correcting fragments and comma splices, writing dialogue, verbals: participle, gerund, infinitive.
3. Power paragraphs.
4. Essays: brainstorming, preplan, outline, rough draft, editing, and final draft.
5. Oral presentations, power points, posters, skits, dialogues.
6. Library and internet usage for research.

7. Gathering information, creating note cards, and writing a MLA style research paper.
8. Creative papers, poems, and essays.
9. Vocabulary

Resources, Activities & Assessments

1. Prentice Hall TIMELESS VOICES, TIMELESS THEMES.
2. HEROES, GODS, AND MONSTERS (mythology)
3. Prentice Hall WRITING AND GRAMMAR
4. Films: ROMEO AND JULIET, TAMING OF THE SHREW. MUCH ADO ABOUT NOTHING, LIFE OF SHAKESPEARE, HEROES AND GODS, ODESSEY, GREAT EXPECTATIONS, LIFE OF CHARLES DICKENS,
5. GREAT EXPECTATIONS
6. Student choices: BLESS THE BEASTS AND THE CHILDREN, ELEPHANT MAN, THE YEARLING, THE GOOD EARTH, SNOWBOUND, THE CAT ATE MY GYM SUIT, MARTIAN CHRONICLES, THE ADVENTURES OF TOM SAWYER, PUDDIN'HEAD WILSON.
7. Evaluation: reading quizzes, tests, minor essays, major essays, projects, presentations, homework, contracts, and class participation.
8. Field trip to the St. Louis Repertory Theatre.

**English
Department
Course Goals**

Course Code ENG 13

Course Name English 13

Goals

1. Students will write a complete, properly-constructed paragraph.
2. Students will create a five paragraph essay.
3. Students will apply research techniques and the writing process to generate a 2-3 page research paper.
4. Students will show appreciation for a variety of literary forms.
5. Students will apply reading strategies to a variety of literary forms.
6. Students will apply literary terms to epics, mythology, short stories, novels, drama and poetry.
7. Students will create various projects demonstrating their content knowledge.
8. Students will participate appropriately in group discussion about literature and writing topics.
9. Students will use technology to gather, research, interpret and communicate information.

Content (Knowledge, Skills & Values)

1. Parts of speech
2. Grammar including: complete sentences, clauses and fragments, subordinate and in subordinate clauses, adjectives, adverbs, active and passive voice and appositives
3. Introduction paragraphs, theses, supporting details, transitions and conclusion paragraphs
4. Context clues, purpose, relating, prior knowledge, clarify, reread, purpose, prediction, summarize
5. Definitions and applications of the terms myth, mythical hero, epic, epic hero, tragedy, tragic hero, plot, exposition, setting, protagonist, antagonist, rising action, climax, falling action, resolution, foreshadowing, symbolism, theme, archetype, soliloquy, aside and imagery
6. Group and class discussion rules
7. Active reading, listening and note taking skills
8. Microsoft Word, Microsoft Outlook, Family Access, www.lirn.net
9. Vocabulary

Resources, Activities & Assessments

1. *Heroes, Gods & Monsters, A Day No Pigs Would Die, the Odyssey, the Lightning Thief, Romeo and Juliet*, short stories and poetry selected from Prentice Hall Literature: Timeless Voices, Timeless Themes (Gold Level) and Writer's Choice Grammar Workbook 9, computers with internet access.
2. Literature circles, jacksaws, guided reading, independent reading, guided notes, independent notes and entrance writing.
3. Build Yo' Brain Fo' Sho' entrance writings, essays, journal evaluations, group discussion, group projects, individual projects, class discussion, class work, quizzes and tests.
4. Microsoft Word, Family Access, www.lirn.net
5. Field trip to the St. Louis Repertory Theatre.

**English
Department
Course Goals**

Course Code ENG 15

Course Name English 15

Goals

1. Students will write complete, properly-constructed sentences.
2. Students will write a complete, properly-constructed paragraph.
3. Students will use the writing process to construct a multi-paragraph essay.
4. Students will show appreciation for a variety of literary forms.
5. Students will apply reading strategies to a variety of literary forms.
6. Students will apply literary terms to mythology, short stories, poetry and drama epics.
7. Students will participate appropriately in group discussion about literature and writing topics.
8. Students will use the internet and multiple software applications to complete classroom and homework activities.
9. Students will create projects demonstrating their content knowledge.

Content (Knowledge, Skills & Values)

1. Parts of speech
2. Subject/predicate
3. End punctuation
4. Topic sentences, supporting details and conclusion sentences
5. Prewriting, outlines, rough drafts and final drafts
6. Reading strategies: Context clues, prediction, summarizing text, setting a purpose for reading
7. Definitions and applications of the terms allusion, myth, mythical hero, epic, epic hero, tragedy, tragic hero, plot, exposition, setting, protagonist, antagonist, rising action, climax, falling action and resolution
8. Group discussion rules and roles students can play in it (literature circles)
9. Active listening/note taking skills
10. Microsoft Word, Microsoft Outlook, Classroom Updates, Family Access

Resources, Activities & Assessments

1. *Heroes, Gods & Monsters, The Lightning Thief, The Odyssey, Romeo and Juliet*, short stories selected from Glencoe Literature: The Reader's Choice (Course 4) and Writer's Choice Grammar Workbook 9, computers with internet access
2. Literature circles, learning stations, guided reading, guided notes, journaling, vocabulary squares, flashcards, grammar rodeo
3. Pre-tests & post-tests, essays, journal evaluations, group discussion, projects, and one-on-one conferences.
4. Field trip to the St. Louis Repertory Theatre.

English Department Course Goals

Course Code ENG21

Course Name Enriched English 2

Goals

1. Students will recognize and use correct spelling, punctuation, and grammar.
2. Students will write properly constructed paragraphs and multi-paragraph papers.
3. Students will analyze literary selections in a variety of genres.
4. Students will employ a variety of reading strategies.
5. Students will recognize and use new vocabulary.
6. Students will participate appropriately in group discussion about literature and writing.
7. Students will create projects demonstrating their content knowledge.
8. Students will utilize technology to gather, research, interpret, and report information.
9. Students will research a topic, organize information, and compose a 5-page research paper.

Content (Knowledge, Skills & Values)

1. Grammar: possessive *its* vs. contraction *it's*, compound predicates, compound subjects, regular and irregular verb forms, clauses, compound sentences, complex sentences, comma splices, subject-verb agreement, appositives, active and passive voice, pronouns, participial phrases, subjunctive mood, parallel structure
2. Writing: prewriting, outlines, rough drafts, peer editing, and final drafts; topic sentences, supporting details, conclusion sentences, thesis statement; plagiarism, academic integrity in writing, validity of sources, documentation within the text, works cited page, journals
3. Reading Strategies: fact vs. opinion, predict outcomes, inferences, draw conclusions, context clues, identify author's purpose, question, prior knowledge, connotations, paraphrase, use text aids, identify the speaker
4. Literary genres: novel, short story, poetry, non-fiction, drama, legend
5. Literary terms: suspense, author's perspective, foreshadowing, flashback, symbol, conflict, climax, parable, theme, characterization, allusion, conflict, irony, imagery, personal narrative, point of view, plot structure, setting, tragedy, blank verse, soliloquy, monologue, aside, legend, parody, alliteration, stanza, rhyme scheme, speaker, paraphrase, imagery, metaphor, personification

6. Vocabulary: prefixes, suffixes, word roots, SAT word lists

Resources, Activities & Assessments

1. *Prentice Hall Literature: Timeless Voices, Timeless Themes* and ancillary materials
2. *Writer's Choice: Grammar and Composition, Grade 10* and ancillary materials
3. *Vocabulary for Achievement: Fourth Course*

4. plays and novels

- a. *Julius Caesar* by William Shakespeare
- b. Students will attend a production at the St. Louis Repertory Theatre at Webster University.
- c. Novels for whole class instruction will be selected from the following list:

<i>A Separate Peace</i>	John Knowles
<i>A Summer of Kings</i>	Han Nolan
<i>Cry the Beloved Country</i>	Alan Paton
<i>Farewell to Manzanar</i>	Jeanne Wakatsuki Houston
<i>If I Should Die Before I Wake</i>	Han Nolan
<i>Night</i>	Eli Wiesel
<i>Secret Life of Bees</i>	Sue Monk Kidd
<i>The Book Thief</i>	Markus Zusak
<i>To Kill A Mockingbird</i>	Harper Lee

- d. Novels for independent reading

Students may choose any novel listed in the textbook at the end of each unit. These novels are listed as ***Extended Reading Opportunities*** and ***Other Possibilities***.

Students may choose a book from the list below if they have not previously read the book.

<i>Born to Rock</i>	<i>Gordon Korman</i>
<i>Crossing the Wire</i>	<i>Will Hobbs</i>
<i>Crunch Time</i>	Mariah Fredericks
<i>Elsewhere</i>	Gabrielle Zevin
<i>Enemy Women</i>	Paulette Jiles
<i>Life of Pi</i>	Yann Martel
<i>Mississippi Solo</i>	Eddy L. Harris
<i>No Right Turn</i>	Terry Truman
<i>Speak</i>	Laurie Halse Anderson
<i>Tree Girl</i>	<i>Ben Michaelson</i>
<i>Things Fall Apart</i>	Chinua Achebe

5. laptops, LCD projector, videos, CDs, www.turnitin.com, www.lirn.net
6. worksheets, puzzles, games
7. homework, classwork, quizzes, tests, projects

English Department Course Goals

Course Code ENG23

Course Name ENGLISH 23

Goals

1. Students will recognize and use correct spelling, grammar and punctuation.
2. Students will write paragraphs and essays.
3. Students will read and analyze selections from a variety of genres.
4. Students will participate appropriately in group discussions about literature and writing.
5. Students will use technology to gather, research, interpret and report information.
6. Students will research a topic, organize information and compose a 3-5 page research paper.
7. Students will create projects demonstrating their content knowledge.

Content (Knowledge, Skills & Values)

1. Grammar: clauses, comma splices, appositives, pronouns, participial phrases, compound predicates, compound subjects, compound sentences, complex sentences
2. Writing: outlining, brainstorming, transitions, summarizing, paraphrasing, peer editing, rough drafts, final drafts, topic sentences, supporting details, conclusion sentences, thesis statement, plagiarism, source validation, proper documentation in text, works cited page, note cards, promotion of writing integrity through submission of written work to www.turnitin.com
3. Reading strategies; fact versus opinion, inferences, context clues, connotation, denotation, prior knowledge, author's purpose
4. Literary genres: novels, short stories, essays, poetry, legends
5. Literary terms: point-of-view, flashback, imagery, inference, foreshadowing, tone, allusion, irony, internal/external conflict, static/dynamic character, parody, theme, blank verse, paraphrase, exposition, soliloquy, monologue, aside
6. Vocabulary

Resources, Activities & Assessments

1. Prentice Hall Literature *Timeless Voices, Timeless Themes Platinum Level, Writer's Choice, Grammar and Composition Grade 10* and ancillary materials.
2. Novels: *If I Should Die Before I Wake, A Summer of Kings, The Secret Life of Bees, Farewell to Manzanar, To Kill A Mockingbird, Tree Girl, Night.*

3. Drama: *Julius Caesar* by William Shakespeare; *Antigone* by Sophocles
4. Annual outing to St. Louis Repertory Theater.
5. Assessments: tests, discussion, class work, homework, projects, written essays, research paper
6. Worksheets, puzzles, games
7. Laptops, LCD projector, videos, CDs, www.turnitin.com, www.lirn.net

English Department Course Goals

Course Code ENG 25

Course Name English 25

Goals

1. Students will correct incomplete and run-on sentences.
2. Students will use the writing process to complete a research paper.
3. Students will demonstrate knowledge of the connection between modern literature and current events.
4. Students will show appreciation for a variety of literary forms.
5. Students will apply reading strategies to a variety of literary forms.
6. Students will apply literary terms to novels, short stories, drama and poetry.
7. Students will participate appropriately in group discussion and peer-editing tasks.
8. Students will use the internet and multiple software applications to complete classroom and homework activities.
9. Students will create projects demonstrating their content knowledge.

Content (Knowledge, Skills & Values)

1. Clauses
2. Fragments, run-ons and comma splices
3. Thesis
4. Evaluating research websites
5. Notetaking-Paraphrasing, summarizing and direct quotes
6. Plagiarism & MLA documentation
7. Letter writing
8. Reading strategies: Context clues, prediction, setting a purpose for reading, scanning
9. Definitions and applications of literary terms: point of view, foreshadowing, flashback, symbol, symbolism, theme, irony, satire, internal conflict, external conflict, rhyme, rhyme scheme, onomatopoeia, alliteration, denotation, connotation
10. literary circles, peer editing skills
11. www.lirn.net, www.turnitin.com

Resources, Activities & Assessments

1. Choice of: *Forbidden City*, *Walk Two Moons*, *Holes*, *Treegirl*, *To Kill A Mockingbird*, *The Secret Life of Bees*, *Night*, short stories and poetry selected from Glencoe Literature: The Reader's Choice (Course 5) and Writer's Choice Grammar Workbook 10, computers with internet access and word processing programs, field trip to the St. Louis Repertory Theatre
2. Literature circles, learning stations, guided reading, guided notes, journaling, vocabulary squares, flashcards, grammar rodeo
3. Pre-tests & post-tests, essays, journal evaluations, group discussion, projects, and one-on-one conferences.
4. Field trip to the St. Louis Repertory Theatre.

**English
Department
Course Goals**

Course Code ENG 31

Course Name HONORS ENGLISH 3

Goals

1. Students will interpret how American literature is influenced by historical events.
2. Students will distinguish how writing styles changed through the development of American literature.
3. Students will apply literary terms to various works of American authors and poets.
4. Students will read American literature from different periods in American history.
5. Students will express their feelings of American works through class discussions.
6. Students will create projects, poems, short stories, and essays in response to works of American writers.
7. Students will improve their vocabulary through their reading.
8. Students will demonstrate writing skills through brainstorming, choosing a topic, narrowing/broadening, preplanning, outlining, writing a rough draft, editing, and writing a final draft.
9. Students will identify their own writing and grammar weaknesses and show an interest to improve them.
10. Students will research an American/British writer/poet, collect reputable information on note cards, and create a MLA style research paper.
11. Students will create projects demonstrating their content knowledge.
12. Students will participate appropriately in group discussion about literature and writing topics.

Content (Knowledge, Skills & Values)

1. Literary terms: witch hunt, alliteration, allusion, assonance, 6 parts of a character, hyperbole, naïf, satire, black humor, understatement, simile, personification, metaphor, onomatopoeia, foreshadowing, frame story, Arabesque and Grotesque horror, situation and verbal irony, local colorist, vernacular, narrative poetry, naturalism, transcendentalism, symbolism of the seasons, parable, paradox, parallelism, parody, poetic license, point of view, realism, romanticism, regionalism, stream of conscious, symbol, theme, tall tale, thesis, tone.
2. Social issues: racism, women's, loneliness, poverty.

3. Life and works of American authors and poets: Bradstreet, Franklin, Edwards, Thoreau, Cooper, Hawthorne, Melville, Poe, Emerson, Irving, Dickenson, Whitman, Chopin, Crane,

Twain, Masters, Harte, Dunbar, London, Cummings, Hemingway, Sandburg, Frost, Steinbeck, Wright, Fitzgerald, Faulkner, Williams, Miller.

4. Historical influences: Puritans, Revolutionary War, Indian wars, Slavery, Civil War, WWI and II, the Depression and the Dust Bowl, the Civil Rights Movement, the Women's Movement.
5. Major papers: Process, Character, Cause/ Effect, Comparison/Contrast, Argument/Persuasion, research paper, and research paper.
6. Peer and teacher editing.
7. Note cards, use of internet research, library use, and documenting in MLA style.
8. Vocabulary.

Resources, Activities & Assessments

1. Prentice Hall American Literature
2. Films: THE CRUCIBLE, LAST OF THE MOHICANS, MOBY DICK, MARVIN'S ROOM, GLASS MENAGERIE, THE GREAT GATSBY, THE GRAPES OF WRATH.
3. Novel choices: SCARLET LETTER, THE ADVENTURES OF HUCKLEBERRY FINN, FAREWELL TO ARMS, ETHAN FROME, BLACK BOY, AS I LAY DYING, GRAPES OF WRATH, THE JUNGLE, THE GREAT GATSBY, THE CRUCIBLE, GLASS MENAGERIE, OUR TOWN.
4. Reading quizzes, tests, class participation, creative papers and projects, minor and major essays, note cards, research paper, and oral presentation.
5. Field trip to the St. Louis Repertory Theatre.

**English
Department
Course Goals**

Course Code ENG 35

Course Name English 3

Goals

1. Students will demonstrate knowledge of literary terms and their application in analyzing American literature.
2. Students will demonstrate an understanding of the historical development of American literature.
3. Students will read selections from American literature.
4. Students will identify and use correctly simple, compound, and complex sentences.
5. Students will recognize and use correct pronoun usage.
6. Students will recognize and correct errors in their writing.
7. Students will write paragraphs and multi-paragraph papers.
8. Students will participate appropriately in class discussions and peer group work.
9. Students will utilize the computer to produce written assignments.
10. Students will improve their vocabulary.
11. Students will create projects demonstrating their content knowledge.

Content (Knowledge, Skills & Values)

1. Steps of essay writing: brainstorming, choosing a topic, preplan, outline, rough draft, editing, and final copy.
2. Various essays: Process, Character Analysis, Cause/Effect, Comparison/Contrast, and Argumentative.
3. Creative papers.
4. Spelling techniques, sentence structure and punctuation, use of pronouns, possessives.
5. Literary terms: satire, symbolism, transcendentalism, witch hunt, naturalism, symbolism, 6 characteristics of a character, theme, situational irony, plot line.
6. Social issues: BLACK BOY—racism, women—Chopin, witch hunts—THE CRUCIBLE.
7. Historical effects on literature

8. Life and works of major American authors and poets: Steinbeck, Thoreau, Poe, Dickenson, Robinson, Dunbar, Masters, Whitman, London, Bradstreet, Wright, Cooper, Faulkner, and Harte.

Resources, Activities & Assessments

1. Glencoe Literature THE READER'S CHOICE—AMERICAN LITERATURE
2. SCOPE MAGAZINE
3. Films: MOBY DICK, OF MICE AND MEN, LAST OF THE MOHICANS, MARVIN'S ROOM, GRAPES OF WRATH, THE CRUCIBLE.
4. Novel choices: OF MICE AND MEN, BLACK BOY, SUMMER OF MY GERMAN SOLDIER, BLESS THE BEASTS AND THE CHILDREN, GLASS MENAGERIE.
5. Projects, quizzes, tests, class participation, oral presentations, homework, SCOPE exercises, creative papers, minor papers, and major papers.
6. Field trip to the St. Louis Repertory Theatre.

English Department Course Goals

Course Code: ENG41 (semester1)

Course Name: Honors English 4
Intro to Literary Styles--SLU

Goals

1. Students will analyze how they learn, particularly about various genres of literature, primarily British in origin.
2. Students will identify and compare and contrast the focus of a piece of literature based on the time period in which it is written, its genre, and its author's purposes.
3. Students will identify the basic elements of the narrative fiction and poetry, and demonstrate how the elements of different genres of fiction contribute to the total meaning of the piece.
4. Students will describe, discuss, and interpret connections between the selections of literature read, between literature and history, and between literature and their own lives.
5. Students will recognize and use new vocabulary.
6. Students will participate appropriately in group discussion about literature.
7. Students will demonstrate continued expertise in writing.
8. Students will use technology to gather, research, interpret and report information.
9. Students will create projects demonstrating their content knowledge.

Content

1. Analysis of theme of fiction through plot, character, theme, point of view, symbolism, irony, and tone
2. Consideration of the development of British fiction from the oral-based epic to medieval verse-tales to novels to modern short stories
3. Analysis of the purpose of a poem by examining its word meaning, speaker, audience, situation, thought divisions, imagery, figurative language, tone
4. Analysis of British poetry from early heroic alliterated lines to modern free verse
5. Making connections between historical occurrences and literary content and style
6. Comparing and contrasting literature with similar topics or themes
7. Writing by modeling on the structure or content of literature studied

Resources, Activities, & Assessments

1. DiYanni, Robert. *Literature: Reading Fiction, Poetry, and Drama*. 6th Ed. New York: McGraw-Hill Companies, Inc., 2007.
- 2.. Paperbacks: Golding, William. *Lord of the Flies*. Mary Shelley. *Frankenstein*.
3. DVD film versions of literature taken in class and/or DVD or video presentations on specific literary periods, authors, or particular pieces of literature.
4. Written and oral group projects on literary genres or individual works.
5. Homework, classroom cooperation and participation, quizzes, tests, projects, .papers.
6. Laptops, LCD projector.
7. Student notebooks with class-day notes and written work assigned to be done in the notebooks.
8. Field trip to the St. Louis Repertory Theatre.

English Department Course Goals

Course Code: ENG41 (semester 2)

Course Name: Honors English 4
Intro to Drama--SLU

Goals

1. Students will analyze how they learn, particularly about dramatic literature and theatre, primarily British in origin.
2. Students will identify and compare and contrast the focus of a play based on the time period in which it is written and its author's purposes.
3. Students will identify the basic elements of a play and demonstrate how those elements contribute to the total meaning of the play.
4. Students will describe, discuss, and interpret connections between the plays read, between those plays and history, and between plays and their own lives.
5. Students will recognize and use new vocabulary.
6. Students will participate appropriately in group discussion about dramatic literature.
7. Students will demonstrate continued expertise in writing.

Content

1. Analysis of theme of dramatic literature through the elements of conflict, plot, dialogue and subtext, staging, symbolism and irony, and theme
2. Shakespearean tragedy, comedy and history plays
3. Comparisons of how Shakespeare treats similar themes in different plays
4. Realistic and non-realistic drama
5. Historical development of literature, primarily British, as reflected in development of drama
6. Written literary analysis
7. Consideration of similar character types or plot elements in drama of different time periods

Resources, Activities, & Assessments

1. DiYanni, Robert. *Literature: Reading Fiction, Poetry, and Drama*. 6th Ed. New York: McGraw-Hill Companies, Inc., 2007.
2. Scanlan, David. *5 Comedies*. Boston: Houghton Mifflin Company, 1971.
3. Individual plays from various paperback sources.
4. Student notebooks with class-day notes and written work assigned to be done in the notebooks.
5. DVD film versions of literature taken in class and/or DVD or video presentations on specific literary periods, playwrights, or plays.
6. Written and oral group projects on individual or collective plays.
7. Homework, classroom cooperation and participation, quizzes, tests, projects, .papers.
8. Laptops, LCD projector.
9. Field trips to the St. Louis Repertory Theatre and another local production.

English Department Course Goals

Course Code: ENG43

Course Name: British Literature

Goals

1. Students will recognize and use correct spelling, punctuation, and grammar.
2. Students will utilize technology to gather, research, interpret, and report information
3. Students will write properly constructed paragraphs and multi-paragraph papers.
4. Students will analyze British literary selections in a variety of genres.
5. Students will employ a variety of reading strategies.
6. Students will recognize and use new vocabulary.
7. Students will participate appropriately in group discussion about literature.
8. Students will create projects demonstrating their content knowledge.

Content

1. Reading Strategies: fact vs. opinion, predict outcomes, inferences, draw conclusions, context clues, identify author's purpose, question, prior knowledge, connotations, paraphrase, use text aids, identify the speaker.
2. Literary genres: epic, narrative poetry, dramatic literature, poetry, non-fiction; examine and define the major periods of British Literature and the major writers of each.
3. Writing: Demonstrate continued expertise in writing.
4. Recognize and state the major themes, beliefs, and attitudes of each literary period and its writers and then relate those to everyday modern life and people.
5. Literary terms: author's perspective, foreshadowing, flashback, symbol, conflict, climax, theme, characterization, allusion, conflict, irony, point of view, plot structure, setting, tragedy, blank verse, soliloquy, monologue, aside, legend, parody, alliteration, stanza, rhyme scheme, speaker, paraphrase, imagery, metaphor, personification
6. Vocabulary: words identified in literary pieces; vocabulary from context.
7. Attitude: express appreciation for the skill and genius it takes to write high quality literature.

Resources, Activities, & Assessments

1. Prentice Hall Literature---*the British Tradition*.
2. Worksheets, study guides, enrichment pages from Student Study Guides for each text unit.
3. DVD film versions of literature taken in class and/or DVD or video presentations on British literary periods, authors, or particular pieces of literature.
4. Written and oral group projects on literary genres or individual works.
5. Homework, classroom cooperation and participation, quizzes, tests, projects.
6. Laptops, LCD projector.
7. Student notebooks maintained each class with class-day notes and used for written work assigned to be done in the notebooks.
8. Field trip to the St. Louis Repertory Theatre.

English Department Course Goals

Course Code: ENG45

Course Name: British Literature

Goals

1. Students will recognize and use correct spelling, punctuation, and grammar.
2. Students will write properly constructed paragraphs and multi-paragraph papers.
3. Students will analyze British literary selections in a variety of genres.
4. Students will employ a variety of reading strategies.
5. Students will recognize and use new vocabulary.
6. Students will participate appropriately in group discussion about literature.
7. Students will utilize technology to gather, research, interpret, and report information.
8. Students will create projects demonstrating their content knowledge.

Content

1. Reading Strategies: fact vs. opinion, predict outcomes, inferences, draw conclusions, context clues, identify author's purpose, question, prior knowledge, connotations, paraphrase, use text aids, identify the speaker.
2. Literary genres: epic, narrative poetry, dramatic literature, poetry, non-fiction; examine and define the major periods of British Literature and the major writers of each.
3. Writing: Demonstrate continued expertise in writing.
4. Recognize and state the major themes, beliefs, and attitudes of each literary period and its writers, and then relate those to everyday modern life and people.
5. Literary terms: suspense, author's perspective, foreshadowing, flashback, symbol, conflict, climax, parable, theme, characterization, allusion, conflict, irony, imagery, personal narrative, point of view, plot structure, setting, tragedy, blank verse, soliloquy, monologue, aside, legend, parody, alliteration, stanza, rhyme scheme, speaker, paraphrase, imagery, metaphor, personification.
6. Vocabulary: words identified in literary pieces; vocabulary from context.
7. Attitude: express appreciation for the skill and genius it takes to write high quality literature.

Resources, Activities, & Assessments

1. Glencoe Literature: The Reader's Choice---*British Literature*.
2. Worksheets, study guides, enrichment pages from Student Study Guides for each text unit.
3. DVD aids: film versions of literature taken in class and/or DVD.video presentations on British literary periods, authors, or particular pieces of literature.
4. Written and oral group projects on literary genres or individual works.
5. Homework, classroom cooperation and participation, quizzes, tests, projects.
6. Laptops, LCD projector.
7. Student notebooks maintained each class with class day notes and used for written work assigned to be done in the notebooks.
8. Field trip to the St. Louis Repertory Theatre.

**English
Department
Course Goals**

Course Code Eng 33

Course Name American Literature

Goals

1. Students will write a coherent and effective argumentative thesis.
2. Students will utilize the writing process to construct a series of papers: comparison/contrast, process, exploratory, and a 7 to 10 page research paper.
3. Students will research and analyze evidence to provide support for written arguments.
4. Students will show appreciation for a variety of literary forms.
5. Students will apply reading strategies to short stories, vignettes, novels and speeches.
6. Students will apply literary terms to short stories, vignettes, novels, speeches, film and music.
7. Students will participate appropriately in group and class discussion about literature and writing.
8. Students will use technology to gather, research, interpret and communicate information.
9. Students will create projects demonstrating their content knowledge.

Content (Knowledge, Skills & Values)

1. Introduction and conclusion techniques including hook and return.
2. Brainstorming, prewriting, outlining, drafting, revision and bibliographies.
3. Definitions of theme, parody, imagery, symbolism, allusion, protagonist, antagonist, exposition, foreshadowing, indirect characterization, internal conflict, external conflict, dramatic irony, verbal irony and situational irony.
4. Group and class discussion rules.
5. Active reading, listening and note-taking skills.
6. Paper formatting in Microsoft Word, use of lirn.net
7. Life and works of American authors and poets.
8. Social issues in American literature.
9. Historical influences.
10. Vocabulary

Resources, Activities & Assessments

1. *Black Boy*, *The Lone Ranger and Tonto Fistfight in Heaven*, *The Crucible*, *Of Mice and Men*, short stories, speeches and poetry taken from *Prentice Hall Literature: The American Experience*, “Don’t Drink the Water” by Dave Matthews Band, “That’s So Gay” article by Lisa Leff, Roosevelt’s “Immigrant Speech” (1907) and corresponding picture, *Invisible Man* Prologue, “On the Even of the Dandi March,” “Long Walk to Freedom” and “I Have a Dream” speeches.
2. Microsoft Word, Family Access, www.lirn.net, www.turnitin.com.
3. Build Yo’ Brain Fo’ Sho entrance writings, jackdaws, guided reading, independent reading, literature circles
4. Group work, group discussion, class work, class discussion, individual research papers, essays, entrance writing evaluations, worksheets, speeches and tests.
5. Field trip to the St. Louis Repertory Theatre.

**English
Department
Course Goals**

Course Code FILM1/FILM2

Course Name Film Study

Goals

1. Students will show an appreciation for art through the medium of film.
2. Students will examine multiple types of film.
3. Students will distinguish different genres.
4. Students will engage in conversation about themes of different films.
5. Students will identify different storytelling devices.
6. Students will compare and contrast color and black and white film.

Content (Knowledge, Skills & Values)

1. Difference between genres
2. Evaluate historical context of film
3. The affect of institutionalization on inmates and patients
4. The making of some films
5. The impact of society on film
6. Color in film and its importance
7. Race in film
8. Significance of a narrator
9. The chief conflict and struggle of main characters in a film

Resources, Activities & Assessments

1. movies
2. group discussions
3. quizzes
4. large paper critiquing a movie of their choice
5. LCD projector