

Syllabus

English 7B

Course Overview

English is the study of the creation and analysis of literature written in the English language. In English 7B, you will analyze the literary elements of point of view and conflict in literature. You will study the features and techniques of persuasive writing. You will evaluate the use of the literary element of conflict in informational texts. In addition, you will learn about the main characteristics of public speaking and deliver a persuasive speech. In the latter part of this course, you will investigate the topic of identity in literature. In the final unit, you will read novels and explore various literary elements.

Course Goals

This course will help you meet these goals:

- Analyze point of view, conflict, theme, setting, and plot in literature.
- Determine the primary features of persuasive writing.
- Develop skills for writing persuasively.
- Explore the element of conflict in informational texts.
- Investigate the elements and purpose of public speaking.
- Identify and implement elements of speechwriting.
- Explore the topic of identity in literature.
- Develop research skills needed for writing academic papers.
- Trace the development of characters in a novel.
- Develop the skills necessary to draft a cohesive research paper.

General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word processing software, such as Microsoft Word or Google Docs.
- Complete basic operations with presentation software, such as Microsoft PowerPoint or Google Docs Presentation.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document, found at the beginning of this course.

Credit Value

English 7B is a 0.5-credit course.

Course Materials

- notebook
- pencil or pen
- computer with Internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft PowerPoint or equivalent

Some course readings may require a visit to your school library or public library.

The Course Novel Unit

In Unit 4 of this course, you'll choose one of the following novels to read.

***The Call of the Wild* by Jack London**

Buck is a spoiled pet dog living in California. His world turns upside down when he is kidnapped from his comfortable home and forced to work as a sled dog in the Arctic. Buck quickly adapts to his new, harsh environment by relying on his strength. He starts to recall the wild instincts of his ancestor, the wolf, and begins to use them in order to survive. In this way, Buck's physical journey across the Arctic becomes a symbolic journey. He must choose between his desire to be a pet dog and his impulse to give in to his savage, wolf-like side.

***The Hobbit* by J. R. R. Tolkien**

This story of self-discovery, bravery, and brotherhood revolves around a small, furry-toed hobbit named Bilbo Baggins. One day, Bilbo is visited by the great wizard Gandalf, who asks for his help to reclaim a treasure. Soon Bilbo is in the midst of a thrilling and adventurous journey with 12 dwarves. The group faces a number of enemies, ranging from trolls to goblins. But their greatest opponent is a powerful dragon named Smaug who guards the treasure they seek. Will they survive Smaug's wrath and reclaim what is rightfully theirs?

***The Old Man and the Sea* by Ernest Hemingway**

This story features a battle of endurance between an experienced old fisherman and the biggest fish he has ever seen. When the story begins, the old man, Santiago, has failed to catch a single fish for 84 days. To change his luck, he decides to go deep into the Gulf Stream. On his very first day in the deep waters, Santiago manages to hook a big fish. But the fish is strong and resists every attempt to be reeled in. Santiago knows that he must exhaust the fish before he himself loses his will to defeat it. Will Santiago be successful? Or will his bad luck get the better of him?

***A Wrinkle in Time* by Madeleine L'Engle**

In this adventure through time and space, 13-year-old Meg Murry is an oddball at school who struggles with her self-image. After a surprise visit from a peculiar woman named Mrs. Whatsit, Meg embarks on a journey through dimensions and space in search of her missing father. She is joined by her younger brother, Charles Wallace, and her friend Calvin O' Keefe. With some

help from three mysterious beings named Mrs. Whatsit, Mrs. Who, and Mrs. Which, Meg and the boys land on the alien planet Camazotz. There they encounter an evil force called IT that has captured Mr. Murry. Will Meg and her friends succeed in rescuing her father and bringing him back home safely?

Note:

You will be able to read *The Call of the Wild* online. A link to this novel is provided in the course novel unit. To read *The Hobbit*, *The Old Man and the Sea*, or *A Wrinkle in Time*, you will need to get a copy from your school, a library, or some other source.

Course Pacing Guide

The following course description and pacing guide is intended to help you stay on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Unit 1: What Can Literature Teach Us about Conflict?

Summary

This unit focuses on the elements of narrative point of view and conflict in literature. You will evaluate narrative point of view in Yei Theodora Ozaki’s short story “The Story of the Old Man Who Made Withered Trees to Flower.” You will explore elements of internal conflict in the poem “Fire and Ice” by Robert Frost and the short story “The Moustache” by Robert Cormier. You will investigate characteristics of external conflict in Jack London’s short story “To Build a Fire.” You will also determine the primary features of public speaking. At the end of the unit, you will develop skills for writing persuasively.

Day	Activity/Objective	Type
1 day: 1	Syllabus and Plato Student Orientation <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
4 days: 2–5	Seeing Point of View in Narratives <i>Evaluate narrative point of view in literature.</i>	Lesson
5 days: 6–10	Examining Internal Conflict in Literature <i>Analyze elements of internal conflict in literature.</i>	Lesson
5 days: 11–15	Exploring External Conflict in Literature <i>Investigate characteristics of external conflict in literature.</i>	Lesson

Day	Activity/Objective	Type
3 days: 16–18	Identifying Elements of Persuasion <i>Determine prominent features of persuasive writing.</i>	Lesson
3 days: 19–21	Writing Persuasively <i>Develop skills for writing persuasively.</i>	Lesson
3 days: 22–24	Unit Activity and Discussion—Unit 1	Unit Activity/ Discussion
1 day: 25	Posttest—Unit 1	Assessment

Unit 2: How Can We Positively Influence a Conflict?

Summary

This unit focuses on nonfictional texts. You will consider various viewpoints of a conflict presented in Franklin D. Roosevelt’s “Pearl Harbor Speech.” You will examine how writers reflect on conflict in “Conference with General De Witt,” “Executive Order of President Franklin D. Roosevelt,” and the “Presidential Letter of Apology.” You will investigate the elements and purpose of public speaking in Winston Churchill’s speech “Blood, Toil, tears, and Sweat.” Finally, you will identify and implement elements of speechwriting.

Day	Activity/Objective	Type
4 days: 26–29	Evaluating the Sides of a Conflict <i>Consider various viewpoints of a conflict presented in informational texts.</i>	Lesson
4 days: 30–33	Reflecting on Conflict <i>Examine how writers reflect on conflict in literary nonfiction.</i>	Lesson
3 days: 34–36	Making an Impact with Public Speaking <i>Investigate the elements and purpose of public speaking.</i>	Lesson
4 days: 37–40	Delivering a Persuasive Speech <i>Identify and implement elements of speechwriting.</i>	Lesson
3 days 41–43	Unit Activity and Discussion—Unit 2	Unit Activity/ Discussion

Day	Activity/Objective	Type
1 day 44	Posttest—Unit 2	Assessment

Unit 3: Does Our Search for Identity Ever End?

Summary

This unit explores the topic of identity in literature. You will examine the theme of identity in the short stories “Little Red Riding Hood” and Ambrose Bierce’s “A Horseman in the Sky.” You will explore how the topic of place can influence the discussion of identity in the poems “In Flanders Fields” by John McCrae, “Places” by Sara Teasdale, and “Chicago” by Carl Sandburg. You will evaluate how the topic of heritage can influence the discussion of identity in the poem “The Twelfth Song of Thunder” and Julia Alvarez’s narrative nonfiction piece “Names/Nombres.” You will develop the research skills needed for writing academic papers.

Day	Activity/Objective	Type
4 days: 45–48	Undertaking the Journey of Identity <i>Examine the theme of identity in literature.</i>	Lesson
4 days: 49–52	Defining Identity with Place <i>Explore how the topic of place can influence the discussion of identity in poetry.</i>	Lesson
4 days: 53–56	Searching for Identity in Heritage <i>Evaluate how the topic of heritage can influence the discussion of identity in informational texts.</i>	Lesson
3 days: 57–59	Developing Research Skills <i>Develop the research skills needed for writing academic papers.</i>	Lesson
3 days: 60–62	Unit Activity and Discussion—Unit 3	Unit Activity/ Discussion
1 day: 63	Posttest—Unit 3	Assessment

Unit 4: Is It the Achievement or the Journey that Defines Us?

Summary

This unit focuses on character development in novels. You will read and analyze literary elements of one of the following novels: Jack London’s *The Call of the Wild*, J. R. R. Tolkien’s *The Hobbit*, Ernest Hemingway’s *The Old Man and the Sea*, or Madeleine L’Engle’s *A Wrinkle in Time*. You will develop the skills necessary to craft a cohesive academic paper.

For further details, see the section **The Course Novel Unit** above.

Day	Activity/Objective	Type
4 days: 64–67	Identifying the Goals of Characters <i>Examine how writers develop characters through their needs and goals.</i>	Lesson
4 days: 68–71	Relating to Characters <i>Explore how writers craft characters to be relatable to readers.</i>	Lesson
5 days: 72–76	Examining Character Development <i>Analyze how characters change over the course of a longer work.</i>	Lesson
5 days: 77–81	Concluding the Journey <i>Evaluate how the needs and goals of characters can be resolved in fiction.</i>	Lesson
4 days 82–85	Crafting a Clear Message <i>Develop the skills necessary to craft a cohesive academic paper.</i>	Lesson
3 days: 86–88	Unit Activity and Discussion—Unit 4	Unit Activity/ Discussion
1 day: 89	Posttest—Unit 4	Assessment
1 day: 90	End of Semester Test	Assessment