**English Composition 11**

**What is English Composition 11?**

This course provides students with opportunities to think critically as they explore, extend, and refine their writing skills. Students will develop their writing through processes of drafting, reflecting, and revising to build a body of work that demonstrates breadth, depth, and evidence of writing for a range of situations.

**Highlights:**

-- Writing for a variety of purposes:  compare/contrast, persuasion, expository/argumentative, cause and effect, etc.

--Planning, drafting, and editing processes

--Research and citation skills

--Evaluation of source credibility

**Unit 1- Belonging and Displacement**

**Where do I belong?**

**Does society have to change before language can? Or can language bring about changes in society?**

**Texts:**

“Paper Menagerie”

“No Bikini”

“Immigrants”

“Fish Cheeks”

“A Fabulous Child’s Story”

“What Do I Remember of the Evacuation?”

**Media:**

Ivan Coyote- “Why We Need Gender-Neutral Washrooms”

Lee Mokobe- “A powerful poem about what it feels like to be transgender”

Alex Dang- “What Kind of Asian Are You?”

**Tasks:**

Compare and contrast

→ Peer Edit -- How to provide quality and effective feedback

Creating Inquiry Questions

→ Research (inquiry) essay

→ Research tools & skills (work with librarian)

→ Citing sources

Narrative Essay

**Unit 2- Ethics and Morals**

**Who/What influences our decisions? How do we make an ethical decision? What makes an issue a moral issue? How do we ask and wrestle with ethical questions?**

**Texts:**

“Gentlemen, Your Verdict”

“Two Fishermen”

“Just Lather, That’s All”

**Media:**

John Drury- “The Power of the Crowd”

Einar Overenget- “Why Good People Do Bad Things”

**Tasks:** Synthesis

Literary analysis

**Unit 3- Reconciliation**

**What are the most effective ways that Canadians can bring about reconciliation with First Nations people for the legacy of Indian Residential Schools? What responsibility do all Canadians have to remember, reconcile, and respond to the injustice that was the Residential School system?**

**Texts:**

“Totem”

“What is Reconciliation?” (speech by Justice Murray Sinclair)

“Apology Day” (memoir by Isabelle Knockwood)

“Returning to Harmony” (Personal essay by Richard Wagamese)

“The History Lesson”

**Media:**

“Where Are the Children?”

*Rabbit Proof Fence*

**Tasks:**

Thematic analysis

Protest t-shirt

**Unit 4- Cultural Appropriation**

**How do we determine the difference between cultural appreciation and cultural appropriation?**

**What are the obstacles and opportunities that people experience based on their cultural identities and attire, and how can we best address these obstacles to create more equal opportunities for all?**

**Texts:**

*In Defense of Cultural Appropriation*

*Love, Hate, and Culture Wars*

*Merging New Media with Old Traditions*

*Owning Red: A Theory of Indian Cultural Appropriation*

**Tasks:**

Evaluate the quality and reliability of a source

Persuasion→ letter to the editor

Research essay

Fishbowl discussions