English 7A

Course Overview

English is the study of the creation and analysis of literature written in the English language. In English 7A, you will explore different elements of fiction such as theme, characters, setting, and plot. You will also improve your writing by developing skills required for academic writing. You will evaluate how change affects society and an individual's personal growth by analyzing various informational texts. In addition, you will conduct a group discussion on the topic of change. In the latter part of the course, you will examine various poetic devices and elements of drama. You will also compare a dramatic text to its film version. In the final unit, you will analyze elements of writing such as tone, audience, purpose, and structure in informational texts.

Course Goals

This course will help you meet these goals:

- Explore different elements of fiction such as theme, characters, setting, and plot.
- Develop skills for planning, organizing, drafting, and editing academic writing.
- Evaluate the topic of change in informational texts.
- Prepare for and conduct a group discussion on the topic of change.
- Examine how to form and develop a main idea in academic writing.
- Analyze literary devices such as literal and figurative language and sound in poetry.
- Evaluate common forms and structural elements found in poetry.
- Explore the main literary characteristics of drama.
- Compare and contrast a dramatic text with its film adaptation.
- Investigate elements of writing such as tone, audience, purpose, and structure in informational texts.
- Develop skills needed to present ideas to an audience.

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 7A 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.

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 We Learn from Change?

Summary

This unit focuses on various elements of fiction. In the opening lesson, you will investigate theme in O. Henry's short story "A Retrieved Reformation." In the next lesson, you will examine types of characters in "The Open Window" by H. H. Munro. You will then evaluate how setting can influence plot and characters in reading selections such as "The Caterpillar" by Ellen Robena Field and "The Pit and the Pendulum" by Edgar Allan Poe. You will also analyze the common features of plot development in Guy de Maupassant's "The Necklace." In the final lesson of this unit and the unit activity, you will develop skills for planning, organizing, drafting, and editing academic writing.

Day	Activity/*Objective*	Type
1 day: 1	**Syllabus and Plato Student Orientation** *Review the Course Syllabus and Plato Student Orientation at the beginning of this course.*	Course Orientation
4 days: 2–5	**Experiencing Change in Life and Literature** *Investigate the theme of change in literature.*	Lesson
4 days: 6–9	**Defining Characters in Fiction** *Examine different types of characters in fiction.*	Lesson
4 days: 10–13	**Exploring Setting in Fiction** *Evaluate how setting can influence plot and characters in fiction.*	Lesson
4 days: 14–17	**Building Plot in Fiction** *Analyze common features of plot development in fiction.*	Lesson
3 days: 18–20	**Identifying the Writing Process** *Develop skills for planning, organizing, drafting, and editing academic writing.*	Lesson
3 days: 21–23	**Unit Activity and Discussion—Unit 1**	Unit Activity/ Discussion
1 day: 24	**Posttest—Unit 1**	Assessment

Unit 2: When Is Change Beneficial?

Summary

This unit focuses on the topic of change and how it is reflected in informational texts. In the first lesson, you will explore topics of social change in Patrick Henry's speech "Give Me Liberty or Give Me Death." Later, you will evaluate how writers discuss personal change by reading Robert Louis Stevenson's essay titled "On the Enjoyment of Unpleasant Places." In the third lesson of this unit, you will prepare for and conduct a group discussion on the topic of change. In the last lesson, you will examine how to form and develop a main idea in academic writing.

Day	Activity/*Objective*	Type
4 days: 25–28	**Investigating Change in Society** *Explore topics of social change in informational texts.*	Lesson
4 days: 29–32	**Exploring Personal Growth** *Evaluate how writers discuss personal change in informational texts.*	Lesson
3 days: 33–35	**Discussing Change in Our Lives** *Prepare for and conduct a group discussion on the topic of change.*	Lesson
3 days: 36–38	**Constructing a Main Idea** *Examine how to form and develop a main idea in academic writing.*	Lesson
3 days: 39–41	**Unit Activity and Discussion—Unit 2**	Unit Activity/ Discussion
1 day: 42	**Posttest—Unit 2**	Assessment

Unit 3: How Do We Communicate an Idea?

Summary

This unit focuses on the genres of poetry and drama. First, you will analyze literary and figurative meaning in Emily Dickinson's poem "The Railway Train" and Robert Frost's poems "Fire and Ice" and "Design." Next, you will analyze the importance of sound in the poems "Winter-Time" by Robert Louis Stevenson and "Nothing Gold Can Stay" by Robert Frost. In the third lesson, you will evaluate common forms and structural elements in Amy Lowell's poem "Lilacs." You will then examine important literary features of drama in Anton Chekhov's *The Proposal*. In the last lesson, you will compare George Bernard Shaw's drama *Pygmalion* to its film adaptation.

Day	Activity/*Objective*	Type
5 days: 43–47	**Discovering Meaning in Poetry** *Analyze literal and figurative meaning in poetry.*	Lesson
4 days: 48–51	**Hearing Sound in Poetry** *Investigate the importance of sound in poetry.*	Lesson
4 days: 52–55	**Crafting Structure in Poetry** *Evaluate common forms and structural elements found in poetry.*	Lesson
5 days: 56–60	**Exploring Elements of Drama** *Examine important literary features of drama.*	Lesson
5 days: 61–65	**Evaluating a Film Adaptation** *Compare a drama and its film adaptation.*	Lesson
3 days: 66–68	**Unit Activity and Discussion—Unit 3**	Unit Activity/ Discussion
1 day: 69	**Posttest—Unit 3**	Assessment

Unit 4: How Do We Communicate with an Audience?

Summary
This unit focuses on the features of literary writing as they appear in informational texts. In the first lesson, you will consider how writers modify their tone to fit their audience by reading Henry Petroski's "Design out of a Paper Bag." Next, you will evaluate various writing purposes in the essay "Taming the Bicycle" by Mark Twain. In the third lesson, you will examine various writing structures in the reading selection "Collecting Rocks" by Rachel M. Barker. In the final lesson of this unit, you will develop skills needed to present ideas to an audience.

Day	Activity/*Objective*	Type
4 days: 70–73	**Matching Tone to an Audience** *Consider how writers modify the tone in informational texts to fit the audience.*	Lesson
4 days: 74–77	**Identifying Purpose in Nonfiction** *Evaluate various writing purposes in informational texts.*	Lesson
4 days: 78–81	**Creating Structure in Nonfiction** *Examine various writing structures found in informational texts.*	Lesson
4 days: 82–85	**Presenting Ideas to an Audience** *Develop the skills needed to present ideas to an audience.*	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