

# *Tree of Life School*

*"Wisdom is a tree of life to those to those who embrace her."  
Proverbs 3:18*

## *English I Course Outline*

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## Course Outline

### Introduction

Writing...a word that strikes terror into the heart of many an intrepid teen. However, we should not be afraid of written expression. The written word is the way through which God has chosen to communicate His character and teaching to His people. The written word is still the way that most of what is worthwhile to know in our world is presented. The written word is the best way to organise your thoughts so that you might express your opinions and desires in the most clear and coherent manner. It can therefore not be denied that the ability to write effectively is a skill that most young people will need in this life. Janie Cheaney, author of *Wordsmith Craftsman*, the primary text for this course, has organised writing into the most basic formats that a student might need to be successful. This year you will focus on what might be called personal writing skills. Note-taking, outlines, summaries, letters (both friendly and business), and “tons” of suggestions to help you to finely hone style in your writing help to make the material for this year exceedingly practical. As the author herself notes it is assumed that by high school you have received adequate instruction in basic grammar and writing mechanics, so you will not see much here about writing simple sentences or parts of speech. Remember the emphasis is on taking your writing to a level that will prepare you for further schooling or to write easily when the occasion arises in the work world.

In this course you will study two novels, *Animal Farm* and *The Yearling*, as a way to stretch your reading and thinking skills, and also to offer you opportunities to practice some of what you are learning in *Wordsmith Craftsman*. Please note that all assignments for these novels are to be done with considerable detail. By that it is meant that the student cannot get away with an answer that is only a few lines long. It is expected that proper format will be used in all answers and several examples from the novel being studied will help support opinions. It may also be appropriate to do research outside the novel to aid you in your answer.

Units on poetry and short stories have been included to introduce you to the fundamentals of these genres and guide you in your exploration of different forms and figures of speech. For your convenience, all the material that you are required to read has been reproduced in the study guide. The tests included in your test packet demand that you read previously unread poems and stories and use the skills and definitions you have learned to analyse them.

Required Materials:

*Wordsmith Craftsman*

*Animal Farm*

*The Yearling*

## How to Work Through The Course

A study guide has been included to help you work through all the texts and assignments in this course. It is divided into ten units, each focusing on a different skill or genre of literature. The units are designed to be worked through in the order they occur. Note that each unit may not take the same amount of time to complete and not all lessons need to be done in one day. Look over the units and pace yourself accordingly. **Pay close attention to the assignment list included with the course outline.** It will help you keep track of assignments that are due as well as serving as an aide in determining if you are on schedule to complete the course in the desired time frame. English One has been designed for the student to complete in one “normal” school year; that is, about 9 to 10 months. Daily effort will insure that you finish on time.

Remember it is very important that maximum effort is made to complete all exercises, assignments and the final exam to the best of your ability. This is true even if the assignment is not to be sent in for evaluation. Every activity is designed to promote understanding of the concept and will lead to higher quality on those assignments which are to be graded. **All assignments that are to be submitted for evaluation are clearly marked in the study guide. Assignments that are to be done for practice have a Confirmation Page titled for the unit. When you have completed the entire unit, make sure you send in the appropriate assignments, test, or Confirmation Page, as noted on the assignment list.**

This course has been divided into a **140 day schedule**. This will allow the student to follow a **four-day school week** and still complete the course in a normal academic year. The **fifth day** of each week can be used to **catch up on assignments**, do **extra reading**, or simply **take the day off** from the course. If, however, a five-day school week is more desirable, the student is encouraged to pursue this course and will be rewarded by early completion of the material. Care has been taken to provide specific instructions for each day's work. Therefore, **all work is to be completed in the order presented in the daily schedule**. The readings and confirmation pages are included in the course outline.

## Calculating Your Final Grade

Your final mark in the course will be based on the following percentages:

<b>Daily Work (Confirmation Pages)</b>	<b>10%</b>
<b>10 Assignments</b>	<b>60%</b>
<b>2 Tests</b>	<b>15%</b>
<b>1 Exam</b>	<b>15%</b>

## Assignment Expectations

### Tests

Short answer tests should be written in complete sentences. Rarely should answers be more than a few sentences or a brief paragraph unless otherwise indicated. In these cases a short (one page) essay may be required to expand on the material learned throughout the year.

### Paragraph

Well-written paragraphs contain a topic sentence that makes it clear what the thesis (purpose) of the assignment is. The student will then expand on this thesis, developing it so that the reader is led systematically through the argument until he/she arrives at the final sentence of the paragraph (the conclusion). It is here that the student will close his/her paragraph in a way that is appropriate to the topic.

**Poetry** or some other special type of assignment may require the student to do a bit of research into the vehicle that is being used to deliver the material. For example, if the student is required to write a sixteen line poem that is divided into four stanzas, with each line made up of a common meter and the entire poem having an obvious rhyme scheme, this may necessitate determining what these elements are before the assignment can be written. Students should understand concepts such as 'meter' and 'feet'.

A **report** may sound a lot like an essay to the student; however, we like to distinguish the two in this way. Reports are typically expository in nature and are based on the student researching a fact based topic, organising the material into a minimum of five paragraphs, then presenting it in a suitable style with all facts, quotes, and statistics properly footnoted. This type of assignment usually has little if any of the student's personal opinion in it. It is also rarely used on its own at the high school level of our course work since it is more typical of what we might ask a student from grades 6 to 8 (maybe 9) to do. In other ways it is the easiest way to teach and practice all of the basic elements needed to write excellent academic papers in the high school years (introduction, body, conclusion, footnotes, bibliography, basic style elements). Typical types of report topics might include a cultural study of a country; three causes of a particular war or political situation; or five examples of foreshadowing in a novel.

An **essay** differs from a report in that it will offer much more analysis of the topic from the student's perspective and opinion. This analysis will certainly be based on the information that s/he has gathered and presented. However, the very nature of the question asked for the assignment will require the student to do more than simply present the facts. Either throughout the essay or in the conclusion the student will be offering opinions and commentary that shows s/he has looked at both sides of the issue and has something of his/her own to contribute to the discussion. Typical topics might include a discussion of whether Shakespeare was a racist based on a study of one of

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his plays; whether a certain treaty contributed to a war that followed its signing; or how a particular worldview has led to a specific problem in society.

**Personal essays** include narratives and descriptions. These may have a much more personal tone and be very subjective. They can be filled with dialogue, personal pronouns, colourful language, and all sorts of literary devices that might fall under the heading of creative writing. This type of writing is more frequent in our English Literature offerings and is learned specifically in our English II course.

**Academic style essays** (expository or persuasive) are written in a less personal way. In this type of essay the student should always avoid personal references to themselves and the reader, clichés and idiomatic language, or anything that might be construed as slangy/informal. This is often the hardest kind of writing for many students and it takes practice. However, this is where the give and take between student and evaluator is essential and has become one of the hallmarks of a *Tree of Life* education.

## Evaluative Comments and Grades

At the high school level, students are given numerical grades for each of their tests and assignments. We try to be as objective as we can be, but much of what we do is subjective by nature and with several people evaluating work, some will give higher grades than others. We make every effort to be on the same page (so to speak) so that there is not a wide disparity in grades from subject to subject (especially in those areas where much written work is submitted). We also make every effort to communicate to the student what was positive about the assignment and what needs work. If there is a question about a grade or comment on an assignment, we encourage you to communicate this to us. The best way is to send an e-mail or return the assignment with a note attached the next time you send work by mail. This way we can make sure that the evaluator who can best answer your question is notified and can have the opportunity to review the question and assignment and get back to you with what will hopefully be a satisfactory explanation.

Generally speaking, we employ the following percentages when marking work. We do not usually break down the mark to reflect this but hopefully the comments will reflect areas where the assignment may be improved.

Introduction 20%  
Body 40%  
Conclusion 20%  
Style 10%  
Mechanics 10%

## Submitting Assignments for Evaluation

**Email:** This is our highly preferred mode of submission, due to low cost and faster return rate of graded assignments.

1. Save each individual assignment as a Microsoft Word document (Word Perfect is also acceptable). Do not save a batch of assignments in one file; this will be returned ungraded to you. Study Guides for Great Ideas courses should also be sent as individual files.
2. Name the file with your name, the course, and the assignment number. For example, "John Doe\_WH I\_Essay 4" or "Sally Brown\_GI I\_ Confessions Study Guide".
3. Attach each assignment in a **separate email to [evaluation@treeoflifeathome.com](mailto:evaluation@treeoflifeathome.com)**. **The subject line of your e-mail should be the same as the file name of your assignment.** This helps us organise the work and be sure it gets to the proper evaluator.

**Regular mail:** Be sure *all* work is clearly labelled with your full name, course name, and assignment. Also, be aware this mode of submission will have the longest turnaround time.

Address: Tree of Life  
443 Weston Road  
Weston, NB  
E7K 1B1

### Requirements:

1. Assignments that do not satisfactorily adhere to these guidelines may be returned ungraded!
2. Length of assignments will vary based on the nature of the topic. The student ought to always answer in complete sentences, full paragraphs (generally 5 to 9 sentences), or well-structured essays. Almost all assignments require the essay format to complete the requirements.
3. Essay requirements
  - a. Use only Times New Roman or Arial black font, size 12. Avoid colours. Text should be double-spaced.
  - b. The essay format includes a well-written introductory paragraph that will set the context for the essay and end in a clear thesis statement. It will also have a *minimum* of three paragraphs (but usually more) that will develop the thesis fully within the context of the assignment. It will end with a concluding paragraph that will satisfactorily bring the essay to a close.
  - c. Title page. Include essay title, student name, course name, assignment number, and date.
  - d. Footnotes and bibliographies. Personal essays may be an exception, but the bulk of every academic essay is based on research that the student has learned from another source. Presenting this information in either quoted or paraphrased version without providing the proper citation is known as plagiarism. The student

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may think that s/he is sounding brilliant but this will get you kicked out of university (at worst) and significantly lower your mark (at best). The source for direct quotes or paraphrases should be cited at the bottom of the page in a footnote. The bibliography includes any and all resources used (regardless of whether they appear in your footnotes) and is placed on a separate page at the end of the essay.

## Specific Guidelines:

### The Title Page

Each assignment should have a title page with the essay title, student name, course name, assignment number, and date clearly displayed.

Title of Essay
Name of Student
Course/Subject
Assignment
Date

### Footnotes

There are far too many situations that need to be footnoted to show here, but below you will find some of the common examples that will show up in most research reports. Use the "Insert Reference" or "Insert Footnote" feature of your word processor to automatically insert the footnote number as well as place the citation correctly at the bottom of the page.

Book	<sup>1</sup> Tom Smith, <u>Skating to the Music</u> (Hogtown: Ice Palace Publishers, 2010) 45.
Magazine	<sup>2</sup> Sally Smith, "Skating Is My Life," <u>Skating Magazine</u> 12 May 2009: 20-24.
Newspaper TV or Radio	Same basic format as that of magazine. <sup>4</sup> "An Interview with Zeke," Skaters' Forum, CBC, Toronto, 12 March 2010.
Personal Interview	<sup>5</sup> Bill Jones, personal interview, 23 August 2011.
Internet	<sup>6</sup> Tom Camelspin, "Jumping for Glory", www.skate.com, 10 January, 2010.



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## Bibliography

If you have used the ideas of others to help you form your thoughts for your essay, you need to cite them at the end of your essay in the bibliography. The format for the bibliography is different than for footnotes; merely copying and pasting your information will not be adequate.

Following you will find some common examples to help you.

Book	Smith, Tom. <u>Skating to the Music</u> Hogtown: Ice Palace Publishers, 2010.
Work from Anthology	Clark, Jim. "Working the Judges." <u>Anthology of Skating Poems</u> . Editor John Doe. Boston: Ice Palace Publishers, 2001. 354.
Article from Reference Book	"Figure Skating," <u>Big City Encyclopedia</u> . 1988 ed. Reference on CD-ROM Macrotuff Multimedia Encyclopedia. Computer Software. Hogtown, ON: Macrotuff Software, 2001. CD-ROM.
Magazine	Smith, Sally, "Skating Is My Life," <u>Skating Magazine</u> 12 May 2009: 20-24.
Newspaper	Same basic format as that of magazine.
TV or Radio	"An Interview with Zeke," Skaters' Forum, CBC, Toronto, 12 March 2010.
Personal Interview	Bill Jones, personal interview, 23 August 2011.
Internet	Camelspin, Tom , "Jumping for Glory", www.skate.com, 10 January, 2010.
Oral Presentation	Champ, Ima. Speech. NB Figure Skating Convention, Fredericton, 21 May, 2002

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## Daily Schedule

### Unit 1: Notes and Outlines

DAY 1 – Read the material found in Wordsmith Craftsman on pages iii to the top of page 3. One of the key components of this textbook is that the author gives lots of advice for helping you to organise your work - even your life. She is BIG on organisation! You will note at the top of page 3 that she asks you to take some time to use a planner to write down what you need to do throughout the day, week, year, etc. Perhaps you already have a binder or notebook; if not now is the time to find one and start writing things down. You will be amazed how much smoother things will go and also how much more you will be able to fit into a day with less time spent. Organising your day is a key to making things run more efficiently as you get older.

DAY 2 – Complete the “goals assignment “ found on page 3. Keep in mind something that the author does not mention; it certainly is a good idea to set goals, both short and long-term, but we need to be aware that it is God who will work out His plans through us. Don't be surprised if a goal that you set gets changed because He has other plans for you. You should always pray toward that end.

DAY 3 - Read material found on page 3 and 4. Do the exercise found in the box on page 4.

DAY 4 - Do the exercise found in the box on page 5.

DAY 5 - Read the material found on the rest of page 5 and the top of page 6.

DAY 6 & 7 – **Assignment 1:** Read the material on How to Take Notes found on pages 6 and 7. Photocopy or copy onto a sheet of loose-leaf the form found on page 99 of the text. Do the assignment found on page 6 on taking notes from a non-fiction source. Make sure you follow the four steps outlined by the author to help you. Get into the habit of doing this every time you take notes in another course. **Submit the completed notes for evaluation.**

DAY 8 - Read the material on taking notes from Oral Sources found on pages 7 and 8. Make a point of following these suggestions while taking notes this week during a sermon, speech, lecture, or TV/video program. Remember to get into the habit of taking notes this way regularly.

DAY 9 – Read the material found on pages 8 and 9. Do the assignment found on page 9. **Have a parent sign the Unit 1 Confirmation Page and send it in by mail or email along with Assignment 1, before moving on to the next unit.**

## English I

### Unit 1 Confirmation Page

This is to confirm that \_\_\_\_\_ completed this  
(student's name)

unit \_\_\_\_\_.  
(date)

\_\_\_\_\_  
(signature)

*Tree of Life School*  
*English I*

Confirmation	Assignment	Test	Description	Mark
	1		Note-taking	
1			Unit 1 Confirmation Page	
	2		Animal Farm Outline	
	3		Animal Farm Essay	
2			Unit 3 Confirmation Page	
		1	Poetry Test	
	4		Precis	
	5		Business Report	
3			Unit 6 Confirmation Page	
		2	Short Story Test	
	6		Paragraph Types	
4			Unit 7 Confirmation Page	
5			Unit 8 Confirmation Page	
	7		Yearling Essay	
	8		Yearling Poem	
	9		Making Transitions	
	10		Writing for Purpose and Audience	
6			Unit 10 Confirmation Page	
		3	Wordsmith Craftsman Exam	
			<b>Confirmation Pages 10%</b>	
			<b>Assignments 60%</b>	
			<b>Tests 15%</b>	
			<b>Exam 15%</b>	
			<b>Final Grade</b>	