

# English

## PHILOSOPHY OF THE ENGLISH DEPARTMENT

**While providing fair, constructive and critical assessments of students' work, the Lemont High School English Department believes students should develop the following characteristics:**

- Competence in language skills commensurate with ability
- Understanding of significant concepts and ideas pertinent to successful use of oral and written language, as well as to successful interpretation of traditional and visual texts
- Appreciation for written and spoken discourse and their various subordinate elements
- Competence in the utilization of higher order thinking skills as they relate to various language studies, especially synthesis, analysis, interpretation and problem solving
- Effective use of digital sources to research, communicate and compose

Courses offered within the English curriculum help students develop competence in oral and written language skills, which leads to successful reading and interpretation of fiction and nonfiction texts. Additionally, students learn to utilize higher order thinking skills, specifically synthesis, analysis, interpretation and problem solving.

**Based on their abilities and course level, students shall:**

- Express themselves effectively and clearly in written and spoken discourse that is rich, authentic, meaningful and varied
- Interpret and evaluate written and spoken discourse
- Utilize primary and secondary resources within the research process
- Identify various cultures expressed in literature and explain their influence on literature
- Collaborate effectively within group settings

**Grading Standards:** Student grades are standards-based and a combination of performance in the areas of reading, writing, language, speaking and listening. Grades are determined based on a student's performance in composition and classroom participation. Students enrolled in an Honors English course must attend from two to four Great Books sessions; the required number of sessions is determined in part by the length and complexity of texts studied. Great Books sessions are held either before or after school throughout the course of the year, and students are assessed on their preparation, participation and reflection.

## CORE COURSES - ENGLISH

### English I

**Grades Course Open To:** 9                      **Credit:** 1.0

**Prerequisite:** Placement based on student's placement exam results

**Description:** This course places an emphasis on the interrelationships between literature and composition skills. Both inferential reading and the furthering of interpretive skills are stressed. Students read from a variety of short stories, poems, novels, drama and nonfiction, ranging from *The Odyssey* and *Romeo and Juliet*, to contemporary speeches, articles, visual text and public radio broadcasts. Students are introduced to analytical writing, audience appeals and the language landscape; the students' goal is to acquire the skills necessary to write strong argumentative papers that both include and exclude research. Special attention is given to style and structure in text. Grammar and usage studies address concerns evident in standardized tests and student writing, and speaking and listening skills in the classroom are emphasized through panel and whole class Socratic discussions.

# English

## English I Honors

**Grades Course Open To:** 9                      **Credit:** 1.0 - Honors credit

**Prerequisite:** Placement based on student's placement exam results

**Description:** This course is designed for students with highly advanced language and reading skills and begins to introduce the Advanced Placement curriculum. Time is devoted to the reading and interpretation of literature, such as *Othello*, *Animal Farm* and *The Odyssey*, as well as novels, nonfiction text and visual text. Students learn rhetorical analysis, audience appeal and the Toulmin framework for argumentative writing, with the expectation that these skills are employed in their writing. Socratic methods of discussion are emphasized. In their composition studies, students are introduced to argumentation, literary analysis and the research process as forms of written discourse. Grammar and writing mechanics are integrated into all composition work, and concerns evident in standardized tests and students' compositions are given special attention. In addition, students are introduced to the Great Books process, an expectation throughout the four-year Honors and Advanced Placement articulated program. Students must be independent learners and display excellent time management and study skills in order to meet the demands of this rigorous, fast-paced class. The course is especially useful for students who plan to attend major universities or who will be seeking advanced college placement.

## English II

**Grades Course Open To:** 10                      **Credit:** 1.0

**Prerequisite:** Successful completion of English I or English I Honors

**Description:** This course continues to prepare students in the study of world literature and composition skills, with a pointed emphasis on rhetorical analysis and argumentation. Continued growth is expected in the skill areas of inferential reading and making critical judgments regarding course readings, which can include *A Long Way Gone*, *Antigone*, *Julius Caesar*, *Persepolis*, *Warriors Don't Cry*, fiction, poetry and nonfiction. In composition studies, students expand their knowledge and control of analytical writing, audience appeal, rhetoric and argument. Students also continue to develop skills in speaking and listening through whole class discussions, Socratic seminars, and presentations.

## English II Honors

**Grades Course Open To:** 10                      **Credit:** 1.0 - Honors credit

**Prerequisite:** Grade of B or better in English I Honors

**Description:** This course continues to prepare highly advanced students within the pre-Advanced Placement curriculum. Continued growth is expected in the skill areas of rhetorical analysis, composition, argumentation and discussion. Students continue to explore a variety of multimedia and digital sources through research, and are encouraged to use a myriad of technology tools to craft argumentation. Special attention is given to the inferential reading of fiction, nonfiction and visual text. The continued employment of the Toulmin framework is expected in the development of increasingly sophisticated critical judgments, and literature is explored using the Socratic method of discussion. Grammar and writing mechanics are integrated into all written work, and concerns evident in standardized tests and students' compositions are given continued attention. Students must be independent learners and display excellent time management and study skills in order to meet the demands of this rigorous, fast-paced class. The course is especially useful for students who plan to attend major universities or who will be seeking advanced college placement.

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## Communications

**Grades Course Open To:** 10                      **Credit:** 0.5

**Prerequisite:** None

**Description:** This course provides students with a variety of speech communication experiences, with an emphasis placed on the preparation, organization, composition and delivery of the oral presentation. Students study interpersonal communication, verbal and non-verbal communication, and listening skills. Students also study what it means to be a digital citizen and how that affects them in the “real world.” Students present a number of speeches throughout the course, including an expository presentation, a research-based persuasive speech, and a research-based Public Service Announcement campaign based on a need for social change.

## English III

**Grades Course Open To:** 11                      **Credit:** 1.0

**Prerequisite:** Successful completion of English II or English II Honors

**Description:** This course continues studies in composition and literary skills. A focus is placed on a number of composition styles, including rhetorical analysis, argumentation, and narrative. In accordance with being prepared for college, students must satisfactorily complete a mandatory MLA-style research paper while utilizing technological tools and best practices for evaluating sources. Students are expected to increase the time, energy and effort they put forth toward independent learning. Students review skills needed in preparation for the English, reading, and writing sections of college entrance exams. Special attention is given to critical reading, and increasing the appreciation and interpretation of literature, including pieces of fiction, nonfiction and poetry. Works such as *Of Mice and Men*, *The Great Gatsby* and *The Catcher in the Rye* are studied, with an emphasis placed on critical reading, discussion and interpretation.

## English III: Advanced Placement Language & Composition

**Grades Course Open To:** 11                      **Credit:** 1.0 - weighted for AP

**Prerequisite:** Grade of B or better in English II Honors or consent of Division Chair

**Fees:** AP English Language & Composition exam (paid at fall registration)

**Description:** This course is designed for the most advanced students and furthers the work done in the English I and II Honors courses. Following a curriculum approved by the College Board, the college-level course requires students to examine the rhetorical situation and study a variety of rhetorical contexts in order to become able critical thinkers, readers and writers. Students identify the tools of successful writers and employ those techniques in their own writing. Writing instruction focuses upon argumentation, with added emphasis on synthesis and rhetorical analysis. Due to the course’s rigor, students must display excellent time management skills learned and practiced in previous Honors courses in order to meet the demands of the curriculum. The course is especially useful for students who plan to attend major universities or who will be seeking advanced college placement. **Note:** All students enrolled in this course **must** take the AP English Language & Composition exam in the spring.

# English

## College Writing

**Grades Course Open To:** 12                      **Credit:** 1.0

**Prerequisite:** Successful completion of English III or AP English Language & Composition, and a score of 19 or better on the English section of the ACT, 480 or better on the Evidence Based Writing section of the SAT, or 3 or better on the AP English Language & Composition exam

**Fees:** Course fee applies, payable to Joliet Junior College (fee was \$72 for the 2023-24 school year)

**Dual/Articulated Credit:** 6.0 hours of dual credit (ENG 101, ENG 102) through Joliet Junior College

**Description:** This course concludes the four-year program and offers qualified, motivated students an alternative to English IV or AP English Literature. Students enrolled in this class build expository, argumentative, critical analysis and research writing skills. This writing-intensive course hones student analysis and composition skills necessary for success in college. Students are expected to purchase required texts and paperbacks. A 2,500-word research paper is required in the second semester. Transferable college credit is given upon successful completion of the course.

## English IV

**Grades Course Open To:** 12                      **Credit:** 1.0

**Prerequisite:** Successful completion of English III or AP English Language & Composition

**Description:** This course concludes the four-year program in academic English skills. Student needs are assessed in early composition work, and a special focus is given to any deficiencies that exist. Focusing on college-level models of exposition, the class addresses exemplification, definition, comparison and classification, as well as division, causal and process analysis. The processes of argumentation and critical literary writing are also included. Students work to develop successful college and real-world composition skills, which culminates in a research paper utilizing appropriate research tools and techniques. A variety of literature is studied. Material from Shakespeare and Swift to Shelley and Huxley, as well as modern fiction and nonfiction, is included. Literary studies emphasize comprehension and critical analysis.

## English IV: Advanced Placement Literature & Composition

**Grades Course Open To:** 12                      **Credit:** 1.0 - weighted for AP

**Prerequisite:** Grade of B or better in AP English Language & Composition or consent of Division Chair

**Fees:** AP English Literature & Composition exam (paid at fall registration)

**Description:** This course concludes the four-year Honors program and is designed for highly advanced students. Following a curriculum approved by the College Board, the course utilizes high-quality literature to help students develop close, critical reading skills, which lead to in-depth analysis and effective spoken and written delivery of ideas. Students examine a variety of genres, including drama, poetry, and novels stemming from Anglo-Saxons through the Post-Modern Period. Students learn to analyze content and express ideas in order to show an understanding of form and language and the effects authors' choices have on meaning. The processes of logic, argumentation and critical literary writing are also included. Students develop a college-level mastery of texts, ideas and composition. These skills are applied to an independent novel reading project that students work on throughout the year. Reading, analysis and writing all are components of this project, which culminates with a research-based paper. The course is especially useful for students who plan to attend major universities or who will be seeking advanced college placement. **Note:** All students enrolled in this course **must** take the AP English Literature & Composition exam in the spring.

# English

## ELECTIVE COURSES - ENGLISH

### Advanced Speech Communication

**Grades Course Open To:** 11-12      **Credit:** 0.5

**Prerequisite:** Successful completion of Communications

**Description:** This course builds on and further develops speaking skills taught in Communications, and requires students to make a number of formal presentations. Students select individualized goals for improving their own communication weaknesses, and also present competitive forensics speeches. Rhetoric, debate and small-group communication are also covered. The course is appropriate for college-bound students.

### Broadcast Journalism

**Grades Course Open To:** 10-11-12      **Credit:** 0.5

**Prerequisite:** None

**Description:** This course is designed to expose students to journalistic principles of coverage and writing with broadcast news production. Students learn the techniques and tools to accurately, efficiently and ethically communicate using video and audio platforms, such as studio news, live scene coverage, podcasts, radio broadcasts, social media broadcasts, and sports coverage. Students write scripts, research stories and topics, and create content, including video and audio segments, for use in conjunction with the school newspaper. Students also learn the basic principles of broadcast journalism, including laws and ethics. **Note:** This course is not accepted by the NCAA Eligibility Center.

### Cinema Studies I

**Grades Course Open To:** 9-10-11-12      **Credit:** 0.5

**Prerequisite:** None

**Description:** This course introduces students to film terminology and cinematic effects and allows each student a chance to become a filmmaker. The study of the history of film shows the progression from silent film to “talkies,” from black and white to color, and from film composition and props to computer generation. Students analyze a variety of genres, including silent films, musicals, horror/thriller, animation, comedy, and film noir. Students begin to analyze film editing and green screen production. They also share findings in oral presentations and produce written reflections, with some of the presentations being group oriented and others being completed individually. Students develop a shot-by-shot analysis, create a silent film, create a stop motion, and put together a final film. At least two short films are completed by students during the course of the semester, and students also have opportunities to enter film festivals. **Note:** This course is not accepted by the NCAA Eligibility Center.

### Cinema Studies II

**Grades Course Open To:** 9-10-11-12      **Credit:** 0.5

**Prerequisite:** Successful completion of Cinema Studies I

**Description:** A continuation of Cinema Studies I, this course further defines specific characteristics that distinguish film from other media and art forms. Students focus on film production and create films to promote Lemont High School. Cineliteracy is further documented, and students have the opportunity to analyze additional cinematic selections from a number of genres, such as cult films and documentaries. This is a very hands-on course that allows students the opportunity to create several short films. Students take a look at other aspects of filmmaking, such as directors. Oral presentations, written reports, shot-by-shot analyses and film proposals again are included in the curriculum. **Note:** This course is not accepted by the NCAA Eligibility Center.

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## Creative Writing I

**Grades Course Open To:** 9-10-11-12    **Credit:** 0.5

**Prerequisite:** None

**Description:** In this course, students write their own short stories and poetry and discuss their works in workshop fashion. Peer editing and student-teacher conferencing are key components of the class. A portion of the course is used for lessons in composition, the study and discussion of poetry and short story models, and student writing workshops. The class provides enjoyment for students who like to write for others, and assists all students in sharpening their writing skills. The course is appropriate for college-bound students.

## Creative Writing II

**Grades Course Open To:** 9-10-11-12    **Credit:** 0.5

**Prerequisite:** Successful completion of Creative Writing I

**Description:** This course revisits and refines the knowledge and skills learned in Creative Writing I, and introduces more sophisticated literary devices and forms. Students compose works of short fiction, nonfiction, poetry and drama. In an effort to bring students' writing to a more professional level, published works are read, analyzed and discussed. Classes are conducted in a workshop fashion, emphasizing sharing and discussion. Students are expected to offer and accept constructive criticism of each other's work maturely and respectfully. This class is for students who enjoy writing and seek to have their work published. The course is appropriate for college-bound students.

## Critical Reading I

**Grades Course Open To:** 9-10-11-12    **Credit:** 1.0

**Prerequisite:** Placement based on student's placement exam results

**Description:** This course provides students with skill-based instruction that will improve their performance in all aspects of reading, supporting them with the use of research-based strategies to help them excel in their content area classes. Students receive direct instruction on vocabulary development, comprehension, fluency, text structure and writing. Students become more aware of their own learning styles, study techniques to improve their self-awareness as readers and learners, and develop an appreciation for reading with the opportunity for self-selected independent novels. Students are assessed on their progress with the use of NWEA Map Testing three times during the year.

**Note:** This course is not accepted by the NCAA Eligibility Center.

## Critical Reading II

**Grades Course Open To:** 9-10-11-12    **Credit:** 1.0

**Prerequisite:** Successful completion of Critical Reading I

**Description:** This course assists students in improving all aspects of their reading performance. In addition to raising a student's reading Lexile score, the course focuses on the six key strategies for constructing meaning from text – predicting, fiction and nonfiction summarizing, connecting, questioning, inferring and imaging. These key strategies address reading comprehension in all content areas. This course also enhances the enjoyment of reading. A continuum of supportive instruction involving group and individual support is used as determined by the student's needs and interests. **Note:** This course is not accepted by the NCAA Eligibility Center.

# English

## English Language Learners I/Communications

**Grades Course Open To:** 9-10-11-12    **Credit:** 2.0

**Prerequisite:** Proficiency test and consent of English Language Learners teacher or guidance counselor

**Description:** This is a basic course designed for students whose English language proficiency can be described as “entering,” “beginning” or “developing.” It stresses the four primary language competencies of listening, speaking, reading and writing, while emphasizing basic interpersonal communication skills. **Note:** This course is not accepted by the NCAA Eligibility Center.

## English Language Learners II/Communications

**Grades Course Open To:** 9-10-11-12    **Credit:** 2.0

**Prerequisite:** Successful completion of English Language Learners I/Communications, or proficiency test and consent of English Language Learners teacher or guidance counselor

**Description:** This is an advanced course designed for students whose English Language proficiency can be described as “expanding” or “bridging.” This course reviews and expands the grammatical structures and vocabulary learned in English Language Learners I/Communications and continues to emphasize listening, speaking, reading and writing on an intermediate level. **Note:** This course is not accepted by the NCAA Eligibility Center.

## English Language Learners Tutorial

**Grades Course Open To:** 9-10-11-12    **Credit:** 1.0

**Prerequisite:** Concurrent enrollment in the English Language Learners program

**Description:** This course is intended for students who are learning English as a second language, need extra time and/or help with other class assignments in English, and will benefit from one-on-one instruction in English. Students receive assistance with outside classwork, improve their English skills through journaling with regular feedback from the instructor, and sharpen their vocabulary, grammar development and reading comprehension. Group and individual instruction are used in accordance with students’ needs. **Note:** This course is not accepted by the NCAA Eligibility Center.

## Humanities I

**Grades Course Open To:** 10-11-12    **Credit:** 0.5

**Prerequisite:** None

**Description:** This course utilizes a dynamic curriculum to encourage students to look at what it means to be human from the perspective of various religions, philosophy, psychology, literature and the arts. Students are encouraged to reflect on and discuss questions regarding freedom, love, knowledge, God, happiness, death, sexuality, nature, good and evil. The class features discussions, readings, writings and reflections - among other activities - on the various fields of humanities. Readings are assorted, varying from ancient philosophical texts to contemporary opinion pieces, and examine core questions from historical and modern perspectives. The course aims to focus on the self, including an exploration of student-produced philosophical questions. The course is appropriate for college-bound students.

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## Humanities II

**Grades Course Open To:** 10-11-12      **Credit:** 0.5

**Prerequisite:** None

**Description:** A continuation of Humanities I, this course not only continues the discussion of what it means to be human, but also familiarizes students with global and non-mainstream cultures, asking them to explore segments of the population unknown to them with an open mind and from multiple perspectives. The class features discussions, readings, writings and reflections - among other activities - on the various fields of humanities through a global lens. Readings are assorted, varying in era and genre and examining core beliefs and philosophies of an array of cultures. The course is appropriate for college-bound students.

## Journalism

**Grades Course Open To:** 9-10-11-12      **Credit:** 1.0

**Prerequisite:** None

**Description:** This course introduces students to the basic principles of journalistic writing and assists them in preparing copy for use in the school news publication. Specific types of journalistic writing, including feature stories, editorials, columns and sports stories, are covered, as are headline writing, constructing leads, structure of news stories, and page and ad layouts. Students are presented with examples of outstanding journalistic literature, and also begin to learn about newspaper production, public relations, photojournalism, web design and layout software. Students are required to observe the conventions of AP Style and good usage, and close attention is given to writing clearly and concisely. Students enrolled in this course assist in the writing, editing and production of the digital and print versions of the *Tom-Tom*, the school newspaper, by researching and writing articles, seeking advertising from merchants, preparing advertisements and taking photos. The course is appropriate for college-bound students.

## Literature of the Supernatural

**Grades Course Open To:** 9-10-11-12      **Credit:** 0.5

**Prerequisite:** None

**Description:** This course examines how the supernatural and “monsters” (i.e., vampires, werewolves, ghosts, zombies) are metaphors for a variety of fears and social changes throughout history and into the present. Urban legends and fairy tales are examined in relation to their social significance. Students learn about the history of creatures and belief systems reflected in this genre, examining how similar ideas are reflected in present society and students’ own belief systems. Course literature deals with the unknown in man, the supernatural, and death, and students improve their understanding of the genre through discussion, research and short creative projects. Works from writers such as Edgar Allen Poe, Isaac Asimov and Stephen King, among others, are read and discussed. A goal of the course is for students to understand how the genre influences one’s personal philosophy and experiences, as well as the impact history and modern society has had on the genre. The course is appropriate for college-bound students.

## Modern Fiction

**Grades Course Open To:** 9-10-11-12      **Credit:** 0.5

**Prerequisite:** None

**Description:** This course helps increase students’ reading ability in comprehension and analysis. Students learn to critically review information by sharpening their skills both by analyzing a novel for literary and social significance, and by determining how literary content transcends time. Students also expand their knowledge in regards to world cultures. Students increase reading ability and awareness of literary devices through methods of marking the text, and apply these comprehension skills to class discussion and written literary analysis. The selected readings are from contemporary authors who are referred to in college-level English, social studies and political science courses. The course is appropriate for college-bound students.



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## **Podcasting: Stories in Sound**

**Grades Course Open To:** 9-10-11-12    **Credit:** 0.5

**Prerequisite:** None

**Description:** This course introduces students to the craft of podcasting. Students study popular podcasts and use the skills associated with effective audio presentations to create their own podcasts. Students produce podcasts designed to not only entertain, but also to inform, investigate and educate. Skills practiced in this course include storytelling, interviewing, researching, recording, and utilizing music and sound effects. This course is intended for students who have an interest in podcasting and are comfortable sharing their voices with a wide audience. The course is appropriate for college-bound students. **Note:** This course is not accepted by the NCAA Eligibility Center.

## **Reading for English Language Learners**

**Grades Course Open To:** 9-10-11-12    **Credit:** 1.0

**Prerequisite:** Enrollment in the English Language Learners program and difficulty with the English language

**Description:** This course is intended for students who have difficulty with the English language, and is designed to improve word recognition, reading comprehension, listening comprehension, vocabulary development, reading fluency and critical thinking skills. Group instruction and individualized instruction are used in accordance with students' needs and interests. Reading strategies are implemented to assist students' content area reading skills. Students learn to use context clues to define difficult and unknown words; determine the main idea of sentences, paragraphs and short selections; improve reasoning and critical thinking skills; and learn component skills accurately in order to answer questions while reading. **Note:** This course is not accepted by the NCAA Eligibility Center.

## **Truth and Lies: Civilization and Savagery in British Literature**

**Grades Course Open To:** 10-11-12    **Credit:** 0.5

**Prerequisite:** Successful completion of English I or English I Honors

**Description:** This course aims to further student exploration of pertinent literary themes in British Literature. Through novels, short stories and poetry, students examine literature through a variety of lenses, such as the feminist, Marxist and psychological viewpoints, to gain a better understanding of the social and historical context of the readings while also improving their essential skills in critical reading and writing literary analysis. Students examine a variety of characters who, due to their human nature, fall into deception; these characters inform discussion on savagery and the purpose of civilization. Major works include *Pride and Prejudice* and *Rebecca*, while poems and short stories also are utilized. This course is intended for students who are interested in literature or those who are enrolled in Honors or Advanced Placement English courses. The course is appropriate for college-bound students.