

COURSE INFORMATION SHEET



DATE: JANUARY 2017
SECONDARY SCHOOL: MADONNA SUMMER SCHOOL
PRINCIPAL: ANNE MOYNIHAN
TEACHER: SINEAD MALONEY
DEPARTMENT: ENGLISH

CURRICULUM POLICY DOCUMENT		The Ontario Curriculum: Grade 11 English	
COURSE TITLE	Grade 11 University Preparation	COURSE CODE	ENG 3UI
PRE-REQUISITE		GRADE & TYPE	11
FULL YEAR / SEMESTER	Semester	CREDIT VALUE	1.0

COURSE DESCRIPTION
<p>This course extends the range of analytic reading, writing, listening, oral communication, and higher level thinking skills that students need for success in the secondary school senior academic program.</p> <p>Students:</p> <ul style="list-style-type: none"> • study and interpret challenging texts from contemporary and historical periods, including novels, poems, media works, essays, and plays; • conduct research; • write persuasive and literary essays; • learn fundamental grammar points to improve their writing in preparation for university; • compare their writing to university level writing; • Analyse media critically (e.g., analyse the relationships among media forms, audiences, and media industry practices). <p>An important focus is on understanding the development of the English language. This course profile demonstrates one way in which the expectations from the Grade 11 University course could be organized into units.</p>

STRAND / UNIT TITLES	HOURS	OVERALL EXPECTATIONS / UNIT DESCRIPTION
SHORT STORIES AND ESSAYS	25	This unit examines a variety of short stories and essays on a variety of themes and in a variety of styles. Emphasis is placed on the structure of each of these types of writing. Literary terms, plot structure and essay techniques are studied. Students apply their understanding of these concepts to reading, analyzing and responding to other short stories and essays. Students are encouraged to respond to themes and arguments from a personal perspective.
HISTORY OF THE ENGLISH LANGUAGE	15	This unit examines the evolution of the printed word from classical texts to electronic publications. The teacher presents an overview of literary history with a special emphasis on poetry. The focus on genre includes a survey of literary archetypes. The teacher ensures use of inclusive and representative materials. Students develop a sense of the forces that have shaped our language and influenced current standards of common usage

<p style="text-align: center;">DRAMA</p>	<p style="text-align: center;">25</p>	<p>Students interpret the content and structure of texts from various periods and understand how the elements of literary form enhance meaning in literature. An emphasis on the study of Shakespeare's language provides a link to the previous activity. Students analyse characters and character relationships in the literature and make connections to their own lives.</p>
<p style="text-align: center;">ISU</p>	<p style="text-align: center;">20</p>	<p>A novel is chosen from a variety of novels available in the school. Students form small groups based on their choice of novel. These become their discussion and work groups for this culminating activity. Students write a formal essay or short story and give an oral group seminar.</p>
<p style="text-align: center;">LANGUAGE STUDY AND WRITING TECHNIQUES</p>	<p style="text-align: center;">25</p>	<p>Apply knowledge of the development of the English language, vocabulary and language structures and the conventions of standard Canadian English to read, write and speak effectively. Use listening techniques and oral communication skills to participate in classroom discussions and more formal activities. Use a variety of print and electronic primary and secondary sources to gather and assess information and develop ideas for writing. Select and use appropriate writing forms with a focus on essays. Revise written work independently and collaboratively with a focus on accuracy of information, clear expression and consistent use of voice.</p>

STUDENT EVALUATION CRITERIA				
TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION – 100%
WRITING ASSIGNMENTS	30	Culminating Activity	20	
TESTS/QUIZZES	20	Final Exam	10	
ISU PROCESS	10			
DRAMA PRESENTATION	5			
POETRY PRESENTATION	5			
TERM TOTAL	70	FINAL TOTAL	30	

ASSESSMENT FORMAT USED				
WRITTEN		PERFORMANCE		OTHER
Tests		Oral work		Peer evaluation
Quizzes		Group work		Self evaluation
Writing assignments				

RESOURCES	
UNIT 1- SHORT STORIES AND ESSAYS	the Irish Experience Anthology: essays, short stories, poems and Independent Study Unit reading list
UNIT 2- NOVEL	<u>A Star Called Henry</u> by Roddy Doyle
UNIT 3- HISTORY OF THE ENGLISH LANGUAGE	<u>Irish Experience Anthology...</u> essays, short stories, poems and Independent Study Unit reading list.
UNIT 4- DRAMA	<i>The Wake</i> by Tom Murphy
UNIT 5- ISU	Variety of novels or plays

POLICIES & PROCEDURES	
NOTEBOOKS	Students are responsible for maintaining a neat and up-to-date notebook in a three- ringed binder that is organized in sections. It will be used as an aid for tests, assignments and examinations.
STUDENT RESPONSIBILITIES	<ol style="list-style-type: none"> 1. Students must attend class regularly. Absenteeism for any reason severely affects student performance. 2. Students are responsible for work which is missed during an absence. 3. Homework must be done on a regular basis. 4. A positive contribution to both class discussions and group activities will enhance learning.
DEADLINES	All assignments are due on the due date assigned by the teacher. The teacher may extend the deadline for a student under extenuating circumstances.
PLAGIARISM	Plagiarized assignments are not acceptable.

LEARNING SKILLS CRITERIA

IN EACH REPORTING PERIOD, REPORT ON THE QUALITY OF THE LEARNING SKILLS DEMONSTRATED BY THE STUDENT IN EACH OF THE CATEGORIES IDENTIFIED ON THE REPORT CARD USING THE FOLLOWING LETTER SYMBOLS.

E–EXCELLENT G–GOOD S–SATISFACTORY N–NEEDS IMPROVEMENT

SKILL: WORKS INDEPENDENTLY INDICATORS:

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| <ul style="list-style-type: none"> • accomplishes tasks independently • accepts responsibility for completing tasks • follows instructions • regularly completes assignments on time and with care • demonstrates self-direction in learning • independently selects, evaluates, and uses appropriate learning materials, resources, and activities | <ul style="list-style-type: none"> • demonstrates persistence in bringing tasks to completion • uses time effectively • uses prior knowledge and experience to solve problems and make decisions • reflects on learning experiences |
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SKILL: ORGANIZATION INDICATORS:

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| <ul style="list-style-type: none"> • organizes work when faced with a number of tasks • devises and follows a coherent plan to complete a task • follows specific steps to reach goals or to make improvements • revises steps and strategies when necessary to achieve a goal | <ul style="list-style-type: none"> • manages and uses time effectively and creatively • demonstrates ability to organize and manage information • follows an effective process for inquiry and research • uses appropriate information technologies to organize information and tasks |
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SKILL: INITIATIVE INDICATORS:

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| <ul style="list-style-type: none"> • seeks out new opportunities for learning • responds to challenges and takes risks • demonstrates interest and curiosity about concepts, objects, events, and resources • seeks necessary and additional information in print, electronic, and media resources • identifies problems to solve, conducts investigations, and generates questions for further inquiry • requires little prompting to complete a task, displaying self-motivation and self-direction | <ul style="list-style-type: none"> • approaches new learning situations with confidence and a positive attitude • develops original ideas and devises innovative procedures • attempts a variety of learning activities • seeks assistance when needed • uses information technologies in creative ways to improve learning for self or others |
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SKILL: TEAMWORK INDICATORS:

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| <ul style="list-style-type: none"> • works willingly and cooperatively with others • shares resources, materials, and equipment with others • responds and is sensitive to the needs and welfare of others • solves problems collaboratively • accepts various roles, including leadership roles • takes responsibility for his or her own share of the work to be done • works to help achieve the goals of the group or the class • helps to motivate others, encouraging them to participate • contributes information and ideas to solve problems and make decisions | <ul style="list-style-type: none"> • questions the ideas of the group to seek clarification, test thinking, or reach agreement • shows respect for the ideas and opinions of others in the group or class • listens attentively, without interrupting • in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding • recognizes the contribution of group members by means of encouragement, support, or praise • seeks consensus and negotiates agreement before making decisions |
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SKILL: WORK HABITS/HOMEWORK INDICATORS:

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| <ul style="list-style-type: none"> • completes homework on time and with care • puts forth consistent effort • follows directions • shows attention to detail • uses materials and equipment effectively | <ul style="list-style-type: none"> • begins work promptly and uses time effectively • perseveres with complex projects that require sustained effort • applies effective study practices |
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NOTE: The above chart is a reformatting of the skills identified in the Ministry of Education’s *Guide to the Provincial Report Card, Grades 9 – 12 : Appendix C: pages 27 to 29*.