

COURSE INFORMATION SHEET

DATE: SUMMER 2017

SECONDARY SCHOOL: MADONNA SUMMER SCHOOL

PRINCIPAL: MS. ANNE MOYNIHAN

TEACHERS: Ms. Leilani Beaudin, Ms. Stephanie Maher, Mr. James Stuckey

DEPARTMENT: English



CURRICULUM POLICY DOCUMENT		The Ontario Curriculum: Grade 11 and 12 English (2007)	
COURSE TITLE	Grade 12 University Preparation	COURSE CODE	ENG 4U
PRE-REQUISITE	Grade 11 University Preparation	GRADE & TYPE	12 University
FULL YEAR / SEMESTER	Semester	CREDIT VALUE	1.0

COURSE DESCRIPTION
<p>This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse a range of challenging texts from various time periods, countries, and cultures. They will write analytical and argumentative essays and a major paper for an independent research project; and apply key concepts to analyse media works. An important focus will be on understanding academic language and using it coherently in discussion and argument. Students will use Catholic social teachings to guide their understanding of a variety of texts and how gospel values play a significant role in creating socially just environments.</p>

LISTED IN ORDER OF INSTRUCTIONAL DELIVERY		
STRAND / UNIT TITLES	HOURS	OVERALL EXPECTATIONS / UNIT DESCRIPTION
DRAMA	30	Students will undertake an intensive study of drama and investigate plays from various time period including <i>The Wake</i> by Tom Muphy and <i>Waiting for Godot</i> by Samuel Beckett. The students will read orally, listen to tapes, and view videos to gain a variety of experiences of the drama. The students will write content tests, present a seminar, write an in-class essay and write a formal essay in this unit of study.
NOVELS	30	Students will develop skills in questioning, analysing, and responding to literature with a focus on narrative technique and themes in the novels studied including <i>The Picture of Dorian Gray</i> by Oscar Wilde. The students will also investigate an independent novel that they will use in a comparison with one of the core novels. The students will investigate literary critiques for their novels. The students will write content tests, do an oral presentation, write a formal essay, write a précis of their independent novel, and select and analyse quotations from the novels which will be arranged thematically.
ESSAYS, SHORT STORIES AND POETRY	20	Students will study a variety of prose styles with an emphasis on the various ways to organize and develop an essay (e.g. Classical, expository, argumentative, informative, research, compare and contrast etc.) Poetry, including 20 th century Irish female works, will also be examined. Poets to be studied include W. B. Yeats, Seamus Heaney, Medbh McGuckian, Nuala Ni Dhomhnaill, Eavan Boland, Oscar Wilde and Patrick Kavanagh. The examination of both poetry and prose will focus on the relationship between the content of the work (major ideas, arguments, details, themes, message etc) and the various stylistic devices (e.g. Organization, voice, choice of details, imagery, vocabulary, figures of speech etc.) that authors employ to develop their ideas. An examination of sentence styles, structures and other writing tools are

		<p>included in this unit. A major goal of this unit is to make students more aware of the many options available to all writers, to see the effectiveness of the interaction of these options, and to provide models of writing for students to use.</p> <p>Students will also study a wide selection of short stories by Irish writers of the 20th and 21st centuries, including James Joyce, Frank O'Connor, Roddy Doyle, Colm Tobin, Mary Lavin and Maeve Kelly</p> <p>Activities include quizzes, oral and silent reading, homework questions, an in-class essay, a creative writing assignment and a poetry presentation.</p>
INDEPENDENT STUDY PROJECT	10	<p>For this unit, students will use the core novels (<i>The Picture of Dorian Gray</i>) as a basis for the major project of the course. With the teacher's guidance, students will select an appropriate independent novel to read, a novel that has a significant point of comparison with the core novel.</p> <p>Students will read the novel, complete a written assignment about the novel, write an in-class précis, research critical academic sources and complete the various stages of the writing process (note-taking, drafting, revising, editing etc.). The final product will take the form of a 1500-word academic essay that focuses on a major point of comparison. A short oral presentation will also form part of the evaluation.</p>
WRITING UNIT	20	<p>The writing unit is integrated into all the units throughout the course. The grade twelve English course seeks to polish and extend students' writing skills, and to prepare them for the types of written assignments used at the university level. Throughout the course, students will be encouraged to see the link between language and thought and challenged to articulate their ideas using precise, accurate language. In working on their writing skills students are simultaneously developing their higher-order thinking skills (i.e. Analysis, synthesis, application, evaluation). Activities include examining effective stylistic devices, analysing sentence structure and style, writing in and out of class for various purposes. Emphasis is on writing short (i.e. 600-800) original essays and assignments (both in and out of class) based on the literature studied in class. The longest piece of writing (1500 – 2000 words) is an expository essay which is the culminating activity of the independent study project.</p>

STUDENT EVALUATION CRITERIA					
TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION – 100%	
10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40		RELATIVE EMPHASIS / WEIGHTING		TERM TOTAL + FINAL TOTAL = REPORT CARD MARK	
KNOWLEDGE/UNDERSTANDING	19.0	Midterm	15		
INQUIRY/THINKING	15.0	Final Exam	15		
COMMUNICATION	18.0				
APPLICATION	18.0				
TERM TOTAL	70	FINAL TOTAL	30		
ASSESSMENT FORMAT USED					
WRITTEN		PERFORMANCE		OTHER	
Tests		Seminars		Peer Feedback	
Response Writing		Oral Presentations		Self Assessment	
Essay Writing					

RESOURCES	
DRAMA	<p><i>The Shadow of a Gunman</i> by Sean O'Casey</p> <p><i>Waiting for Godot</i> by Samuel Beckett</p>

NOVELS	<i>The Picture of Dorian Gray</i> by Oscar Wilde
ESSAYS AND POETRY	<i>Irish Experience Anthology</i>
INDEPENDENT STUDY PROJECT	Variety of Novels

Policies and Procedures

Notebooks

- Students are responsible for maintaining a neat and up-to-date notebook in a three-ringed binder that is organized into sections. It will be used as an aid for tests, assignments, and examinations. Every student must keep a writing folder that contains all of the process writing and final drafts of writing assignments.

Final Assignments

- Final written assignments will not be evaluated without evidence of writing process.

Student Responsibilities

- Students must attend class regularly. Absenteeism for any reason severely affects student performance.
- Upon returning to school after an absence, students are responsible for all work and tests.
- Homework must be done on a regular basis.
- A positive contribution to both class discussions and group activities will enhance learning.

Plagiarism

- A student guilty of plagiarism will receive a zero for that assignment.

Supplementary Reading:

- Students will be reading various genres outside the required course material.

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

Learning Skills and Work Habits	Sample Behaviours
Responsibility	<p>The student:</p> <ul style="list-style-type: none"> • Fulfils responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour.
Organization	<p>The student:</p> <ul style="list-style-type: none"> • devises and follows a plan and process for completing work and tasks; • establishes priorities and manages time to complete tasks and achieve goals; • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	<p>The student:</p> <ul style="list-style-type: none"> • independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision.
Collaboration	<p>The student:</p> <ul style="list-style-type: none"> • accepts various roles and an equitable share of work in a group; • responds positively to the ideas, opinions, values, and traditions of others; • builds healthy peer-to-peer relationships through personal and media-assisted interactions; • works with others to resolve conflicts and build consensus to achieve group goals; • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	<p>The student:</p> <ul style="list-style-type: none"> • looks for and acts on new ideas and opportunities for learning; • demonstrates the capacity for innovation and a willingness to take risks; • demonstrates curiosity and interest in learning; • approaches new tasks with a positive attitude; • recognizes and advocates appropriately for the rights of self and others.
Self-regulation	<p>The student:</p> <ul style="list-style-type: none"> • sets own individual goals and monitors progress towards achieving them; • seeks clarification or assistance when needed; • assesses and reflects critically on own strengths, needs, and interests; • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • perseveres and makes an effort when responding to challenges.

NOTE: The above chart is a reformatting of the skills identified in the Ministry of Education's Growing Success: Assessment, Evaluation And Reporting in Ontario Schools Document: Page 11.