

Cardinal Leger Secondary School

English Department



Course Name: English

Course Code: ENG4U

Ministry Guidelines: The Ontario Curriculum Grades 11 and 12 English 2007

Level: Grade 12 University Preparation

Course Overview: This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace. **Prerequisite:** English, Grade 11, University Preparation

Curriculum Strands and Overall Expectations:

ORAL COMMUNICATION

Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

Reflecting on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

READING AND LITERATURE STUDIES

Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;

Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

Reading with Fluency: use knowledge of words and cueing systems to read fluently;

Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

WRITING

Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;

Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;

Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

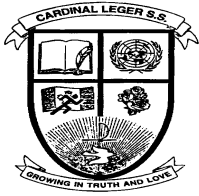
MEDIA STUDIES

Understanding Media Texts: demonstrate an understanding of a variety of media texts;

Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;

Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

Reflecting on Skills and Strategies: reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.



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Learning Skills and Work Habits

E= Excellent G=Good S=Satisfactory N= Needs Improvement

Evaluation

Evaluation based on four categories: Knowledge, Thinking, Communication, Application

Term Work	70%
Long writing tasks (essays)	50%
Short writing tasks (demand paper, etc.)	15%
Tests	15%
Media & Oral Evaluations (presentations, seminar/tutorials)	20%
Final Assessment	30%
Formal Examination	50%
Culminating Task Two works (including a student's choice) written as a 1000-1500-word comparative essay (MLA format)	50%
Course Total	100%

Responsibility	<ul style="list-style-type: none"> Fulfills responsibility and commitments. Takes responsibility for and manages own behavior.
Organization	<ul style="list-style-type: none"> Devises and follows a plan and process for completing tasks. Establishes priorities and manages time
Independent Work	<ul style="list-style-type: none"> Independently monitors, assesses, and revises plans to complete tasks and meet goals. Uses class time to complete tasks.
Collaboration	<ul style="list-style-type: none"> Accepts various roles and an equitable share of work in a group. Builds healthy peer-to-peer relationships.
Initiative	<ul style="list-style-type: none"> Looks for and acts on new ideas and opportunities. Approaches new tasks with a positive attitude.
Self-Regulation	<ul style="list-style-type: none"> Sets own goals and monitors progress towards achieving them. Seeks clarification or assistance when needed.

Missed/Late/Incomplete Assignments

It is the student's responsibility to address missed, late, or incomplete assignments. A doctor's note is required for missed tests. Students are expected to complete assignments and to adhere to assignment deadlines as follows:

Due Date	10% Penalty Zone	Closure Date
A due date is set by the teacher.	1 school day late – 3% 2 school days late – 6% 3 school days late – 10% Maximum penalty of 10%	Once the closure date has passed, work is considered incomplete and a mark of zero applies.

Units of study:

- Language Units from *Viewpoints 12*, Critical Media Literacy
- Novel Study: *Fifth Business* by Robertson Davies, *Beloved* by Toni Morrison
- Play Study: Shakespeare's *Hamlet*, Ibsen's *A Doll's House*
- Writing Tasks: Tests and comparative & research essays based on texts studied
- Demand paper, tutorial and seminar: Based on one or more texts studied
- CPT: Comparative essay based on texts studied in class and a novel of your choice;
- Theme - Coming of Age

Parent Signature: _____

Student Signature: _____