

COURSE INFORMATION SHEET

DATE: July 2009

SECONDARY SCHOOL: Celtic Learning

PRINCIPAL: Mr. G. Hardy and Mr. M. Burke

TEACHER: Mr. R. Mancini

DEPARTMENT: English

CURRICULUM POLICY DOCUMENT		ONTARIO CURRICULUM: GRADE 12 ENGLISH	
Course Title	Grade 12 University Preparation English	Course Code	ENG4U
Prerequisite	Grade 11 Academic English	Grade/Type	Grade 12 Academic
Full Year Course	Summer Program	Credit Value	One

Course Description
This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse a challenging selection of Irish, Italian, and Canadian literature. Students will apply key concepts and various literary theories to analyse literature. They will write analytical and argumentative responses. In addition, a comparative essay will satisfy the requirements for an independent literary research project. An important focus will be on understanding academic language and using it coherently and confidently in discussion.

STUDENT EVALUATION CRITERIA			
TERM—70%		FINAL –30%	
Relative Emphasis / Weighting		Relative Emphasis / Weighting	
Knowledge/Understanding (Knowledge based Responses, Understanding of Course Material and Purpose)	10%	ISU Essay (Reading)	10%
Inquiry/Thinking (Understanding form and Style, Analysing and Evaluating Texts)	10%	ISU Essay (Writing)	10%
Communication (Clarity, Structure and Coherence, Vocal and Writing Strategies)	25%	ISU Presentation (Oral)	5%
Application (Relevance, Critical Literacy, Understanding beyond the Text, Metacognitive Response)	25%	ISU Presentation (Media)	5%
Term Total	70%	Final Total	30%
ASSESSMENT/EVALUATION FORMAT			
READING/WRITING	ORAL	MEDIA	
Literary Essays	Formal Presentations	Dramatic Presentations	
Metacognitive/Objective Journaling	Seminars	Media Responses/Creations	
Tests/Quizzes	Dramatic Presentations		
Written Work for Oral Presentations			
Written Work for Media Production			

TEXTUAL UNITS	
UNITS	RESOURCES
Unit 1: Novel Study	<i>Lives of the Saints</i> , Nino Ricci
Unit 2: Poetry	<i>Cuttlefish Bones (Ossi di Seppia)</i> , Eugenio Montale
Unit 3: Traditional Drama	<i>The Tempest</i> , William Shakespeare
Unit 4: Short Story	<i>Dubliners</i> , James Joyce
Unit 5: Modern Drama	<i>The Importance of Being Ernest</i> , Oscar Wilde
Unit 6: Independent Study	Student choice

POLICIES & PROCEDURES	
NOTEBOOKS	Students are responsible for maintaining a neat and up-to-date notebook . Every student must keep a personal journal to keep record of their experiences.
STUDENT RESPONSIBILITY	<ol style="list-style-type: none"> 1. All classes and class trips are mandatory. 2. Students are responsible for work which is missed due to optional trips. 3. A positive contribution to both class discussions and group activities will enhance learning.
PLAGIARISM	<p>Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work”.</p> <p>Plagiarism includes: copying others’ work, not citing work properly and submitting work that is not your own.</p> <p>Plagiarized assignments are not acceptable. A student guilty of plagiarism will receive a zero for that assignment.</p>

ENG-4U Independent Study Unit

OBJECTIVE:

The independent study unit is designed to allow students to synthesize and apply their knowledge of the themes held in common across the selected literature studied in Grade 12 English. The assignment will constitute the writing of an in-class essay that is comparative in nature and will provide students with the unique opportunity of reflecting upon the various thematic intersections that underscore a cross-genre analysis.

PART I IN-CLASS ESSAY (10% READING/ 10% WRITING)

Students will be asked to write an in-class comparative literature essay that will compare THREE texts studied in this course. The essay must include:

- An introduction and thesis statement
- A minimum of three body paragraphs
- A conclusion

In addition, it must analytically address ONE of the following themes using both direct (direct quotations) and indirect referencing (paraphrasing of example) of the texts:

1. Loss of innocence
2. Survival
3. Love
4. Truth versus illusion
5. Search for identity
6. Power (dependent upon cultural context)

Students will be given an opportunity to prepare their essay response in advance. On the designated day, students will be allowed to bring:

- A thesis statement
- All quotations needed to support the analysis of each text

PART II MULTI-MEDIA PRESENTATION (5% ORAL/ 5% MEDIA)

Upon completion of the in-class comparative essay, students will be asked to present their textual analysis in a creative format. Students will be allotted a 7–10 minute time frame to complete the following:

- Present their thesis and defend their argument
- Provide quotations to justify their claims
- Produce a media representation of the selected theme—this may take the form of: a power point presentation, a poster, photographs, collage, video production, dramatic role play etc.

Grade 12

Strand: Writing

Categories	Curriculum Expectation	X: Below Level 1 < 50%	D: Level 1 (50 - 59%)			C: Level 2 (60 - 69%)			B: Level 3 (70 - 79%)			A: Level 4 (80 – 100%)		
			1L	1M	1H	2L	2M	2H	3L	3M	3H	4L	4M	4H
			50-52%	53-56%	57-59%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-84%	85-89%	90-100%
Knowledge \ Understanding Communication Thinking \ Inquiry Application	1. Dev. & Org. Content	-very limited	-complete introductory & concluding paragraphs.	-complete introductory & concluding paragraphs with both using effective structure.	-complete introductory & concluding paragraphs with both using effective structure.	-as in Level 2, but a minimal sense of repetitiveness and a hook for reader's interest.	-as in Level 3, but organizing principle is effective and fully developed.							
			-undemanding but clear thesis.	-thesis expresses sufficient purpose/argument.	-thesis expresses a well structured, appropriate argument.	-thesis expresses a well structured, multifaceted argument.								
			-topic and concl. sentences clearly identifiable.	-topic and concl. sentences clearly identifiable and non-repetitive.	-as in 2 and uses stylistic devices such as balance /contract or varied sentence structure.	- as in 3 and topic and concl. sentences are stylistically embedded into paragraph fabric.								
			-content adequately embedded and organized.	-content competently embedded and organized.	-content effectively embedded and organized.	-content seamlessly embedded and organized.								
2. Form And Style	-very limited	-adequately selects language/register/POV to suit audience purpose.	-competently selects language/register/POV to suit audience/purpose.	-effectively selects language/register/POV to suit audience/purpose	-exceptional use of language/register/POV to suit audience/purpose									
		-adequately varies sentence types to communicate most ideas clearly.	-varies sentence types and lengths to communicate ideas clearly.	-effectively varies sentence types and lengths to communicate clearly and to suit purpose and audience.	-wide variety of sentence types and lengths communicate clearly, accurately and suit purpose and audience.									
		-infrequent use of transitions and hooks.	-somewhat effective transition and hook use	-transitions and hooks create academic coherence.	-transitions and hooks create, stylized unified and coherent writing.									
		-adequately spelling, grammar and punctuation.	-satisfactory spelling, grammar and punctuation.	-very few or no spelling, grammar and punctuation errors.	-as in 3 but uses grammar or punctuation to enhance meaning/style.									
3. Conventions	-very limited	-adequately follows formatting/ layout/ editing conventions of written work, including MLA citation.	-competently follows formatting/ layout/ editing conventions of written work, including MLA citation.	-very few errors in formatting/ layout/ editing conventions of written work, including MLA citation.	-strict adherence to formatting/ layout/ editing conventions of written work, including MLA citation.									
		-adequate description or use of a variety of writing process methods & strategies.	-competent description and use of a variety of writing process methods and strategies.	-good description and use of a variety of writing process methods and strategies.	-insightful description and self assessment of various writing process methods and strategies.									
		-identifies or explains how 1 or 2 other strand skills help them write more effectively.	-identifies and explains how a few other strand skills help them write more effectively.	-effectively identifies and explains how a variety of other strand skills help them write more effectively.	-skillfully and thoroughly identifies and explains how a variety of other strand skills help them write more effectively.									
		-adequate spelling, grammar and punctuation.	-satisfactory spelling, grammar and punctuation.	-very few or no spelling, grammar and punctuation errors.	-as in 3 but uses grammar or punctuation to enhance meaning/style.									
4. Skills & Strategies	-very limited	-adequately follows formatting/ layout/ editing conventions of written work, including MLA citation.	-competently follows formatting/ layout/ editing conventions of written work, including MLA citation.	-very few errors in formatting/ layout/ editing conventions of written work, including MLA citation.	-strict adherence to formatting/ layout/ editing conventions of written work, including MLA citation.									
		-adequate description or use of a variety of writing process methods & strategies.	-competent description and use of a variety of writing process methods and strategies.	-good description and use of a variety of writing process methods and strategies.	-insightful description and self assessment of various writing process methods and strategies.									
		-identifies or explains how 1 or 2 other strand skills help them write more effectively.	-identifies and explains how a few other strand skills help them write more effectively.	-effectively identifies and explains how a variety of other strand skills help them write more effectively.	-skillfully and thoroughly identifies and explains how a variety of other strand skills help them write more effectively.									
		-adequate spelling, grammar and punctuation.	-satisfactory spelling, grammar and punctuation.	-very few or no spelling, grammar and punctuation errors.	-as in 3 but uses grammar or punctuation to enhance meaning/style.									

Overall : _____

Grade 12

Strand: Reading and Literature Studies

Categories	Curriculum Expectation		X: Below Level 1 < 50%	D: Level 1 (50 - 59%)			C: Level 2 (60 - 69%)			B: Level 3 (70 - 79%)			A: Level 4 (80 – 100%)			
				1L	1M	1H	2L	2M	2H	3L	3M	3H	4L	4M	4H	
				50-52%	53-56%	57-59%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-84%	85-89%	90-100%	
Knowledge \ Understanding Thinking \ Inquiry Application	1. Reading for Meaning	<ul style="list-style-type: none"> <input type="checkbox"/> understanding of course material and purpose <input type="checkbox"/> evidence to support argument/thesis/ purpose <input type="checkbox"/> inferences; analysing and evaluating texts <input type="checkbox"/> relevance; critical literacy (bias, values) 	-very limited	-reads course materials with adequate understanding of theme & purpose. -some general supporting or specific evidence. - some attempt to analyse how evidence supports point. - very little depth and relevance; no linkage beyond text.			-reads course materials with satisfactory understanding of theme & purpose. -supporting and some specific evidence given but incomplete to establish point. - analysis is on target but incomplete. -some depth and relevance; some attempt to link beyond text.			-reads course materials proficiently and understands theme & purpose. -supporting and/or specific evidence appropriate for establishing point. -analysis is complete and point is established. - links beyond text shows significant depth and relevance.			-reads course materials with thorough, insightful understanding of theme & purpose. -supporting/specific evidence well chosen; point established forcefully and economically. -analysis is complete, insightful and carries full conviction; expressed economically. -links beyond text are insightful, critical and highly relevant.			
		2. Understanding Form & Style	<ul style="list-style-type: none"> <input type="checkbox"/> text forms and features <input type="checkbox"/> elements of style 	-very limited	-recognizes few characteristics of text forms and/or features; attempts explanation of contribution to meaning. -identifies 1 or 2 elements of style in texts; little to no explanation of how they help communicate meaning of the texts.			-identifies 1 or 2 characteristics of text forms and/or features; some explanation of contribution to meaning. -identifies two or more elements of style in texts; attempts to explain how they help communicate meaning of the texts.			- accurately identifies characteristics of text forms and features; explains how they help communicate meaning. - identifies elements of style in texts; explains how they help communicate meaning and enhance the effectiveness of texts.			- identifies a variety of characteristics of text forms and features; explains how they help communicate meaning. - identifies a variety of elements of style in texts; explains how they help communicate meaning and enhance the effectiveness of the texts.		
			3. Reading Fluency	<ul style="list-style-type: none"> <input type="checkbox"/> vocabulary development; reading familiar and unfamiliar words. 	-very limited	- is beginning to develop appropriate vocabulary.			- is developing a grade and purpose appropriate vocabulary.			- uses and understands a grade and purpose appropriate vocabulary.			- uses and understands an extensive and expanding grade and purpose appropriate vocabulary.	
		4. Skills & Strategies	<ul style="list-style-type: none"> <input type="checkbox"/> reflecting on skills and strategies <input type="checkbox"/> interconnected strand skills: listening, writing, speaking & viewing 	-very limited	-adequate description or use of a variety of reading methods & strategies. -identifies or explains how 1 or 2 other strand skills help them read more effectively.			-competent description and use of a variety of reading process methods and strategies. -identifies and explains how a few other strand skills help them read more effectively.			-good description and use of a variety of writing reading methods and strategies. -identifies and explains how a variety of other strand skills help them read more effectively.			-insightful description and self assessment of various reading methods and strategies. -skillfully identifies and explains how a variety of other strand skills help them read more effectively.		

Overall : _____

Strand: Oral Communication

Categories		Curriculum Expectation	X: Below Level 1 < 50%	D: Level 1 (50 - 59%)			C: Level 2 (60 - 69%)			B: Level 3 (70 - 79%)			A: Level 4 (80 – 100%)		
				1L	1M	1H	2L	2M	2H	3L	3M	3H	4L	4M	4H
				50-52%	53-56%	57-59%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-84%	85-89%	90-100%
Knowledge \ Understanding Communication Thinking \ Inquiry Application	1. Listening to Understand	<ul style="list-style-type: none"> □ listening strategies; identifying purpose and demonstrating understanding □ interpreting and analysing oral texts □ critical literacy; extending understanding beyond oral texts 	-very limited	<p>- uses 1 or 2 listening strategies; shows adequate understanding of both the content and purpose of complex oral texts.</p> <p>-adequately develops, analyses and/or explains ways in which complex oral texts communicate effectively.</p> <p>-adequately identifies and analyses biases/perspectives in complex oral texts; some attempt at connections beyond the text.</p>	<p>-uses 1 or 2 listening strategies; shows satisfactory understanding of both content and purpose of complex oral texts.</p> <p>-satisfactory attempt to develop, analyze and/or explain ways in which complex oral texts communicate effectively.</p> <p>-satisfactory attempt to identify and analyse biases/perspectives in complex oral texts; makes some connections beyond text.</p>	<p>-employs a variety of listening strategies to understand content and purpose of complex oral texts and situations.</p> <p>-effectively develops, analyses and explains ways in which complex oral texts communicate effectively.</p> <p>-effectively identifies and analyses biases/ perspectives in complex oral texts; makes important connections beyond text.</p>	<p>-employs various listening strategies for thorough understanding of content and purpose of complex oral texts and situations.</p> <p>-thoroughly develops, analyses and explains ways in which complex oral texts communicate effectively and creatively.</p> <p>-thoroughly identifies and analyses biases/ perspectives in complex oral texts; makes insightful connections beyond texts.</p>								
	2. Speaking to Communicate	<ul style="list-style-type: none"> □ purpose, diction and interpersonal speaking strategies □ clarity, structure and coherence □ vocal strategies □ non-verbal strategies □ audio/visual cues 	-very limited	<p>-adequate understanding of communicating to suit purposes and audiences.</p> <p>-communicates with adequate attention to coherence, structure and organization.</p> <p>-adequate varying use of vocal strategies (tone, pitch, pace, volume).</p> <p>-seldom use of non-verbal clues (facial expressions, gestures, eye contact).</p> <p>-audio/visual cues are insufficiently integrated but somewhat enhance oral presentation.</p>	<p>-satisfactory understanding of communicating to suit purposes and audiences.</p> <p>-communicates with satisfactory attention to coherence, structure and organization.</p> <p>-some effective use of vocal strategies (tone, pitch, pace, volume).</p> <p>-some natural use of non-verbal clues (facial expressions, gestures, eye contact).</p> <p>-audio/visual cues are integrated only at the end of presentation and somewhat enhance oral presentation.</p>	<p>-good understanding of strategies and diction for communicating to suit a variety of purposes and audiences.</p> <p>-communicates with clear and coherent style, structure and organization.</p> <p>-good varying use of vocal strategies (tone, pitch, pace, volume).</p> <p>-effective, natural use of non-verbal clues (facial expressions, gestures, eye contact).</p> <p>-audio/visual cues are effectively integrated and effectively and creatively enhance oral presentation.</p>	<p>-insightful understanding of strategies and diction for communicating to suit a variety of purposes, audiences and situations.</p> <p>-communicates with exceptionally clear and coherent style, structure and organization.</p> <p>-exceptional, varying use of vocal strategies (tone, pitch, pace, volume).</p> <p>-exceptional, natural use of non-verbal clues (facial expressions, gestures, eye contact).</p> <p>-audio/visual cues are highly integrated and effectively and creatively enhance oral presentation.</p>								
	3. Skills & Strategies	<ul style="list-style-type: none"> □ reflecting on skills and strategies □ interconnected strand skills: reading, writing & viewing 	-very limited	<p>-adequate description or use of a variety of speaking/ listening methods & strategies.</p> <p>-identifies or explains how 1 or 2 other strand skills help them speak / listen more effectively.</p>	<p>-competent description and use of a variety of speaking/ listening methods and strategies.</p> <p>-identifies and explains how a few other strand skills help them speak / listen more effectively.</p>	<p>-good description and use of a variety of speaking/ listening methods and strategies.</p> <p>-identifies and explains how a variety of other strand skills help them speak / listen more effectively.</p>	<p>-insightful description and self assessment of various speaking/ listening methods and strategies.</p> <p>-skillfully identifies and explains how a variety of other strand skills help them speak / listen more effectively.</p>								

Grade 12

Strand: Media Studies

Categories	Curriculum Expectation	X: Below Level 1 < 50%	D: Level 1 (50 - 59%)			C: Level 2 (60 - 69%)			B: Level 3 (70 - 79%)			A: Level 4 (80 – 100%)		
			1L	1M	1H	2L	2M	2H	3L	3M	3H	4L	4M	4H
			50-52%	53-56%	57-59%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-84%	85-89%	90-100%
Knowledge \ Understanding Communication Thinking \ Inquiry Application	1. Understanding Media Texts	<ul style="list-style-type: none"> <input type="checkbox"/> purposes and audiences <input type="checkbox"/> interpreting, evaluating and analysing media texts <input type="checkbox"/> audience response and critical literacy <input type="checkbox"/> production perspective 	-very limited	<ul style="list-style-type: none"> -limited explanation of how challenging media texts are created to suit purposes and audiences. -limited analysis / evaluation of how challenging media texts communicate overt and implied meaning. -limited analysis of bias / perspectives embedded in media texts. -limited understanding of how production, marketing, financing, distribution, and legal factors influence the media industry 	<ul style="list-style-type: none"> -some explanation of how challenging media texts are created to suit purposes and audiences. -some analysis / evaluation of how challenging media texts communicate overt and implied meaning. -some analysis bias / perspectives embedded in media texts. -some understanding of how production, marketing, financing, distribution, and legal factors influence the media industry 	<ul style="list-style-type: none"> -good explanation of how challenging media texts are created to suit purposes and audiences. -good analysis / evaluation of how challenging media texts communicate overt and implied meaning. -good analysis of bias / perspectives embedded in media texts. -clear understanding of how production, marketing, financing, distribution, and legal factors influence the media industry 	<ul style="list-style-type: none"> -insightful explanation of how challenging media texts are created to suit purposes and audiences. -thorough analysis / evaluation of how challenging media texts communicate overt and implied meaning. -thorough analysis of bias/ perspectives embedded in media texts. -insightful understanding of how production, marketing, financing, distribution, and legal factors influence the media industry 							
	2. Understanding Forms, Conventions & techniques	<ul style="list-style-type: none"> <input type="checkbox"/> media forms <input type="checkbox"/> conventions and techniques 	-very limited	<ul style="list-style-type: none"> -identifies a few characteristics of media forms and demonstrates limited understanding of how they shape content and/or create meaning. -identifies and/or analyses a limited range of media conventions and/or techniques and demonstrates limited understanding of how they convey meaning and influence audiences. 	<ul style="list-style-type: none"> -identifies some characteristics of media forms and demonstrates some understanding of how they shape content and create meaning. -identifies and analyses some media conventions and/or techniques and demonstrates some understanding of how they convey meaning and influence audiences. 	<ul style="list-style-type: none"> -identifies many characteristics of media forms and demonstrates understanding into how they shape content and create meaning. -identifies and analyses many media conventions and/or techniques and demonstrates a good understanding of how they convey meaning and influence audiences. 	<ul style="list-style-type: none"> -thoroughly identifies characteristics of media forms and demonstrates insight into how they shape content and create meaning. -thoroughly identifies and analyses a wide range of media conventions and/or techniques and demonstrates insight into how they convey meaning and influence audiences. 							
	3. creating Media texts	<ul style="list-style-type: none"> <input type="checkbox"/> form, purpose and audience <input type="checkbox"/> conventions and techniques <input type="checkbox"/> producing media texts 	-very limited	<ul style="list-style-type: none"> -satisfactory description of form, topic, purpose and audience for media products. -identifies and explains usage of some media conventions and/or techniques appropriate to audience and purpose. -produces relatively effective media texts, using mostly appropriate forms, conventions and techniques to suit audience and purpose. 	<ul style="list-style-type: none"> -satisfactory description of form, topic, purpose and audience for media products, including challenges in achieving purpose. -identifies and explains usage of some media conventions and/or techniques appropriate to audience and purpose. -produces relatively effective media texts, using mostly appropriate forms, conventions and techniques to suit audience and purpose. 	<ul style="list-style-type: none"> -good description of form, topic, purpose and audience for media products, including challenges in achieving purpose. -accurately identifies and explains usage of most media conventions and/or techniques appropriate to audience and purpose. - produces effective media texts, using the most appropriate forms, conventions and techniques to suit audience and purpose. 	<ul style="list-style-type: none"> -thoroughly describes form, topic, purpose and audience for media products, including challenges in achieving purpose. -thoroughly identifies and explains usage of a variety of conventions and/or techniques appropriate to audience and purpose. -creatively produces effective media texts, using the most appropriate forms, conventions and techniques to suit audience and purpose. 							
	4. Skills & Strategies	<ul style="list-style-type: none"> <input type="checkbox"/> reflecting on skills and strategies <input type="checkbox"/> interconnected strand skills: listening, reading speaking& writing 	-very limited	<ul style="list-style-type: none"> -adequate description or use of a variety media production methods & strategies. -identifies or explains how 1 or 2 other strand skills help them interpret/ produce media texts more effectively. 	<ul style="list-style-type: none"> -competent description and use of a variety of media production methods and strategies. -identifies and explains how a few other strand skills help them interpret/ produce media texts more effectively. 	<ul style="list-style-type: none"> -good description and use of a variety of media production process methods and strategies. -identifies and explains how a variety of other strand skills help them interpret/produce media texts more effectively. 	<ul style="list-style-type: none"> -insightful description and self assessment of various media production methods and strategies. -skillfully identifies and explains how a variety of other strand skills help them interpret/produce media more effectively. 							

Overall : _____