|  |  | **Course Outline and Evaluation Summary****Course Code**  |  |
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|  | Title of Course: **ENG4U1**   | 416-395-3210 ext 20090 |
|  | Department: **ENGLISH** |  |

| **Course Description** |
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| English 12 (4U1) is the high school graduation course aimed at preparing students for further studies at the university level. The course follows the Ministry of Education’s guidelines for curriculum, assessment and evaluation and the Toronto District School Board’s suggestions for implementing this graduating course. English 12 will provide students with an opportunity to develop their literacy, critical thinking and communication skills. Throughout the year, they will be introduced to a range of challenging texts from various time periods, countries and cultures. Students will write analytical and argumentative essays throughout the year and a major paper for an Independent Literary Research Project. There will be opportunities for them to apply key concepts to analyze media works. An important focus will also be on understanding academic language and using it coherently in discussion and argument. Grade-12 English’s overarching theme is “postmodernism.” |

| **Course Evaluation**Course evaluations incorporate one or more of the achievement categories (KICA). In English classes the categories are embedded within the four core strands below. The final grade is calculated using the weighted percentages below. |
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| **Term Work:** | **A variety of tasks where you show your learning and have marks assigned using the Achievement Categories/Strands** | **Summative****Evaluation:** | **Marked summative tasks which assess your learning on the entire course** |
| 70% | 30 % | Reading | 30% | 15% | Culminating Task |
| 30 % | Writing |
| 20 % | Oral Literacy | 15% | Final Exam  |
| 20 % | Media Studies |

| **Learning Skills** |
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| Learning skills provide Information to help students understand what skills, habits & behaviours are needed to work on to be successful. These are not connected with any numerical mark. A brief description of each skill can be found [here](http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf#page=17). **Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation**E – Excellent G – Good S – Satisfactory N – Needs Improvement |

| **Required Materials:** Any educational resource required for this course will be provided by the school. It is the student’s responsibility to come to class with these materials.  |
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| **School/Departmental/Classroom Expectations** |
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| **Attendance:** The student is expected to attend class on time. Parents/guardians will be contacted if late/attendance becomes an issue/hindrance. If the student knows about an absence in advance, they should contact the teacher.**Plagiarism/Cheating:** A mark of 0 will be assigned for any work submitted that does not belong to the student. A mark of 0 will be assigned to a student who was found to have cheated. Parents/guardians will be informed.**Missed Work:** If a student is absent from class, (e.g. illness, sports team) it is **their** responsibility to find out what they have missed and to catch up. The student is responsible for completing all of the work that was missed due to an absence. If a student misses an assignment or test without a legitimate explanation and documentation, marks up to and including the full value of the evaluation may be deducted. Make-up tests must be arranged to be written.**Late Work:** Late work may result in a deduction of marks up to and including the full value of the evaluation. |

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| **Course Assessment Tasks** |
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| ***Unit/Topic/Strand*** | ***Text*** | ***Major Assignments / Evaluations*** | ***Estimated Duration*** |
| Unit 1: Novel Studies | Americanah, Not Wanted on the Voyage, The History of Love, The Handmaid’s Tale, Such A Long Journey, Behind the Scenes at the Museum Things Fall Apart,  | **Each term will be based on:*** Personal response journals
* Demonstration of critical-thinking skills
* Responses to literature and media
* Analysis of literary and dramatic techniques
* Creative, persuasive and informational writing, for different audiences and purposes, in a variety of forms
* Revising writing, with a focus on ideas, clarity, accuracy and coherence
* Editing to produce final drafts, using the writing process
* Round-table discussions
* Media products: Mcluhan’s Laws-of-Media poster, blogs, vlogs, podcasts
 | 30-40 classes |
| Unit 2: Shakespeare  | Choice of King Lear, Hamlet, and Rosencrantz and Guildenstern are Dead | 30-40 classes |
| Unit 3: Independent Reading Project (IRP) | Student choice of twenty-first century, award-winning novels, which individual teachers present to their class. | Ongoing |
| Unit 4: Forms of writing (and other *texts*) |  Echoes 12, Viewpoints 12; The Act of Writing; Reference Points; 20th Century Poetry and Poets or other appropriate sources.  | Ongoing |
| Unit 5.Student-Produced Media Texts | Echoes 12, Viewpoints 12; McLuhan’s Wake, and various documentary films  | Ongoing |
| Culminating Task(s) | Podcasts, Presentations, Blogs, Debates, Structured Interviews, and Vlogs. | Summative project 15% (Based on Oral Literacy and Media Studies) |  |