



LISGAR COLLEGIATE INSTITUTE

DEPARTMENT: English
COURSE NAME: Grade 12 English
COURSE CODE: ENG4U

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 Ontario Curriculum, 2007*)

PREREQUISITE ENG3U

COURSE CONTENT

- *Viewpoints 12: Stories, Essays, Poetry*
- Grammar and Writing (ongoing review/practice)
- *The Mayor of Casterbridge* or *The Handmaid's Tale*
- *Hamlet*
- *The Great Gatsby*
- *Death of a Salesman*
- OCDSB Student Handbook, Exam Preparation (ongoing)

OVERALL CURRICULUM EXPECTATIONS

ORAL COMMUNICATION:

1. **Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. **Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. **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:

1. **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;
2. **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. **Reading With Fluency:** use knowledge of words and cueing systems to read fluently;
4. **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:

1. **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. **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;
3. **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;
4. **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:

1. **Understanding Media Texts:** demonstrate an understanding of a variety of media texts;
2. **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;
3. **Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. **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.

LEARNING SKILLS

The development of sound learning skills is essential to the success of our students. Teachers and students will work together to understand and further the development of student learning skills in the areas of initiative, work habits, organization, team work, and independent work. Teachers report on learning skills on the midterm and final report cards.

ASSESSMENT METHODS

Your understanding of the course material will be assessed using teacher observations, groups participation, , oral presentations, self and peer editing, journal responses, graphic organizers, grammar reviews, homework completion, unit tests, quizzes, in-class assignments, a summative assignment, and a final exam. Please refer to the Lisgar Assessment and Evaluation Policy.

EVALUATION

Course Work (70%)

1. Knowledge/Understanding	15 %
2. Thinking/Inquiry	20 %
3. Communication	20 %
4. Application	15 %

Students can expect to do the following as a minimum: a literary terms test, a short story evaluation, a sight-passage test, a poetry test, two oral presentations, three major essays, research work, annotated bibliography, in addition to other small quizzes and writing tasks.

Students will receive assignment and marking sheets for all major evaluation tasks. All due dates must be met. If a student is absent, efforts must be made to submit assignments in advance. Upon return, a student must have a note from his/her parent justifying the absence.

Summative (10%)

The summative task will involve independent research and poetry analysis and will result in a 10-minute presentation in which students complete a close reading of the poems under study. This project allows students to review and employ skills taught throughout the course. The steps in the summative process will involve gathering secondary source information, compiling an annotated bibliography using MLA style, and writing response journals. If a student is absent and fails to meet the summative deadline, a doctor's note is required.

Summative Due Date(s): TBA

Exam (20%)

The final exam will be written during the formal exam period. All Grade 12 students write the District-wide English exam at the end of the semester. This exam is 2.5 hours and consists of a formal academic essay and an essay sight passage analysis.

ATTENDANCE

If you are absent from class, you are expected to catch up on what you missed and complete any relevant homework. When you return to class, you must show your teacher an Absence Verification Form.

If you know in advance that you will be absent for a test, see your teacher **before** the scheduled test date to arrange an alternate time to write it.

If you are unexpectedly absent for a valid reason on the day of a scheduled test, please let your teacher know why. When you return to class, remember to show an Absence Verification Form from your Period 1 teacher and a note from your parents indicating that they are aware you missed the test. An **unjustified absence** for a test may result in a **mark of zero**.

SUPPLEMENTARY NOTES

Course Texts: Each student will be assigned the required texts. These texts are NOT available for purchase through the Lisgar English Department. If you lose or damage these books, the replacement costs are:

- Hardcover Novel or Play: \$20.00
- Softcover Novel or Play: \$15.00
- *Anthology* : \$60.00
- *OCDSB Student Handbook* \$10.00

Homework: The importance of regular homework completion cannot be overemphasized. Guidelines:

- Record the homework assigned in your planner at the end of each lesson
- Date and page number must be written at the beginning of each homework assignment
- Answers should be corrected during class discussions
- For homework to be considered complete, an attempt on each question must be shown

Binder Organization: Students will receive numerous handouts and take many notes this semester, and it is essential to be organized! Students require a three-ring binder, lined paper, and dividers set up according to the course content.

Recommended Resources: Grade 12 English students should have an academic dictionary such as *The Oxford Dictionary of Current English*. Literary terms dictionaries will also prove useful. Access a credible on-line Glossary of Literary Terms at <http://bcs.bedfordstmartins.com/litgloss>

Assignments and Email: Assignments will not be accepted through e-mail unless this has been discussed with the teacher as an option IN ADVANCE. Students are expected to meet assignment due dates. If you are absent from school, all efforts must be made to get the assignment in on time. Students must take responsibility for their own learning.

Categories of Knowledge and Skills:

- **Knowledge and Understanding:** subject-specific content (knowledge), and the comprehension of its meaning and significance (understanding).
- **Thinking:** the use of critical and creative thinking skills and/or processes as follows: planning skills (e.g., generating ideas, gathering information, focusing research, organizing information), processing skills (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating); critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)
- **Communication:** the conveying of meaning through various text forms
- **Application:** the use of knowledge and skills to make connections within and between various contexts.

Extra Help: See your teacher about arranging a mutually convenient time for extra help. You may also go to the guidance office for a list of volunteer and professional tutors.