

# LISGAR COLLEGIATE INSTITUTE



**DEPARTMENT:** English

**COURSE NAME:** Grade 12, AP Literature and Composition

**COURSE CODE:** ENG4UR

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**OVERVIEW:** This course furthers the development of language, literacy, critical thinking, communication, and research skills in preparation for university studies. Students will analyse a range of challenging texts from various time periods, countries, and cultures, and they will write analytical, expository, and argumentative essays and responses to readings. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument (*Ontario Curriculum, Grade 12 University*). In AP Literature students will study class literature reflective of various movements and styles to deepen their understanding of the elements of style. Students will consider a work's structure, syntax, and themes as well as the author's use of figurative language, imagery, symbolism, and tone. Writing instruction will focus on developing and organizing ideas in clear, coherent, and persuasive language.

**PREREQUISITE** ENG3U OR ENG3UG

## COURSE CONTENT

Students will read and analyze the following texts as they consider the concepts of Tragedy and Identity as well as the American Dream:

- *The Heath Introduction to Literature* (Stories, Essays, Poetry, Plays)
- *Oedipus, Hamlet, The Great Gatsby, Death of A Salesman* (or *Heart of Darkness*), *The Handmaid's Tale, Tess of the D'Urbervilles* (or *The Scarlet Letter*), *Rosencrantz & Guildenstern Are Dead*
- Additional teacher-selected readings as well as the OCDSB *ENG4U Student Handbook*

## 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, reader responses, close reading practices, outlines, homework completion, unit tests, quizzes, in-class assignments, grammar reviews, oral presentations, self and peer assessment, summative assignment, and final exam. Please refer to the Lisgar Assessment and Evaluation Policy.

**EVALUATION** (Please refer to the Lisgar Assessment and Evaluation Policy.)

### **Course Work (70%)**

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

Students will do the following evaluations as part of the 70% term mark: literary terms test, short prose evaluation, sight essay test, poetry test, oral presentations, three-four major papers (one comparison essay, two in-class essays), and several short analyses. 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 will be an independent research activity employing the skills of literary analysis. The task will involve poetry analysis and will result in a 10-minute presentation. The steps in the process involve gathering secondary sources, compiling an MLA annotated bibliography, and writing response journals. If a student is absent and fails to meet the summative deadline, a doctor's note is required.

**EXAM (20%):** 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.

The AP English Literature and Composition Exam is a three-hour exam written in May of each year. See the Lisgar Student Handbook in the agenda for the AP exam dates. The first section consists of approximately 55 multiple choice questions to be completed in one-hour. This section counts for 45% of the grade on the exam. During the two-hour "Free Response" section you will write three essays – one in response to poetry, one in response to prose, and the third in response to one of the major works studied during the course. This exam does not calculate into the final grade in ENG4U; however, it may give you advanced standing at university!

**AP Information:** <http://apcentral.collegeboard.com/>.

For policies at Canadian Universities: [www.ap.ca](http://www.ap.ca)

**Recommended Resources:** an academic dictionary

Abrams' *A Glossary of Literary Terms* **OR**

Cuddon's *Dictionary of Literary Terms and Literary Theory*

*MLA Style Guide* (there is a version on the Lisgar Library Website)

On-line Glossary of Literary Terms: <http://bcs.bedfordstmartins.com/litgloss>

## 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.

**AP Information:**

For more info on AP Courses and Exams go to: <http://apcentral.collegeboard.com/>.

For information on AP Policies at Canadian Universities, go to: [www.ap.ca](http://www.ap.ca)

**Recommended Resources:**

The Oxford Dictionary of Current English (any academic dictionary will do)

M.H. Abrams' *A Glossary of Literary Terms* **OR**

J.A. Cuddon's *Dictionary of Literary Terms and Literary Theory*

*MLA Style Guide* (there is a version on the Lisgar Library Website)

On-line Glossary of Literary Terms: <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.