



LISGAR COLLEGIATE INSTITUTE

DEPARTMENT: English

COURSE NAME: Grade 12 AP Language and Composition

COURSE CODE: EWC4UR

OVERVIEW

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers. (*Ontario Curriculum, Grade 12 University*).

Students become both skilled readers of prose written in a variety of forms and skilled writers who compose for varying purposes. The aim of the course is “to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity as to communicate effectively with mature readers” (*AP Course Description for English*). Students become aware of the interactions among a writer’s intentions, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to good writing style.

PREREQUISITE ENG3U OR ENG3UG

COURSE CONTENT

- Grammar and Style: *The Elements of Style*
- Essay Writing: *One Hundred Great Essays*
- Short Fiction: *Fiction 100, Nine Stories, Chronicle of a Death Foretold*
- Additional teacher-selected readings

OVERALL CURRICULUM EXPECTATIONS

INVESTIGATING WRITING: By the end of this course, students will:

- 1. Writing, Writers, and the Writing Life:** demonstrate an understanding of writing as an art, a craft, and a career as they explore the work of a variety of Canadian and international writers.

PRACTISING WRITING: By the end of this course, students will:

- 1. Exploring Ideas, Forms, and Styles:** generate and experiment with ideas about writing content, forms, and styles;
- 2. Drafting and Revising:** organize, draft, and revise their writing, employing forms and stylistic elements appropriate for their purpose and audience;
- 3. Editing, Proofreading, and Publishing:** use editing, proofreading, and publishing skills and strategies to refine and polish their work;
- 4. Collaborative Writing:** collaborate in the writing process with peers by generating ideas, responding

to peers' work, and assessing peers' work in a workshop setting.

REFLECTING ON WRITING: By the end of this course, students will:

1. **Metacognition:** identify their strengths as writers and areas where they could improve, and assess the growth and development of their own writing style.

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

Students' understanding of the course material will be assessed using teacher observations, close readings of texts, homework completion, unit tests, quizzes, grammar review, argumentative writing, creative writing, oral presentations, self and peer assessment, summative assignment, and the 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 will do the following evaluations as part of the 70% term mark:

- tests relating to grammar, style, literary terms, rhetorical devices and strategies, coherence
- seven major papers (opinion piece, narrative essay, satirical essay, four in-class essays)
- several short analytical and creative pieces

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 for this course consists of two parts: one oral, one written. The oral is a presentation on a literary work with stylistic merit. Specifically, students give a brief author profile, a summary of the plot, and a close reading of a passage showing how the author fulfills a narrative purpose through use of style. The second part of the summative is a short story assignment. Students write a short story based on a nursery rhyme or in the form of a pastiche, and they include a short analytical essay in which they explain their own narrative purpose and how they employed style for effect. If a student is absent and fails to meet either of the summative deadlines, a doctor's note is required.

Summative Dates: TBA

Exam (20%)

Students write an exam at the end of the semester, which is 2.5 hours in length and consists of an analytical essay, an argumentative essay, and multiple choice questions relating to style and grammar.

The AP English Language and Composition Exam is a three-hour exam which is 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. The two-hour “Free Response” section requires you to write three essays – the first dealing with prose analysis, the second with rhetorical strategies, and the third with argumentation and synthesizing source documents. This section contributes the remaining 55% of the grade. Although the exam is not compulsory, students are strongly encouraged to write it. This exam does not affect your final grade in EWC4UR; however, it may give you advanced standing at university.

ATTENDANCE

If you are absent from class, you are expected to catch up 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 homeroom 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

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: As students will receive numerous handouts and take many notes this semester, 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.

Recommended Resources:

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

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

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.