

Bur Oak Secondary School**Course Overview – ENG 4U1**

Course Description: This course is divided into two components: text deconstruction and text construction. In the first half of the course, students will maintain a reading journal to record their responses to a variety of challenging texts that reflect conflicting cultural or ideological perspectives. Each student will use his/her reading journal to formulate an inquiry topic of personal interest that will be developed into an inquiry paper that is submitted toward the middle of the course and again toward the end of the course. In the second half of the course, students will construct a multi-text: a creative project containing original pieces that are thematically linked. Oral communication marks will be attained throughout the course as students participate in a book club, a non-fiction seminar, an ISU novel colloquy, and a Drama presentation. Students will be expected to participate in one-to-one conferences with the teacher during the inquiry and multi-text processes. At these conferences, the onus is on the student to show the teacher that the reading journal and writer's notebook are up-to-date and well maintained. Assessment and evaluation of student learning will be based on the weighting given to the following Achievement Chart Categories:

Critical Term Work:	70%	
	Knowledge and Understanding	10.5%
	Thinking and Inquiry	21.0%
	Communication	21.0%
	Application	17.5%

Major Tasks	Weight	
	Midterm	Final
Unit One In-Class Response	1	1
Reading Journal/Inquiry Proposal (Inquiry Process)	1	1
Inquiry Paper Submission #1	3	0
Editorial Cartoons Test	1	1
Book Club	2	2
Non-Fiction Seminar		
ISU Novel Colloquy		
Drama Presentation		
Inquiry Paper Submission #2	NA	3
Multi-text Process (Writer's Notebook)	NA	1

Final Evaluation: 30%

Culminating Events	Final
Multi-text Publication	15%
Exam	15%

Units of Study:

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| 1. | Inquiry Process | 5 weeks |
| 2. | Book Clubs | 2 weeks |
| 3. | Non-Fiction | 1.5 weeks |
| 4. | Short Fiction and Poetry Construction | 4 weeks |
| 5. | Independent Reading Colloquies | 1.5 weeks |
| 6. | Drama | 3 weeks |
| 7. | Multi-Text Publication and Exam | 1 week |

Major Course Components:

Inquiry Paper: During the inquiry process, each student formulates an inquiry question about reading and literature which will be the focus for investigation throughout the course. First, each student will submit a written **proposal** that situates the inquiry. **Two** submissions of the inquiry paper will follow at designated intervals during the semester. These **two** submissions of the inquiry paper are to be written in essay form and must not exceed 1500 words. All work must be grounded in thinking about specific in-class texts and in-class experiences.

Multi-Text: Each student is required to create an original, digital multi-text using Google Sites. The text must include a variety of written forms and voices that are connected by a central motif. Students will select and 'research' a concrete noun as a means of locating source material. Students will work on this project throughout the second half of the course and will be expected to present evidence of their process/progress at scheduled conferences and on designated share days. On publication days, the multi-texts will be shared and responded to by classmates. On the final examination, students will be required to make reference to their classmates' texts.

Reading Journal: The personal reading journal will be used as a regular component of the course. The journal will include responses to readings, visual texts (e.g. film, TED talks, political cartoons etc.) and discussions during the inquiry process and will form the basis of the thinking required to write an inquiry paper. To write a successful inquiry paper, students must complete all readings and response tasks as well as participate in all class discussions and activities. Students who do not complete their journal work forfeit their opportunity to participate in class discussions and activities.

The Writer's Notebook: Each student will be expected to keep his/her own writer's notebook throughout the course. The notebook will be used to practice a variety of creative written forms and to generate material for the multi-text. Structured class activities will introduce some writing strategies and forms, but each student is expected to make his/her own time outside of class to write.

The Submission of Work

Share days and conferences will be held in advance of assignment deadlines. The teacher will monitor students closely during the writing and creative process to give **formative feedback** and to help ensure that students meet the deadline date. Students without their drafts or process work on share days and conference days will lose their opportunity to receive critical feedback before the deadline. A **deadline** is defined as the day when the assignment must be submitted for evaluation by the teacher. If a student arrives to class without his/her assignment on the deadline day, the student will be required to submit whatever he/she is able to complete by the end of the period on that same deadline day along with any existing previously completed process work. The teacher's decision to accept work beyond the deadline shall be made on a case by case basis by taking into consideration the student's **unique circumstances**. **Presentation days (including book club discussions, ISU colloquies, and seminars) are considered deadlines.** The onus is on the student to notify the teacher in advance if he/she cannot perform on a particular day. In the case of absence due to an emergency, **notification** by the student's guardian and **reasonable documentation** are required. Students who are absent on a deadline day shall present documentation upon their return to school, at which time the teacher will decide on an appropriate course of action in consultation with the student's guardian. If a group member is absent on the day of a presentation, the presentation is not necessarily cancelled – group members who are in attendance may be expected to perform without their absent peer depending on the circumstances. For those students dealing with a serious, long-term **personal or family illness/crisis**, the teacher shall, in conjunction with a Guidance counsellor, administrator, and guardian, devise a separate plan that will lead to the successful completion of an assignment or course. When these extenuating circumstances arise, revised due dates and deadlines shall be specified as part of this separate plan. The teacher shall refer to board policy #305.1 "Timely Completion and Submission of Assignments for Evaluation, Grades 7-12," when dealing with the **ongoing late submission of work or the ongoing non-submission of work**. In some cases, guardians, an administrator, a guidance counsellor, and the Student Success Teacher will work collectively with the classroom teacher to devise an appropriate course of action that will lead to student success in these severe cases.

Use of Technology

Key digital summative tasks and digital task options will be assigned in this course. For some of these tasks, students may work in groups so that personal and school media devices can be shared. However, in cases where one or more students do not have access to technology, an alternative form of construction, submission, or presentation shall be arranged with the teacher. Please note that the English Department has very limited access to cross-curricular labs (not the Mac-lab), mobile labs (laptop and tablet carts), and digital cameras. Individual laptops cannot be provided. Students who elect to bring their own devices to school do so at their own risk as the English Department will not be responsible for lost or damaged personal media devices. Adapters can be provided to students who elect to run their presentations on their own devices. Otherwise, the onus is on the student to format his/her electronic work so that it can be presented using only the hardware accessible in the English classroom. Students **MUST** always have a back-up plan (e.g. live performance of a script or storyboard) in case technical difficulties occur as presentations may not be able to be rescheduled. Students will be informed about the ethical use of cameras in and out of school. Students are not permitted to film or take pictures of individuals in or out of school without the consent of those individuals. Moreover, all electronic work produced to fulfill course expectations must be appropriate for in-class viewing and must not be posted on public sites. **Digital work should be submitted only to Moodle, Turnitin, or Google Apps as these education tools are secure.** Parents who have privacy concerns should contact the student's teacher at the start of the semester. Teachers shall notify parents and administration if they find any inappropriate or unsettling student work in these applications.

Academic Honesty

Students will be required to submit their work to Turnitin on Moodle for verification purposes. Incidents of academic dishonesty, such as plagiarism, will be taken very seriously. Students are expected to create original work at ALL times. When dealing with incidents of academic dishonesty, the teacher shall refer to board policy #305.2, "Academic Honesty, Kindergarten to Grade12," and choose an appropriate course of action in consultation with guardians and administration if necessary. **For some assessments, students may be required to redo the assignment under the live supervision of the teacher in class, during lunch, or after school in order to ensure an accurate measure of the student's skill level and achievement.**

Textbooks

All English texts (novels and anthologies) are the property of Bur Oak Secondary School. Students are expected to return these texts in a reasonable condition. Students will pay the **replacement cost** if texts are lost or damaged.

I, _____, have read, understand, and agree to adhere to the policies above.

_____ (student signature)

_____ (guardian signature)