

**York Region District School Board
The Dr. G.W. Williams Secondary School
English Department
Grade 12 College Preparation English
(ENG 4C)
Course Outline**

Credit Value: 1.0 (mandatory English credit)

Subject Head of English: Ms. R. Solomon

Course Teachers: Ms. A. Misra

Policy Document: *The Ontario Curriculum, Grades 11 and 12, English, 2000.*

Prerequisite: English, ENG3C, Grade 11, College Preparation

Description

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse a range of texts from various time periods, countries, and cultures; write analytical and argumentative essays and a major paper for an independent research project; and apply key concepts to analyse media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument.

The path to self discovery is explored through various forms of prose and poetry as students consider their personal avenues through self reflection. Incorporated into this process are a variety of essays, short fiction pieces, a novel, poetry selections and films. These will be explored to ideally help students of 12C to broaden their comprehension of communication methods. Also this will serve to expand their understanding of English both as an art form and practical communication. The students in this course will be involved in learning situations such as collaborative team work, various types of oral presentations, dramatic readings, as well as individual reading, personal writing and research on selected topics. The culminating activity for the course will involve research on a topic of individual interest the incorporates practical skill building.

Resource Texts and Materials

1. Foundations 12
2. Reading and Writing for Success Senior
3. Don Aker: The First Stone, Stephen King: Rita Hayworth and The Shawshank Redemption
4. A wide selection of articles, essays, films, and other short stories prose

*This list is tentative and may change

Assessment and Evaluation

Seventy percent of marks are allotted to term work and thirty percent to a culminating activity demonstrating key capabilities the student may have developed during the course plus the final examination.

Diagnostic activities are used to assess a student's current knowledge base. *Formative* activities are used to teach and allow students to practice skills. *Summative* activities provide students the opportunity to demonstrate acquired knowledge and skills. Only the marks for the summative activities are recorded towards term work marks, although all assignments have an impact on the final marks.

A wide variety of assessment strategies and tools are used in this course: teacher observations, oral presentations, role playing, conferences, essays, reports, letters, quizzes, tests, examinations, performance tasks, portfolios, self-assessment, peer assessment, journals, media creations, checklists,

questions and answers, lectures and note taking. Many of these assessments can be used for formative assessment providing students with opportunities for resubmission after they have worked to improve the product. Students can use self- and peer assessment to help them improve their work.

A “Learning Log” is provided in the Resource Pack for students to reflect constructively on work assessed, so that they can apply feedback to their skill development.

Category Weightings

Term Work (70%)

Knowledge & Understanding	17%
Thinking	17%
Communication	18%
Application	18%

Culminating Performance Task (30%)

Independent Study Unit	15%
Written Exam	15%

Learning Skills:

Learning skills will be assessed throughout the semester and reported in the “learning skills” section of the report card. The following criteria will be used:

(Abridged list of Learning Skills descriptors from Curriculum Guidelines for Grades 9 to 12)

Works Independently	Teamwork	Organization	Work Habits/ Homework	Initiative
<ul style="list-style-type: none"> • Accepts responsibility for completing tasks • Follows instructions • Completes assignments on time, and with care • Uses prior knowledge and experiences to solve problems and make decisions 	<ul style="list-style-type: none"> • Works willingly and cooperatively with others • Takes responsibility for his or her own share of the work to be done • Works to help achieve the goals of the group or the class • Shows respect for the ideas and opinions of others 	<ul style="list-style-type: none"> • Devises and follows a coherent plan to complete a task • Revises steps and strategies when necessary to achieve a goal • Manages and uses time effectively and creatively • Demonstrates ability to organize and manage information 	<ul style="list-style-type: none"> • Completes homework on time and with care • Puts forth consistent effort • Begins work promptly and uses time effectively • Perseveres with complex projects that require sustained effort 	<ul style="list-style-type: none"> • Seeks out new opportunities for learning • Requires little prompting to complete a task, displaying self-motivation and self-direction • Attempts a variety of learning activities • Seeks assistance when needed

Baseline Writing

All students will write a diagnostic piece at the beginning of the course. This piece will be assessed by the teacher for major problem areas that must be reviewed or taught to individuals or the entire group, and will then be kept on file as a baseline indicator of each student’s abilities. In a situation where questions may arise about the authenticity of a student’s work, the diagnostic piece, and test results will provide key comparative data. Plagiarism is illegal under the copyright laws of Canada and is considered a very serious offence in any academic institution, often resulting in suspension of credits and admission.

All writing assignments will involve pre-writing activities, opportunities for conferencing with the teacher, and peer editing. Students must bring completed drafts to class to engage in and receive credit for peer editing. The writing process will be staged and supervised so that students can receive assistance as required, and some final drafts may be written during class time. Other assignments will be submitted (word-processed on the computer, applying formatting requirements) with the process pieces such as notes and rough drafts attached.

Deadlines

It is expected that students will submit all assignments on time according to deadlines. Deadlines allow both the students and the teacher to balance workloads and move ahead with other important course work. Ultimately, work that is not submitted will receive a zero to demonstrate that key elements of the

student's learning have been missed.* A teacher may permit extensions based on individual cases. Extensions must be received at least 2 days prior to the deadline, at which time a new appropriate deadline will be set by the teacher and student, in consultation.

** Please read the English Department Policies*

Overall Course Expectations

Literature Studies and Reading

Overall Expectations

LIV.01 · read and demonstrate an understanding of a variety of challenging informational texts and literary works from various time periods, countries, and cultures, with an emphasis on assessing information, ideas, and issues;

LIV.02 · demonstrate an understanding of a range of informational and literary forms, with an emphasis on research articles and plays

LIV.03 · analyse elements of style in a variety of texts, focusing on how the elements contribute to clear and effective communication.

Writing

WRV.01 · use a range of print and electronic primary and secondary sources to gather and assess information and ideas and to develop and refine topics for writing;

WRV.02 · select and use writing forms suited to various purposes and audiences, with an emphasis on analytic and argumentative essays and narratives or dramatic scenes;

WRV.03 · use a range of organizational structures and patterns to produce unified, coherent, and effective written work;

WRV.04 · revise their written work, independently and collaboratively, with a focus on sufficient development of content, coherent organization, clear expression, and effective style;

WRV.05 · edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Language

LAV.01 · use knowledge of recent developments in the English language, vocabulary and language structures, and the conventions of standard Canadian English to read, write, and speak effectively;

LAV.02 · use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using academic language appropriately in seminars and presentations of independent study projects.

Media Studies

MDV.01 · analyse relationships among media forms, representations, audiences, and industry practices to explain how a variety of media works communicate messages;

MDV.02 · demonstrate an understanding of the interactions among form, purpose, audience, and production options by designing or creating media works, independently and collaboratively, based on ideas, themes, and issues examined in this course.

Ministry Course Profile (including an extensive list of specific course expectations) can be accessed at <http://curriculum.org/csc/library/profiles/12/html/ENG4C.htm>

OVERALL UNIT EXPECTATIONS (ONTARIO CURRICULUM)

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.