Grade 11 English, University Preparation (ENG 3U)

Semester 2 (February 2019-June 2019)

General Information

**Credit Value:** 1.0

**Teacher:** D. Lafleur

**Location:** Portable 314

**Department:** English

**Pre-requisite Course:** ENG 2D

Course Overview

**Course Description:**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

**Overall 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.

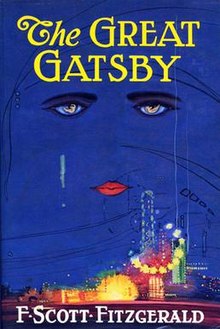
Reading and Literature Studies

* 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.

**Course Texts and Readings:**

We will be reading and receiving a copy of the following texts throughout the term:

* *Macbeth* by William Shakespeare (play)



* *The Great Gatsby* by F. Scott Fitzgerald (novel)

Students are responsible for all assigned texts. The cost of lost or damaged texts must be reimbursed to the school.

**Please note students will be given photocopied materials for the Poetry and Media units.**

Evaluation

Here is a tentative sample of assessments:

|  |  |  |  |
| --- | --- | --- | --- |
| **Poetry** | ***Macbeth*** | ***The Great Gatsby* (ISU)** | ***The Social Network* and Media** |
| Poem Analysis  (10%)  Oral Presentation (10%)  Unit test (10%) | Movie poster and soundtrack assignment (10%)  Descriptive writing (5%)  Compare/contrast paragraph (5%)  Unit test (10%) | Test (5%)  Independent Study Unit Task (15%) | Film Review (10%)  Article Summary (10%) |

Grade distribution: 70% summative assessments

30% final assessments – culminating task (15%) and exam (15%)

**Learning Skills:**

One of the goals of any course is the development of the work and study skills needed to succeed in the workplace and in life. Each student’s work and study skills will be monitored throughout the semester and will be recorded (separately from your grade) on the report card as follows:

Categories assessed:

-Independent work

-Collaboration

-Organization

-Responsibility

-Initiative

-Self-Regulation

Assessment scale:

E = Excellent

G = Good

S = Satisfactory

N = Needs improvement

Policies and Expectations

**Classroom Expectations:**

* Come to class on time and prepared (with all necessary materials).
* Participate actively in class discussions and activities.
* Demonstrate respect for the teacher, peers, and learning environment.
* Be responsible for your work and be aware of classroom/assignment expectations and deadlines.
* Stay focussed, listen attentively, work productively, share constructively, and remain positive.

**Classroom Policies:**

* **At the beginning of class, please place your electronic devices in the bin at the front of the class.** All devices will be returned at the end of class or during individual work periods.
* **You may leave the classroom to go the washroom during the class, except the first 20 minutes and last 20 minutes of the class.** Since we are in a portable during the semester, I want to limit the number of people leaving the class.
* If you arrive after the bell, you are considered late. **3 lates = 1 detention**
* **Late assignments will be penalized (5% per day).** An assignment that deserves a Level 1 or higher will receive a passing mark of 50% even if it is significantly late. **Each student will receive two free passes.**  A free pass lifts penalties for a period of no longer than 7 days. Students who, according to their IEP, need extra time will not be penalized as long as they communicate the need for extra time at least two days prior to the assignment deadline in a short student-teacher conference.

**Plagiarism:**

Plagiarism is stealing another’s work and trying to pass it off as your own. Plagiarism occurs when students fail to document their sources and:

* submit assignments which contain groups of words, sentences, or paragraphs copied verbatim (word for word) from another source;
* submit assignments written in whole or in part by someone else;
* submit assignments which contain slight rewording of the original;
* present ideas of others as their own work.

You must clearly and correctly document all secondary sources. We will review the proper format for parenthetical citations and bibliography in class. Plagiarism is a serious offence and will result in a mark of zero and communication with parents.

**Attendance:**

Your regular attendance is an integral part of learning; therefore, all lates and absences will be recorded on your report card. Please note the following:

* You are responsible for all the material discussed/studied in this class.
* When homework is checked and/or assignments are collected on a day or days when you are legitimately absent, you must present the work to the teacher upon your return.
* If you are absent for previously scheduled group work or presentations, your mark will vary according to the expectations that are met. Supplementary work may be assigned to cover missed expectations.
* It is your responsibility to inform the teacher in advance of your absence for a school-related event. You are responsible for all work covered and activities assigned during the absence.
* Arrangements for missed tests must be made with the teacher as soon as you return form an unexpected absence.

Important Tools

We will be using the tools listed below consistently throughout the term. It is your responsibility to use them appropriately and according to classroom guidelines.

**Class Webpage on the STA Site**

You can find important announcements, course files, information on assignments, as well as a class schedule on the STA site:

[www.sta-russell.com](http://www.sta-russell.com)

Select *Class Webpages*. Find and select *Lafleur, Mr. D. – ENG 3U English*.

**Dropbox in CDSBEO e-learning**

When you submit class assignments, you will use the Digital Dropbox in the online ENG 3U course. Login to your e-learning account on this page:

<https://www.cdsbeo.elearningontario.ca>

Enter your username and password. Click on Select Course, and then choose ENG 3U.

Your assignments, unless otherwise specified, must be submitted in this Dropbox (i.e., they will not be accepted any other way). Your assignments will pass through originality software called *Turnitin*, which detects and reports on plagiarism.

For each assignment, there will be a folder and a due date indicated. Make sure to place your assignment in the proper folder. If the assignment is completed in a small group, only one group member is required to submit the assignment (on behalf of the group).

Assignments will be assessed online. You will receive comments in a box and a completed assessment rubric (as a *Word* file).

Term at a Glance

Below is a tentative schedule for the course’s units of study:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| February | March | April | May | June |
| **Poetry**  Analysis of poems and songs using critical approaches | ***Macbeth***  Study of William Shakespeare’s drama | ***The Great Gatsby***  Independent Study Unit | **Media**  *The Social Network* (film) and articles on *Facebook* | **Culminating Task**  **Final exam** |

Please note:

* Writing strategies and editing strategies will be covered throughout the term, either independently or as part of the units listed above.
* Students must complete the reading of *The Great Gatsby* by the starting of the month of April.
* For the culminating task, you will be asked to write a thematic essay on ambition in these works:
  + *Macbeth* (play)
  + *The Great Gatsby* (novel)
  + *The Social Network* (film)