

COURSE INFORMATION SHEET

DATE: February 2013
SECONDARY SCHOOL: Bishop Allen Academy
DEPARTMENT HEAD:
TEACHER:
DEPARTMENT: ENGLISH



CURRICULUM POLICY DOCUMENT		The Ontario Curriculum, Gr. 11 &12 English 2000	
COURSE TITLE	Grade 12 University English	COURSE CODE	ENG 4U1
PRE-REQUISITE	Grade 11 University English	GRADE & TYPE	12 University
FULL YEAR / SEMESTER	Semester One	CREDIT VALUE	1.0

COURSE DESCRIPTION			
<p>This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse a range of challenging texts from various time periods, countries, and cultures. They will write analytical and argumentative essays and a major paper for an independent literary 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.</p>			

LISTED IN ORDER OF INSTRUCTIONAL DELIVERY		
Strand / Unit Titles	HOURS	OVERALL EXPECTATIONS / UNIT DESCRIPTION
LANGUAGE ANALYSIS AND LITERARY CRITICISM	20	<p>This unit examines a wide variety of literary criticism and language analysis. The focus of this unit is the development of student awareness of literary theory through deconstruction of challenging non-fiction texts. The cultural and literary diversity of the criticisms studied provide essential knowledge required for the basis of any social commentary. Cultural sources for literary criticisms include theories from: Ancient Greece, Canada, Britain, the United States, the Commonwealth (including: India, Pakistan, Sri Lanka, the Caribbean, Australia, and New Zealand) as well as South Africa. Students develop an understanding of foundational literary theory by examining critical theory, especially those key texts which inform postmodern literary criticism. Students are responsible for the planning and presentation of seminars. Through group work responsibilities, students demonstrate a confident and positive sense of self-respect as interdependent team members. This unit further develops students' abilities as effective communicators. Students examine a variety of short prose pieces in order to explore the various writing styles and rhetorical techniques employed by the authors. Special attention is paid to the study of satire with intensive study of Jonathan Swift's "A Modest Proposal", George Orwell's "Politics and the English Language" and Martin Luther King's "I Have a Dream" speech.</p>
NOVEL STUDY: <i>1984</i> OR <i>HEART OF DARKNESS</i> AND <i>THE WARS</i>	30	<p>This unit introduces students to the concept of social commentary. The unit explores the genre of the novel as a product of its cultural milieu and seeks to understand how a work of literature serves as an effective tool for social commentary. Skills taught include understanding of literary terms, narrative style, as well as, how these techniques enhance meaning in literature. Through the study of this novel, students gain a deeper understanding of the bi-directional relationship between themselves and their environment. This knowledge helps them to understand how gospel values play an integral role in creating environments that are socially just. Students discuss the moral dilemmas characters in the novel face and understand the relationship</p>

<p>OR</p> <p><i>HANDMAID'S TALE</i></p>		<p>between the character's decisions and the dignity of the individual. Students understand the relationship between social commentary and social change. They understand that, as fully committed Christians, they are obligated to answer the call and live the gospel by working for social change. Novels for this unit should be chosen for their potential to challenge students preparing for university and for their potential to make social commentary. As a first step in preparation of the Independent Study, students select a play and novel to read independently. Students learn to make connections between the genres of plays, short stories, and poetry; students write a summative test and a comparative essay. Students prepare seminars on either Joseph Conrad's <i>Heart of Darkness</i> or George Orwell's <i>1984</i>. In this unit, students explore the concerns of modern writers and examine Conrad's or Orwell's use of language and the psychological journey of the characters.</p> <p>In the novel study unit, students also examine one of four core novels. In this unit, students also have the opportunity to work collaboratively with special focus on specific sections of the novel to explore topics such as narrative technique, character and plot development, patterns of symbols, imagery, etc.</p>
<p>POETRY AND MODERN DRAMA</p>	<p>25</p>	<p>Building on the students' knowledge of the modern literature, the poetry unit offers an opportunity for students to examine the poetry of some of the modern era's most influential poets such as T.S Eliot, G. M Hopkins, W.B Yeats and Dylan Thomas.</p> <p>In this unit, students apply their knowledge of literary genres and theories to the study of a modern play. Students engage in research to explore the way history shapes our literature and reinforce their understanding through classroom discussions. Students consider how playwrights can make social commentary through dialogue and staging. Students also consider how social commentary is a reflection of social justice as defined by Catholic Graduate Expectations. In their study of <i>Equus</i>, students appraise Peter Shaffer's presentation of a troubled young man and debate the possible influences on his psychological development.</p>
<p>ELIZABETHAN DRAMA: KING LEAR</p>	<p>25</p>	<p>This unit provides the opportunity for students to extend their facility with literary analysis. Students read and critically analyse <i>King Lear</i>. Students explore the concept of archetype and its relationship to Christian imagery and Classical allusion. Students enhance their understanding of the phonological and semantic aspects of language through the study of allusion, imagery, and metaphor in Elizabethan Drama. At the same time, students engage in an examination of a wide variety of literary devices. Students plan oral presentations, role-play, conduct research, and write an essay. All activities in this unit relate to the same Shakespearean play. Throughout this unit, students consider whether the decisions made by the fictional characters of the Elizabethan stage reflect Catholic values and beliefs in the world of the twenty-first century. The teacher should take advantage of naturally occurring opportunities to explore the theme of social commentary.</p>
<p>INDEPENDENT STUDY UNIT</p>	<p>10</p>	<p>This unit is ongoing throughout the entire course and it is meant to supplement the other units of study. The students choose a novel or a play containing a similar theme that they wish to investigate for their Independent Study. Students utilize the skills they have developed to discern connections between diverse literary works. Through the analysis of social commentary, comparative skills are modelled in the previous units. The students are given class time to work in the library/resource centre to gather sources and information on their author, as well as, literary/stylistic devices used in their literary works. Students regularly conference with the teacher to monitor progress. Students submit a comparative literary essay with a works-cited page listing the secondary sources they used. They also present a 15 to 20-minute seminar based on their Independent Study, using at least one audio and/or visual medium. This unit fosters effective communication, as well as time and resource management skills. The summative evaluation of this unit together with the final exam comprise 30% of this course.</p>

STUDENT EVALUATION CRITERIA				
TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION – 100%
10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40		RELATIVE EMPHASIS / WEIGHTING		TERM TOTAL + FINAL TOTAL = REPORT CARD MARK
KNOWLEDGE/UNDERSTANDING	15	ISP	10	
INQUIRY/THINKING	25	FINAL EXAM	20	
COMMUNICATION	15			
APPLICATION	15			
TERM TOTAL	70	FINAL TOTAL	30	

ASSESSMENT FORMAT USED				
WRITTEN		PERFORMANCE		OTHER
Prose Analysis		Group Seminars		Unit Tests
In-class Essay		Literary Circles		Reading Quizzes
Comparative Essay				
Poetry Analysis				
Annotated Bibliography				
Reflection Papers				

POLICIES & PROCEDURES	
ATTENDANCE AND STUDENT RESPONSIBILITY	<ul style="list-style-type: none"> ❖ Good attendance is essential for success. Absenteeism, for any reason, adversely affects a student's learning. ❖ Students are responsible for maintaining a neat and up-to-date notebook in a three-ringed binder that is organized in sections. This will be used as an aid for tests, assignments and examinations. ❖ Students are expected to make a positive contribution to both class discussions and group activities in order to enhance their learning. ❖ Homework is an important and necessary part of the learning process and MUST be completed on a regular basis. ❖ Students who are absent are responsible for acquiring any notes, handouts, assignments or due dates distributed during an absence. ❖ Students who are absent for a presentation or test must submit a parental note on the day of their return to class. ❖ Students must be prepared to complete the missed assignment/test of the day of return. ❖ Rescheduling of any missed conferences is at the discretion of the teacher. ❖ Additional assistance is available on request or at the insistence of the teacher.
LATE POLICIES	<ul style="list-style-type: none"> ❖ Students will be deducted 2%/day for each day the assignment is late, up to a 10% maximum ❖ Students failing to submit after 10 days will receive a mark of 0 ❖ If an assignment has been returned to the class, students who have not submitted their assignment will receive a mark of 0
PROCESS	<ul style="list-style-type: none"> ❖ Process marks for all assignments are given for the quality of the process. ❖ Any assignment submitted without process work will not be graded until the process work is submitted ❖ Process work is to be submitted with the assignment on the due date. ❖ A second, printed copy of an assignment is not considered rough work – hand editing must be evident. ❖ Highlighted, pre-printed notes are not considered rough work. ❖ For assignments with mandatory conferences, an incomplete conference will result in a mark of zero.
ACADEMIC DISHONESTY	<ul style="list-style-type: none"> ❖ Plagiarism is a serious academic offence that will result in a mark of zero for the assignment. ❖ Any primary or secondary source material that is not documented correctly can be interpreted as plagiarism. This includes portions of or entire essays downloaded from the Internet, a sentence that is too close to the original source and not put in quotations, paraphrased material that is not documented, and submission of another student's work as one's own. ❖ Students are expected to adhere to the MLA system of referencing. ❖ The onus is on the student to prove that a questionable assignment is, in fact, his/her own and proper process work aids in eliminating doubt.
RECORD KEEPING	<ul style="list-style-type: none"> ❖ Students are expected to submit a photocopy of all formal assignments. These are to be kept on file in the English Department.
TEXTBOOKS	<ul style="list-style-type: none"> ❖ Students are expected to return books in the condition in which they were distributed. The student must pay for any lost or damaged books.
PARENT-TEACHER CONTACTS	<ul style="list-style-type: none"> ❖ Parent-Teacher Interviews take place in November and April. ❖ Telephone contacts with parents will be made as required.