

MAPLE LEAF INTERNATIONAL SCHOOL
Alyce Glen, Petit Valley
Trinidad, West Indies

Course Outline:	English, Grade 12, University Preparation (ENG4U)
Department:	English Department
Grade:	12
Ministry Course Code:	ENG 4U
Credit Value:	1.0
Policy Documents:	<i>The Ontario Curriculum Grades 11 and 12: English, 2007</i> <i>Growing Success, 2010</i>
Prerequisite:	English, Grade 11, University Preparation

COURSE DESCRIPTION / RATIONALE:

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

OUTLINE OF COURSE CONTENT:

Unit 1: The Essay as a Genre

Time: 20 hours

Description: Students will read several sample essays of different types on various subjects. They will practise using different patterns of argument and rhetorical devices in their own writing. They will analyse essays for content (thesis and outline), structure (patterns of argument), and style (rhetorical devices). They will work through the writing process to craft an argumentative essay using three different patterns of argument and three rhetorical devices. They will analyze a sight essay for structure, content, style, and theme.

Unit 2: Introduction to Theme: Fiction and Reality

Time: 6 hours

Description: Students will explore the course theme of fiction and reality through analysis and discussion of children's picture books and of essays on the theme. They will view the film *Finding Neverland* and review essay structure by writing a literary essay outline. They will also begin a comprehensive review / study of grammar skills and rhetorical devices that will be ongoing throughout the semester.

Unit 3: Musical Play: *Man of La Mancha*

Time: 20 hours

Description: Students will read, dramatize, discuss, and analyze the musical play with an emphasis on themes and characterization. They will research and present brief group seminars to gain background information about various aspects of the play. In order to examine and personalize various issues and themes in the play, students will participate in online discussion boards on the class website as well as complete personal response journals. We will study techniques of metafiction (fiction about fiction) and discuss Platonic as well as modern ideas about Truth in relation to the play. We will focus on the process and techniques of writing a literary essay when students brainstorm, draft, write and revise their own essays on this work.

Unit 4: Novel: *Life of Pi*

Time: 27 hours

Description: Students will read and discuss the novel with regard to content, themes, symbolism and their individual interpretations of the novel. Discussion will also focus on the literary genre of magical realism. Students will practice both essay skills (thesis, arguments, explanations and proofs) and oral communication skills through the research, planning and presentation of a group seminar on one of the novel's themes. Students will present their seminar via an online video log for the class website. They will view the film *Big Fish* to generate and discuss ideas about the purposes of storytelling and will brainstorm, draft, write and revise their own short stories.

Unit 5: Play: *Hamlet*

Time: 27 hours

Description: Students will read orally and interpret dramatically the content of the play and will respond in writing in various formats, including personal writing, writing in role, reporting, editorializing and scripting. They will review and analyse rhetorical and figurative language in the play as well as dramatic techniques such as subtext. Students will be responsible for creating an online study guide for the play. The philosophy of Existentialism will be introduced. Students will view a production of the play and will compare and contrast different directors' interpretations of several scenes. The comparative literary essay will be introduced in this unit as students follow the writing process to write comparative essays on the play.

Unit 6: Independent Study Project

Time: 14 hours (in class)

Description: Students will be asked to focus on different representations of theme in various art forms. Book Club group activities will assist students in reading, interpreting and analyzing their choice of novel* and in preparing for their culminating activities: the preparation and presentation of a group seminar, learning logs to demonstrate process work, and the completion of an individual literary essay comparing the ISP novel to another work studied on the course.

*Novels are to be chosen in conjunction with the teacher.

Unit 7: Grammar Skills

Time: Ongoing throughout the semester, approximately 15 minutes per day.

Description: Each day, we will review and practice an aspect of grammar, figurative language or rhetoric. Emphasis will be on editing and proofreading skills to be used in the students' own written work.

TEACHING AND LEARNING STRATEGIES

Critical thinking skills such as formulating a thesis, identifying bias and viewpoint, debating issues, analyzing primary sources, and problem-solving are a focus of most units. Students develop their willingness and determination to persist, their ability to think and communicate with clarity and precision, to take responsible risks, and to question and pose problems. Tasks and activities are designed to develop skills and concepts through a wide range of teaching and learning styles. Students will have frequent opportunities to rehearse, practice, and apply knowledge and skills learned, and to make their own choices about their learning. Strong emphasis is placed on learning from previous assessments, so students will have many opportunities to conference with the teacher and then rewrite and resubmit major assignments if they wish.

Strategies include:

1. Whole Class Activities
 - a. Teacher-directed instruction/ lecture
 - b. Socratic lessons
 - c. Film/video
 - d. Class discussions/ debates
 - e. Drama exercises and performances
 - f. Oral reading
 - g. Freewriting / Brainstorming
2. Small Group Activities
 - h. Book Club discussion groups
 - i. Background research groups
 - j. Peer editing/ Writers' Workshop
3. Independent Learning Activities
 - k. Discussion/ Seminar groups
 - l. Role playing
 - m. Group and peer group assessment
 - n. Independent Study Project
 - o. Silent reading
 - p. Reader response activities (comprehension questions, journals)
 - q. Analytical writing
 - r. Creative writing
 - s. Tests, quizzes
 - t. Student-teacher conferences
 - u. Self-assessment and peer assessment

Course Assessment and Evaluation:

70% Term Work

30% Final Evaluations: Final Exam - 15% Culminating Activity (ISP) - 15%

The Achievement Chart: English, Grades 9-12, 2007 will guide both the ongoing and final evaluations as follows:

- Knowledge / Understanding 25%
- Thinking 25%
- Communication 25%
- Application 25%

RESOURCES:

Novel: *Life of Pi* - Yann Martel
Plays: *Man of La Mancha* - Dale Wasserman
 Hamlet - William Shakespeare
Grammar Skills: *Language Power J*, Gage Learning
Course Anthology: *Viewpoints*. Pearson
Language Skills: *Reference Points*. Pearson
Films: *Finding Neverland*
 Man of La Mancha
 Big Fish
 Hamlet (Kenneth Branagh and Mel Gibson productions)

Class Rules:

1. **Be respectful** – of your teacher, your classmates and your school.
2. **Be prepared** – arrive on time with all materials; complete homework and assignments on time.
3. **Be enthusiastic** – bring a positive attitude to class and put forth your best effort.

Class policies:

Lates & Absences - Student success in ENG4U depends on regular attendance and consistent completion of homework and assignments.

Latecomers interfere with their own learning and the learning of others. Students frequently late will be reported to administration and maybe required to stay afterschool to finish work. All latecomers must complete a “Late Slip” in the school office before entering class.

Any handouts missed should be in the class tray. Teachers and the school should be notified of extended absences through the Guidance Office “Extended Absence”

form. Please arrange a time to meet with me outside of class to discuss any missed work.

Late assignments & due dates – Recently, the Ministry of Education, Ontario has changed their policy on late assignments to reflect their significance in a student’s life and in the real world. Students can receive zeros for work submitted late or not submitted. Below is an outline of Maple Leaf International School Secondary School’s policy on late assignments.

If you do not submit an assignment on its due date the following actions will occur:

1. Parents/Guardians will be notified of all overdue work.
2. Classwork/homework that is not submitted on its due date will receive an automatic zero.
3. Assignments not submitted on the due date will be considered late. Late assignments will receive a deduction of 5% per day that they are late for up to 5 days. This includes weekends.
4. Assignments not submitted within 5 days of the due date will receive a mark of zero on the sixth day.
5. Some exceptions may be made if accompanied by a legitimate parental excuse.

Students can approach the teacher for an extension of the due date at least twenty-four hours in advance of the due date. An extension is not guaranteed but will be considered.

If you miss a test for a legitimate reason be prepared to write the test on the day you return to school.

Additional assistance – Students in ENG4U should be proactive in seeking support. I encourage all students to see me for additional assistance with the course for any reason.

Please do not hesitate to contact me if you have any questions or concerns.