






R. H. KING ACADEMY

ENGLISH DEPARTMENT

	Ontario Ministry of Education www.edu.gov.on.ca/eng/		Toronto District School Board www.tdsb.on.ca		R.H. KING ACADEMY http://schools.tdsb.on.ca/rhking/
COURSE OF STUDY OUTLINE					
Department	<i>English</i>		Course Type	<i>Academic/University</i>	
Teacher	<i>Cousins, Gillies, Hussey, Kim, Posthumus</i>		Grade	11	
Course Title	<i>Grade 11 University English</i>		Credit Value	One	
Course Code	<i>ENG3U</i>		Prerequisites	<i>ENG2D</i>	
Ministry Document	<i>The Ontario Curriculum.</i> http://www.edu.gov.on.ca/eng/curriculum/secondary/computer10to12_2008.pdf				
Learning Resources	<i>See specific unit outlines</i>				

R.H. KING ACADEMY ENGLISH DEPARTMENT

ENG 3U

Course Outline

2016-17

Unit One - Canadian Issues in Non-Fiction

(4 weeks)

Texts: *Imprints - Volume II* – Gage; variety of essays

Specific Expectations:

- Review of types of essays, methods of development, persuasive devices, thesis statement
- Organize and analyze information, ideas and sources to suit specific forms and purposes
- Evaluate information and ideas to determine whether they are reliable, current, sufficient and relevant to purpose and audience
- Analyze and interpret information, ideas, themes and arguments in print and electronic texts
- Select and use a range of effective reading strategies
- Compare own ideas, values, and perspectives with those expressed or implied in a text
- Examine the documentary film as a persuasive tool
- Demonstrate critical thinking skills by identifying bias and by analyzing explicit and implicit messages in media works
- Analyze how elements of non-fiction forms influence their meaning
- Use organizational patterns such as classification, definition, cause and effect, etc., to present information and ideas
- Review parts of speech and variety of sentence structure

- Use pronouns and verb tenses correctly and appropriately
- Use parallel structures correctly and for rhetorical effect
- Use active and passive verb voice effectively to suit purpose and audience
- Formulate and refine a thesis, using information and ideas from prior knowledge and research
- Apply knowledge of essay structure to organize a short argumentative or persuasive essay
- Revise, edit and polish a final draft

Unit Two – Canadian Voices Through Poetry and Short Stories (4 weeks)

Texts: variety of Canadian poetry and short story texts

Specific Expectations:

- Explain the influence of social and historical values and perspectives on texts and the interpretation of texts
- Analyze how elements of literary forms are used to enhance meaning
- Select and use specific and relevant evidence from a close reading of texts to support interpretations, analyses and arguments.
- Explain which of a variety of strategies they found most helpful before, during, and after reading, then evaluate their strengths and weaknesses as readers to help identify the steps they can take to improve their skills
- Communicate orally in group discussions for a variety of purposes
- Use techniques of oral presentations to communicate effectively
- Design or create media works based on ideas, themes and issues examined in the unit
- Select and use a level of language appropriate to the specific purpose and intended audience for a piece of writing
- Plan and write a comparative essay
- Introduce and use long quotations correctly in the body of an essay
- Edit and proofread their own and others' writing

Unit Three – The Canadian Experience – Novel Study (3 weeks)

Texts: *Rush Home Road* – Lori Lansens
Three Day Road – Joseph Boyden
The Other Side of the Bridge – Mary Lawson
The Handmaid's Tale - Margaret Atwood
Life of Pi – Yann Martel

Specific Expectations:

- Explain the influence of social and historical values and perspectives on texts and the interpretation of texts
- Analyze and explain how key elements of the novel and poetic forms influence their meaning
- Analyze how language and syntax are used in texts to create a voice appropriate to the purpose and audience
- Analyze the effect on the reader of authors' choices of language, syntax and literary and rhetorical devices

- Apply a variety of strategies to extend vocabulary while reading, with an emphasis on understanding the denotation, connotation and pronunciation of words
- Identify specialized and technical language appropriate to academic discussion
- Investigate potential independent study topics by posing questions, identifying information needs and purposes for writing, and developing research plans to gather information and ideas from primary and secondary sources.
- Plan and prepare presentations by researching information and ideas
- Analyze elements of oral presentations and assess how effectively they are used
- Use critical listening skills to analyze the content of oral presentations
- Formulate and refine a thesis using information and ideas from prior knowledge and research
- Select and use an appropriate form to produce written work for an intended audience and purpose
- Revise drafts to strengthen content and improve organization by refining the controlling idea, making connections among ideas, integrating details, and reordering information and ideas
- Revise drafts to improve clarity of expression and refine voice in written work
- Revise drafts to incorporate researched information, ideas and quotations accurately, ethically and consistently
- Incorporate and cite researched information by using parenthetical referencing according to acceptable research methodology (MLA)
- Produce, format and publish written work using appropriate technology

Unit 4- Shakespearean Drama – A Perspective on Villainy, Jealousy and Obsession (5 weeks)

Texts: Shakespeare's *Othello*

Ann-Marie MacDonald's *Good Night Desdemona, Good Morning Juliet*

Specific Expectations:

- Analyze the characteristics of literary texts as models of writing for specific purposes and audiences
- Select and use appropriate organizational devices and patterns to structure multimedia presentations
- Show understanding that grammar may be used unconventionally for a particular effect in drama
- Spell correctly specific historical and literary terms used in the unit
- Compare themes, narrative perspective and character
- Identify and describe the major influences in the development of the English language
- Analyze the relationship between media works and their audiences
- Design and create media works based on a theme from literature
- Use knowledge of the relationships among form, purpose, audience and production options to explain choices made in the design or production of media works

EVALUATION:

Literature Studies & Reading = 30%

Writing = 30%

Oral Communication = 20%

Media Studies = 20%

Term mark = 70%

Culminating Activities & Final
Examination = 30%

ENGLISH DEPARTMENT POLICIES:

Homework will be assigned regularly and monitored.

All students will require a dictionary.

Students are reminded that deadlines are an important aspect of time and workload management in this course. If, for any reason, you are unable to meet your deadlines, please consult with your teacher before the assignment is due. A penalty may be applied.

Plagiarism from outside sources or copying another student's work is a serious academic offense and will be dealt with accordingly. **DO NOT LEND YOUR WORK.** Both the borrower and the lender will be penalized according to the school's plagiarism policy. A mark of zero may be the result.

Work missed and covered by a doctor's note must still be made up. You are not excused from completing class assignments. Consult with your teacher as soon as you return to school.

Oral presentations will not be rescheduled due to absences. You may forfeit the oral portion of the mark if you miss class. All group members must share responsibility for the work assigned. Be respectful of your classmates.

A missed test or piece of in-class writing must be made up within one week of being assigned. Students who are repeatedly absent for tests and writing assignments may forfeit the opportunity to complete an alternate assignment. It is the student's responsibility to arrange for the make-up date.

All written assignments must be word-processed, double-spaced and conform to the teacher's guidelines. A rough copy (including editing) must accompany all formal written work. Homework will be assigned regularly and monitored.

Students will be given a password and all assignments will be electronically submitted to TURNITIN.Com.

ENG 3U Summative Evaluation Overview						
nit	Assignment	Lit & Rdg 30%	Writing 30%	Oral Communicati on 20%	Media 20%	70%
1	Read & Write Eval'n	X	X			
1	Terms/Essay Quiz	X				
1	Essay Sight Test		X			
1	Debate/Persuasive Dialogue	X	X	X		
1	Persuasive Essay	X				
1	Public Service Announcement & Presentation			X	X	
2	S.S./Poetry Quiz	X				
2	Accountable Talk			X		
2	Short Story Quiz	X				
2	Comparison Essay		X			
3	Content Tests/Quizzes	X				
3	Book Club Discussion			X		
3	Novel Seminar Outline	X				
3	Novel Media Product				X	
3	Literary Essay		X			
4	Content Tests/Quizzes	X				
4	<i>Othello</i> Modern Adaptation Media				X	

Culminating Activities/Final Assessment

4	Seminar Presentation Content (5%)	X				30%
4	Seminar Presentation Style (5%)			X		
4	Final Exam (20%)	X	X			