






# **R. H. KING ACADEMY**

## **ENGLISH DEPARTMENT**

	<b>Ontario Ministry of Education</b> <a href="http://www.edu.gov.on.ca/a/eng/">www.edu.gov.on.ca/a/eng/</a>		<b>Toronto District School Board</b> <a href="http://www.tdsb.on.ca">www.tdsb.on.ca</a>		<b>R.H. KING ACADEMY</b> <a href="http://schools.tdsb.on.ca/rhking/">http://schools.tdsb.on.ca/rhking/</a>
<b>COURSE OF STUDY OUTLINE</b>					
<b>Department</b>	<i>English</i>	<b>Course Type</b>		<i>Applied/College</i>	
<b>Teacher</b>	<i>Miller-Tait</i>	<b>Grade</b>		<i>12</i>	
<b>Course Title</b>	<i>Grade 12 College English</i>	<b>Credit Value</b>		<i>One</i>	
<b>Course Code</b>	<i>ENG4C</i>	<b>Prerequisites</b>		<i>ENG3C or ENG3U</i>	
<b>Ministry Document</b>	<i>The Ontario Curriculum. <a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/computer10to12_2008.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/computer10to12_2008.pdf</a></i>				
<b>Learning Resources</b>	<i>See specific unit outlines</i>				

### **Grade 12 English (ENG 4C) College Preparation 2016/2017**

#### **Course Description:**

This course emphasizes consolidation of literacy, critical thinking and communication skills. During reading activities students will analyze informational texts and literary works from various time periods, countries and cultures; writing activities will focus on business writing such as research reports, summaries and short analytical essays. Students will complete an independent study project and analyze the interactions among media forms, audiences and media industry practices. An important focus will be on establishing appropriate style and using business and technical language effectively.

#### **Course Prerequisite:**

English, Grade 11 College Preparation

#### **Overall Expectations:**

Literature Studies and Reading – By the end of the course, students will:

- 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;
- Demonstrate an understanding of a range of informational and literary forms with an emphasis on research articles and plays;
- Analyze elements of style in a variety of texts, focusing on how the elements contribute to clear and effective communication.

Writing – By the end of the course, students will:

- Use a range of print and electronic primary and secondary sources to gather and analyze information and ideas to develop topics for writing;
- Select and use informational and literary forms suited to various purposes, audiences and situations, with a focus on research reports, summaries and short analytical essays;

- Use a range of organizational structures and patterns to produce unified and effective written work;
- Revise their written work, independently and collaboratively, with a focus on accuracy of information, coherent organization, clear expression and effective style;
- Edit and proofread to produce final drafts, using correctly the grammar, usage, and spelling and punctuation conventions of standard Canadian English, as specified for this course with the support of print and electronic resources when appropriate.

Oral Communication – By the end of the course, students will:

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
- Reflect on and identify their strengths as listeners and speakers, areas for improvement and effective strategies for oral communication.

Media Studies – By the end of the course, students will:

- Analyze relationships among media forms, representations audiences and industry practices to explain how a variety of media works communicate messages;
- 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.

**Course Content:**

This course provides the foundation in the knowledge and skills that students need for success in college programs. The content includes the following:

<p><b>Unit One: Communication – Essay Reading and Writing</b>  <i>During this introductory unit, students will explore various themes using TEDTALKS as focal point. They will review essay reading and writing skills and work to develop critical analysis skills with a focus on research and investigation. Students will develop the skills needed to evaluate subjects critically and communicate their findings to others.</i></p>
<p><b>Unit Two: Communication: - Report Writing and Research Skills (Equity Issues)</b>  <i>Students will develop various frameworks for completing critical research. Students will also learn frameworks for critical analysis of various texts. The report as a writing form will be explored and practiced.</i></p>
<p><b>Unit Three: Communication –Media and Oral Presentation</b>  <i>During this unit students will develop their understanding of the elements and principles of new media forms. Emphasis will be on developing and producing a new media product: VLOG.</i></p>
<p><b>Unit Four: Theatre Study: Kim’s Convenience</b>  <i>In this Unit students will read and explore the play Kim’s Convenience. Students will analyze the various themes of the text and make various textual connections. In addition, students will be given the opportunity to produce a piece of creative writing.</i></p>
<p><b>Unit Five: Novel Study: I Am The Messenger or TBA</b>  <i>Activities in this unit are both teacher and student led. Emphasis is on analysis of the elements of the novel and development of reading strategies. As well, students will look at the work critically to explore</i></p>

*how attitudes towards human nature and urban issues have changed over time. Students work on developing note-taking skills and are responsible for keeping written response journals. During this unit students will engage in a comparative media assignment and presentation.*

**Unit Six: Summative Assessment – Independent Study (2-3 weeks)**

*In this evaluation unit, students will work independently to demonstrate the key knowledge and skills developed throughout the course through a variety of modalities (test, reflective writing, presentation, and media creation).*

**Evaluation:**

Course work is worth 70% of the final grade and final evaluations near the end of the course are worth 30% of the final grade. Summative evaluations including reading comprehension tests, oral interviews, written summaries, creation of media works, play analysis, group discussions, research reports and seminars conducted during the first four units will account for 70% of the final grade. In the fifth unit, the final evaluation, student work will count for 30% of the final grade. The strands of the course are as follows:

Literature Studies and Reading	30%	Oral Communication	20%
Writing	30%	Media Studies	20%

**The Classroom Community:**

As senior level, college-bound students, you are expected to demonstrate responsibility, maturity and respect for self and others; this includes in-class behaviour as well as attendance and punctuality for both classes and assignments.

**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 offence and will be dealt with accordingly. **DO NOT LEND YOUR WORK.** Both the borrower and the lender will be penalized. Be advised that 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 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 the alternate work. 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. All students must register an account with [turnitin.com](http://turnitin.com) for submission of course work.*