






# R. H. KING ACADEMY

## ENGLISH DEPARTMENT

	<b>Ontario Ministry of Education</b> <a href="http://www.edu.gov.on.ca/eng/">www.edu.gov.on.ca/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>
COURSE OF STUDY OUTLINE					
<b>Department</b>	English		<b>Course Type</b>		Academic/University
<b>Teacher</b>	Cousins, MacKenzie, Michaud, Walter		<b>Grade</b>		12
<b>Course Title</b>	Grade 12 University English		<b>Credit Value</b>		One
<b>Course Code</b>	ENG4U		<b>Prerequisites</b>		ENG3U
<b>Ministry Document</b>	<i>The Ontario Curriculum.</i> <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>				
<b>Learning Resources</b>	See specific unit outlines				

ENG 4U

Course Outline

2016-2017

### Unit 1 : Language, Thought & Oration

**Time – 7 weeks**

Core Texts: *Hamlet, Thinking Through the Essay, Night* by Elie Wiesel, *The Educated Imagination* by Northrop Frye, Other selected essays & speeches

Description: This introductory unit will explore the key organizing themes of the rest of the course and review some of the critical thinking, writing, reading, and speaking skills emphasized in previous English courses. The value and impact of the study of literature on themes of personal identity, culture, education, politics, language and the duality of human nature are studied as individual ideas as well as interwoven elements that influence us as individuals and as citizens of the world.

Expectations: Students will-

- analyze the elements of style in a variety of texts and assess their effects
- analyze the influence of social, cultural, and economic values and perspectives on the themes
- use a range of organizational structures and patterns to produce unified, coherent, and effective written work
- select and use writing forms suited to various purposes and audiences with an emphasis on analytic and argumentative essays
- extend vocabulary while reading with an emphasis on discerning nuances and judging the precision of words
- assess oral presentations to explain how rhetorical devices, academic and technical language are used to persuade, enhance credibility and capture the interest of the audience
- use critical thinking skills to identify bias and to analyze the difference between explicit and implicit messages in media works
- explain how representation, form, style, and technique in media works convey messages with social, ideological and political implications
- identify and reflect on the studied themes and analyze their application to real world scenarios.

Evaluations:

- Essay
- Oral Presentations
- Tests and Quizzes
- Sight Essay Test
- Media Analysis

**Unit 2 Novel Study**

**Time – on-going**

Description: This unit will be introduced during unit one and will run concurrently with the other units in the course. Key learning skills will be emphasized throughout the other units as appropriate. An exploration of American Literature, students will study a classic pre-war American novel as a class to understand historical context and themes, linking it to another novel from a prescribed list. Students will compare and contrast (both orally and in writing) the central themes and ideas that emerge in the course.

Expectations: Students will –

- formulate and refine a thesis to develop content for academic writing
- revise written work independently and collaboratively with a focus on sufficient development of content, organization and clear expression
- edit and proofread to produce final drafts, using correctly the grammar, usage, spelling and punctuation of standard Canadian English
- read and demonstrate an understanding of complex texts from various time periods, countries and cultures with an emphasis on analysing and assessing ideas, themes and concepts
- select appropriate academic language and use it with precision in written work
- explain the relationship between media works and their audience

Evaluations:

- Tests and Quizzes
- Oral Presentations
- Literary Essay
- Media Products

**Unit 3 A Study of Modern Drama**

**Time – 4-5 weeks**

Core Texts – *Harlem Duet* by Djanet Sears, *Raisin in the Sun* by Lorraine Hansberry

Description: This unit begins with an intensive study of a modern play with a focus on post-colonial themes. A performance component will comprise the latter part of this unit with emphasis on interpretation of script and ways in which the visual enhances audience understanding.

Expectations: Students will -

- select and use significant evidence from texts to support critical analysis of drama
- compare values, perspectives and views of characters as they evolve
- analyze the influence of social, cultural, and historical perspectives in the play
- analyze and assess how language use and imagery reinforce theme and character development
- formulate and refine a thesis to develop content for academic writing use techniques for making effective oral presentations and performing dramatic scenes

## Evaluations:

- Tests and Quizzes
- Seminar Presentations
- Comparative Essay
- Media Products

## **Unit 4 Perspectives and Approaches to Literature**

**Time- 5-7 weeks**

Core Texts: Selected poetry, short story texts, and play/film excerpts

Description: Post-colonial literary criticism offers a specific lens through which to examine texts. It considers who has traditionally held authority to tell stories about “first contact” and interactions between indigenous people and explorers/colonizers, and how these stories would be retold by indigenous (or subordinated) peoples/women. To fully appreciate contrasting versions of “the truth” about such contacts, companion texts which tell the same or similar stories will be studied. This unit gives students opportunities to study literary texts within their social, cultural and political contexts. It encourages students to examine, in discussion and writing, how literature reflects, perpetuates and critiques its culture. Finally, this unit examines through film, the conflicts and consequences related to issues of power.

Expectations: Students will-

- demonstrate an understanding of the elements of fiction, drama and poetry
- compare values, perspectives and world views in texts
- use a range of print, film and electronic, primary and secondary sources to gather and assess information and ideas and to develop and refine topics for writing
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities
- apply key concepts of media theory to analyze specific media works
- demonstrate an understanding of a variety of media by analyzing representations, forms, and techniques in media works and assessing their implications for individuals and society

Evaluations:

- Tests/ quizzes
- **Media Creation & Seminar Presentation – creation of alternate representation of unit text (Summative - 10%)**
- **Final written analysis of central themes in course texts (Summative - 20%)**

## **ENGLISH DEPARTMENT POLICIES:**

Homework will be assigned regularly and monitored.

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. Be advised that a mark of zero will be the result. **All students are expected to access their account on D2L for the submission of course work.**

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** up the student's return. 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. Students must submit all work to D2L in order to complete the evaluation process.

<b>ENG 4U Summative Evaluation Overview</b>						
<b>Unit</b>	<b>Assignment</b>	<b>Reading 21%</b>	<b>Writing 21%</b>	<b>Oral 14%</b>	<b>Media 14%</b>	<b>Record your marks</b>
1	Speech Writing & Presentation	X		X		<b>70%</b>
1	Establishing Scene				X	
1	Reading Test/Quizzes	X				
1	Image Analysis				X	
1	<b>Sight Essay Test</b>	X				
1	<b>Argumentative Essay</b>		X			
2	Content Tests	X				
2	Oral Presentations	X		.X		
2	<b>Literary Essay</b>		X			
3	Establishing Shot				X	
3	Modern Drama: Content Quizzes/Tests	X				
3	Modern Drama: Oral Participation			X		
3	<b>Comparative Essay</b>		X			
3	Media Product – scene writing				X	
4	Alternative Medium Showcase & Presentation			<b>5%</b>	<b>5%</b>	

**CULMINATING ACTIVITIES/FINAL ASSESSMENT**

4	<b>Exam</b>	<b>20 %</b>
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**OTHER ASSIGNMENTS MAY BE ASSIGNED AND EVALUATED AT THE DISCRETION OF THE TEACHER.**

\*EVALUATIONS ARE SUBJECT TO CHANGE