GERALDTON COMPOSITE HIGH SCHOOL
2016-2017
English, Grade 11, University (ENG 3U) – COURSE OUTLINE

Teacher: Mr. S. Wilson **September 2016 –February 2017**

September 2017

Hello,

I'm looking forward to a great semester with a great group of students in Grade 11 University English. The workload and expectations in this course are heavy, but I know that by putting forth some effort, participating in class discussions, and maintaining communication with me will result in success. I wanted to provide some brief information about the semester as well as ways of keeping in touch.

Students have a due date for assignments and will be provided with a reasonable amount of time to complete their work. If conflicts arise due to unforeseen circumstances it is expected that students or parents will communicate with the school as soon as possible. If a student is absent for any reason, I expect that the student will be responsible to find out what lessons and/or assignments were missed when they return. I am available most days during the lunchtime activity period to provide extra help and to provide a time to catch up on missed work.

Students are expected to be on time for class, with all required books and materials, ready for the day's work. Students may be counseled as to the importance of being on time for class, may serve detentions and will be required to catch up on missing work. In addition, classroom privileges may be removed.

The first Progress Report will be provided mid-October followed by a Parent's Night. At this time I will indicate how your child's progress is in each of the four Achievement Categories by providing them with a level along with a report on Learning Skills. The Midterm Report Card will be sent home in mid-November, which will be comprised of a mark, along with another report on Learning Skills. The second Progress Report will follow in mid-December.

If you have any questions at all during the semester regarding your son or daughter's progress, please feel free to call me at the school at 854-0130. For an even faster response, email me at swilson@sgdsb.on.ca. I would appreciate building a list of parent/guardian email addresses to ensure effective communication.

In addition I invite you to regularly visit the class website, www.wilsonteacher.ca to find copies of assignments, a calendar and resources to assist with the course. You can also keep up-to-date with course reminders by subscribing to the class messaging service through Remind.com by texting @wilson3u to (705)996-0817.

Once again, I'm looking forward to an excellent semester. Thank you in advance for your cooperation!

Mr. S. Wilson.

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Curriculum Policy: The Ontario Curriculum: English, 2000

Prerequisite: ENG 2D– English, Grade 10, Academic **Credit Value:** 1.0

Texts:

1. *Frankenstein* (Shelley)
2. *Canterbury Tales* (Chaucer)
3. *Macbeth* (Shakespeare)
4. *Beowulf* (Anonymous)
5. *Elements of English 11* (Anthology)
6. *Other resources, videos, etc. throughout course*

Rationale:
This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literacy texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Overview of Course:
The following is a list of study areas in this course and the overall expectations that students should achieve by the end of this course.

1. **Oral Communication**
   - **Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
   - **Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
   - **Reflecting on Skills and Strategies:** reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

2. **Reading and Literature Studies**
   - **Reading for Meaning:** read and demonstrate an understanding of a variety of informational, graphic, and literary texts, using a range of strategies to construct meaning
   - **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
   - **Reading with Fluency:** use knowledge of words and cueing systems to read fluently
   - **Reflecting on Skills and Strategies:** reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

3. Writing

- **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience
- **Using Knowledge of Form and Style:** draft and revise their writing, using a variety of informational, graphic, and literary forms and stylistic elements appropriate for the purpose and audience
- **Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
- **Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

4. Media Studies

- **Understanding Media Texts:** demonstrate an understanding of a variety of media texts
- **Understanding Media Forms, Conventions, and Techniques:** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- **Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- **Reflecting on Skills and Strategies:** reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

EVALUATION:

Type of Assessment	Category	Details	Weighting (%)
Formative (70%)	Assignments	A variety of assignments will be provided throughout the semester to check for learning	20
	Projects	Each unit will have 1-2 larger assignments, categorized as projects. These allow students to demonstrate a variety of skills	15
	Culminating Tasks	Each unit ends with a culminating task. These are large assignments like major essays.	15
	Communication	Participation in class discussions/seminars and presentations	10
	Tests/Quizzes	Period tests and quizzes are assigned during the course	10
Summative (30%)	Final Assessment	Final Exam/Test	20
		Independent Study Unit	10
		Total (%)	**100**

LEARNING SKILLS:
The Ontario Ministry of Education outlines learning skills that students are evaluating on throughout the year.

Learning Skill	***Sample Behaviour***
Responsibility	The student: • fulfils responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour.
Organization	The student: • devises and follows a plan and process for completing work and tasks; • establishes priorities and manages time to complete tasks and achieve goals; • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	The student: • independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision.
Collaboration	The student: • accepts various roles and an equitable share of work in a group; • responds positively to the ideas, opinions, values, and traditions of others; • builds healthy peer-to-peer relationships through personal and media-assisted interactions; • works with others to resolve conflicts and build consensus to achieve group goals; • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	The student: • looks for and acts on new ideas and opportunities for learning; • demonstrates the capacity for innovation and a willingness to take risks; • demonstrates curiosity and interest in learning; • approaches new tasks with a positive attitude; • recognizes and advocates appropriately for the rights of self and others.
Self-Regulation	The student: • sets own individual goals and monitors progress towards achieving them; • seeks clarification or assistance when needed; • assesses and reflects critically on own strengths, needs, and interests; • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • perseveres and makes an effort when responding to challenges.

This evaluation will be in the form of a letter designation as follows:
E=Excellent **G**=Good **S**=Satisfactory **N**=Needs Improvement

UNITS:

Unit Number	Unit Title	Unit Length (Approx.)
Unit 1	Writing Development: Essays and Responses	**3 weeks (20 hours)**
Unit 2	Historical Novel: *Frankenstein*	**4 weeks (30 hours)**
Unit 3	Shakespearian Drama: *Macbeth*	**3 weeks (30 hours)**
Unit 4	Modern Novel: *Title(s) to be determined*	**3 weeks (30 hours)**
Unit 5	Short Writing – Fiction and Non-Fiction	**3 weeks (30 hours)**
Unit 6	The Classics: *Beowulf*	**2 weeks (20 hours)**
Unit 7	Independent Study Unit: *The Canterbury Tales*	**2 weeks (20 hours)**

Specific Expectations:

- **Preparedness.** Students are also expected to be on time for class with all required books, materials and pens, ready for the day's work. Students may be responsible for making up time lost due to lateness in the form of detentions. Students who are habitually late will have classroom privileges revoked.

- **Absences.** A student returning to class after any absence is expected to have an admit slip issued by the attendance office prior to the start of class. Exceptions are given due to school-related events, no buses due to weather or absences authorized by an outslip.

- **Students who miss class are expected to get that day's assignment from another student or the teacher on their own.** If you know that you are going to be away, let me know in advance to avoid problems.

- **Late Assignments.** Students are given a fair and reasonable amount of time to complete assignments. Major assignments will be assigned a due date and a closure date, which occurs three days after the due date. This will be the final date that assignments may be submitted for assessment. If you find your schedule is busy or you need extra help see me sooner than later.

- **Plagiarism.** Familiarize yourself with the school's Plagiarism Policy. I do check student work on a regular basis and plagiarism will at the very least result in a zero on a plagiarized assignment *even if it is just one paragraph!*

I look forward to a productive and good term for all of us. If you have any questions at all during the semester regarding the course or your progress, please feel free to call me at the school at 854-0130 or make an appointment to see me.

You are encouraged to regularly visit the class website at www.wilsonteacher.ca for extra copies of assignments, useful links and contact information should you need assistance on course work outside of class time.
Sincerely,

Mr. S. Wilson

HOW TO GET IN TOUCH:

Email: swilson@sgdsb.on.ca

Twitter: @GeraldtonSteve

REMIND: Text @wilson3u to (705)996-0817

TEXTBOOK NUMBERS:

TEXTBOOK TITLE	NUMBER