Ontario eSecondary School
Course Outline
2018-2019

Ministry of Education Course Title: English, University Preparation
Ministry Course Code: ENG4U
Course Type: University Preparation
Grade: 12
Credit Value: 1.0
Prerequisite(s): English, Grade 11, University Preparation
Department: English

Course developed by: **Tracey Ormerod**	**Date: June 28th, 2018**
Length: **One Semester**	**Hours:** **110**

This course has been developed based on the following Ministry documents:
1. *English, The Ontario Curriculum, Grades 11 and 12*, 2007, (revised)
2. *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)*
3. *Learning for All (2013)*

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 analyse 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.
Prerequisite: English, Grade 11, University Preparation

OVERALL CURRICULUM EXPECTATIONS

Oral Communication

By the end of this course, students will:

1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. 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.

Reading and Literature Studies

By the end of this course, students will:

1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. Reading With Fluency: use knowledge of words and cueing systems to read fluently;
4. 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.

Writing

By the end of this course, students will:

1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. 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;
4. 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.

Media Studies

By the end of this course, students will:

1. Understanding Media Texts: demonstrate an understanding of a variety of media texts;
2. 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;
3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. 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.

COURSE CONTENT

Unit	Length
Unit 1: Ways of Writing	27 hours
Unit 2: Ways of Reading	31 hours
Unit 3: "Ways of Reading" Shakespeare	20 hours
Unit 4: Writing Realities in Fifth Business	20 hours
Unit 5: Culminating Essay	12 hours
Final Exam	3 hours
Total	***110 Hours**
	***Plus 3-Hour exam**

UNIT DESCRIPTIONS

We grow up thinking of reading and writing as two of the classic 'three Rs", and once we learn how to do them well, many assume that there's no need to think more of them. However, there are nuances to both.

This course explores what writers have known for centuries: there are many, many ways to write and read a text.

UNIT 1: WAYS OF WRITING

In this unit, students will have the opportunity to read a number of nonfiction texts (essays, articles, editorials, and speeches), and analyze them for effectiveness, thesis, purpose, and audience. In an extension of their learning, they will then apply each of the forms as they create their own nonfiction texts.

UNIT 2: WAYS OF READING

In an introduction to literary theory, students will explore a variety of lenses through which we can read a text. They will then analyse the influence of social, cultural, and economic values and perspectives on texts in various forms, including short stories, poetry and media texts. The work done in this unit provides a foundation for study and the application of theory in all subsequent units.

UNIT 3: WAYS OF READING SHAKESPEARE

In this unit, students will investigate literary connections through a study of *Hamlet*. This study will be two-fold. First, there is the overarching question of how Shakespeare reflects upon notions of reading and writing story and reality throughout the play, as expressed most often by the character of Hamlet. And second, we will illuminate the many ways that we can read the play – and how others have read it – while using the theoretical lenses first explored in Unit Two.

UNIT 4: WRITING REALITIES IN FIFTH BUSINESS

Students will continue exploring literary form and connections through the study of the novel, *Fifth Business*. They will consider features commonly found in the 20th century novel while developing a deeper understanding in the ways of writing, this time through the fictional account of a writer who is writing his memoir. Literary theories first explored in Unit Two and then again in Unit Three will be practiced and extended in this unit as well.

UNIT 5: CULMINATING ESSAY

The overall goal of this unit is to have students consolidate the skills they have learned in this course into a well-argued, comparative, MLA-style, academic essay on an independently read novel from an approved list. Students will choose from a variety of general essay topics and then form their own argument of appropriate scope based on these topics. They are encouraged to consider the historical, cultural, political and sociological context in which the author wrote, attempting to establish connections between these outside elements and the themes and issues in their selected author's work.

TEACHING AND LEARNING STRATEGIES

The students will experience a variety of activities:

Whole-Class Activities

Whole class activities are designed to introduce concepts and skills that are directly applicable to the workplace and to build on the content being studied during small group and individual activities. These activities include the following:

Class discussions that are facilitated through video conferencing and telephone conversations with their subject teacher or discussions with other students concerning the concepts and skills being studied. This is done with the use of Socratic circles for discussions.

Teacher demonstrations (research skills, etc.) through video conferencing, email, or telephone conversations with subject teacher, or videos provided of a teacher or student demonstrating the concepts and skills being studied. This helps the student and teacher create an atmosphere of trust and respect to aid in the online learning environment.

Video presentations and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also the use of online pre-approved quizzes and games to help a student become more familiar with the concepts and skills being studied.

Diagnostic and review activities (audio and video taping) can be student-lead or teacher lead to work as a review for students through audio and video made to share among each other to help reinforce the concepts and skills being studied.

Brainstorming, charts and graphs are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts. This is communicated through assignments in Moodle.

Small Group Activities

The teacher sets up small group activities to provide opportunities for active and oral learning as well as to bolster practical communication and teamwork skills. The teacher plays a critical role during group activities by monitoring group progress as well as answering questions that arise and using questions to assist students in their understanding. In this way, the teacher also facilitates student understanding of effective learning, communication, and team building during group activities.

The small group activities include the following:

Paired or small group research activities students are able to share their work online with not only their teachers, but their classmates too. Students are able to share resources through online chat and video conferencing. The ability to learn from each other, work on teamwork skills, and practice communication are valued and encouraged throughout the course.

Comparison and evaluation of written work is very important in this course. This course focuses on giving many examples of correct work, and helping students build the skills needed to peer-correct and self-correct. Students are given a variety of texts to read through embedded links, to make comparisons with different texts, real life situations, and their own writing.

Practical extension and application of knowledge is used as an effective learning strategy in this course because it allows the students to read and listen to the texts and stories and reflect back with connections to themselves, other texts and the world. Students are encouraged to share their understandings through work submitted each day, phone conversations about course work, or videoconferencing.

Oral presentations in an online environment we have the equipment to have student either live video conference oral presentations, or make videos and submit them for their oral presentations. These oral presentations can be viewed by fellow students (when appropriate) and the teacher. Students can learn from one another, and from their teacher. Such activities include dramatic readings and performances.

Story boarding an excellent way for students to present their findings, thoughts, and ideas. This allows another way for their work to be communicated and shared between the student and teacher, and student to student. This can be down through uploading on Moodle and video conferencing.

Charts and graphs are used to present effective learning opportunities of concepts and skills to students who would benefit from visual objects to learn. Every student learns differently, and it is used to help students discover another way to present their information such as graphic organizers, lists, and pictures.

Individual Activities

The teacher should provide a variety of individual assignments to expand and consolidate the learning that takes place in the whole-class and small group activities. Individual activities allow the teacher to accommodate interests and needs and to access the progress of individual students. The teacher plays an important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing. Teachers are encouraged to include individual activities such as the following in the course:

Research is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have resources available by links on the Moodle page of information that has been scanned and uploaded.

Individual assignments are worked on at a student's own pace. The teacher can support the student in these activities with ongoing feedback.

Oral presentations are facilitated through the use of video conferencing and video recording.

Practical extension and application of knowledge helps students develop their own voice, and gives them the ability to make personal connections, and connections to the world throughout their course. Students are given a variety or reading and viewing texts to give them many chances to apply their new concepts, skills, and knowledge.

Ongoing project work is something that is valued in the earning of an English credit. The ongoing project can be submitted to the teacher for ongoing feedback in both written and oral work.

Reading students are able to read a variety of texts online. The students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Written assignments are used to allow students to develop their skills in writing, comprehension, and communication. With the online format students submit their work, and have a chance to get feedback from the teacher, and submit their best work. This can be demonstrated with reading responses, personal writing, report writing, essay writing, script writing, business and technical writing, and individual research assignments.

Journals are used in which the student can self-reflect on their subject matter, and see their progress over time. It allows students a different medium of presenting their thoughts and skills learned.

Reflective/Comparative analysis for students working in their portfolios, giving them an opportunity for self-reflection on their accomplishments, skills, and concepts learned over the year. This can be accomplished with student and teacher conferences as well.

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This course explores what writers have known for centuries: there are many, many ways to write and read

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

Evaluation: Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Units conclude with performance tasks, e.g., interviews and from essays that build towards and prepare students for the end-of-course culminating task in Unit Five. Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks, i.e. check bricks; teacher-adapted generic rubrics available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile,* so that they are more task-specific. The teacher might ask: "What does the criteria look like for this particular task?" Or "What does limited effectiveness look like?" The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

ASSESSMENT ACTIVITIES

- ❑ Homework assignments
- ❑ Individual conference meetings
- ❑ Discussion Forums
- ❑ Diagnostic tests and writing tasks
- ❑ Free-writing journals/blogs
- ❑ Outlining and planning sheets
- ❑ Completed Templates & Graphic Organizers
- ❑ Editing Checklists
- ❑ Reflections
- ❑ Oral presentations & Active Listening
- ❑ Creative Writing & Story Development
- ❑ Tests & Exam
- ❑ Essay Writing
- ❑ Evaluations

EVALUATION

The final grade will be determined as follows:

- ❑ Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

- ❑ Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

  (*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41)

Weightings	
Course Work	**70**
Knowledge/Understanding	17.5
Thinking/Inquiry	17.5
Communication	20
Application	15
Final	**30**
Culminating Essay	10
Culminating Oral Analysis & Reflection	5
Final Exam	15

TERM WORK EVALUATIONS (70%):

Evaluation Item	Description	Category	Weight
Process Assignments	These assignments will be based on units of study to be determined by the teacher (i.e. essay process work, novel reading journal/blog, etc.)	K, I, C, A	10
Unit 1: Essay	After analyzing essays in class and applying each type in the form of an outline, students will choose to take one to completion.	K, I, C, A	10
Unit 2: Multimedia Project	(1) Close reading of a short story text (2) Choosing a narrative voice (based on the kind studied in this unit), students will produce a multimedia piece that reflects their close reading of the story	K, I, C, A	10
Unit 3: Multimedia Essay	(1) Students will create an essay outline on their chosen topic (2) Students will translate that outline to create a presentation of their essay thesis and	K, I, C, A	10

	argument		
Unit 3: *Hamlet* test	Students will demonstrate their understanding of the play by identifying a number of quotes and by writing a well-structured essay about one chosen quote	T/I	10
Unit 3: Choice Discussions	Students will select their two best forum discussion contributions of the unit for submission	K, I, C, A	5
Unit 4: *Fifth Business* test	Students will demonstrate their knowledge and understanding of the core novel during an orally-delivered test	T/I	10
Unit 4: *Fifth Business* Journal	Two select pieces from the students' journal/blog will be proofed/edited, and submitted for assessment.	K, I, C, A	5

FINAL EVALUATIONS (30%):

Evaluation Item	Description	Category	Weight
Culminating Essay & Oral Reflection	Students will write a 5-paragraph, comparative, MLA-format, literary essay on *Fifth Business* and a novel chosen from the list provided. This will be followed up with a meeting with the instructor to reflect on writing skills and strengths.	SUM	15
Final Exam	An exam to cover the major units studied through this course.	SUM	15

AFL/AAL/AOL Tracking sheet:

Unit 1: Ways of Writing – 27 hours

AAL	AFL	AOL
Is Montaigne the "Godfather" of Blogging?!	Lesson 1.1 Formative Assessment Package	Unit 1: "Ways of Writing" Final Summative Assessment
Discussion: Is it really "The End of Admiration"?	Lesson 1.2 Formative Assessment Package	
Discussion: Does Harris commit any logical fallacies in his essay?	Lesson 1.3 Formative Assessment Package	
Argument or Persuasion? (Audio/Video Clip)	Lesson 1.4 Formative Assessment Package	
Unit 1 Reflection	Lesson 1.5 Formative Assessment Package	
Unit 1 Student Tracking – Learning Skills and Work Habits		

Unit 2: Ways of Reading – 31 hours

AAL	AFL	AOL
"The danger of a single story" (Audio/Video Clip)	Lesson 2.1 Formative Assessment Package	Unit 2: "Ways of Reading" Final Summative Assessment
Forum Discussion: New	Lesson 2.2 Formative	

Criticism…or Reader Response?	Assessment Package	
Forum Share & Discuss: Second reader response to "If I should have a daughter…"	Spoken Word Poem	
Marxist Theory Questions & Reflection	Lesson 2.5 Formative Assessment Package	
Discussion Forum: Compare & Contrast	Lesson 2.6 Formative Assessment Package	
Discussion Forum: Feminism & Archetypes		
Unit 2 Reflection		
Unit 2 Student Tracking – Learning Skills and Work Habits		

Unit 3: "Ways of Reading" Shakespeare – 20 hours

AAL	AFL	AOL
Film, Stage & Act I (Audio/Video Clip)	"Two Discussion Selections"	Mid-Unit Test
Discussion: "Act II through a New Critical Lens"		Unit 3: "Ways of Reading Hamlet" Final Summative Assessment
Forum discussion: "Act III through a Marxist lens"		
Forum discussion: "Act IV through a Feminist lens"		
Forum discussion: "Act V through an Archetypal lens"		
Unit 3 Reflection		
Unit 3 Student Tracking – Learning Skills and Work Habits		

Unit 4: Writing Realities in Fifth Business – 20 hours

AAL	AFL	AOL
Lesson 4.1 Discussion		Unit 4: Oral Unit Test (Audio/Video Clip)
Discussion Forum: Names and Naming		Unit 4: Final Summative Assessment – Blog Selections & Reflection
Lesson 4.3 Discussion Forum		
Lesson 4.4 Discussion Forum		
Unit 4 Reflection		
Unit 4 Student Tracking – Learning Skills and Work Habits		

Finals

AOL
Culminating Project
Final Exam

CONSIDERATION FOR PROGRAM PLANNING

PLANNING ENGLISH PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 per cent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

THE ROLE OF TECHNOLOGY IN THE ENGLISH PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

ACCOMMODATIONS

Accommodations will be based on meeting with parent, teachers, administration and external educational assessment report. The following three types of accommodations may be provided:

- ❑ *Instructional accommodations:* such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ❑ *Environmental accommodations:* such as preferential seating or special lighting.
- ❑ *Assessment accommodations:* such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- ❑ Provide step-by-step instructions.
- ❑ Help students create organizers for planning writing tasks.
- ❑ Record key words on the board or overhead when students are expected to make their own notes.
- ❑ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- ❑ Permit students a range of options for reading and writing tasks.
- ❑ Where an activity requires reading, provide it in advance.
- ❑ Provide opportunities for enrichment.