

# Lisgar Collegiate Institute

## English Department



**COURSE CODE:** ENG3U

**COURSE NAME:** Grade 11 English, University

**PREREQUISITE:** ENG2D

### COURSE DESCRIPTION:

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 literary 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. (*Ontario Curriculum, English, Grade 11 University, 2007*)

Units of Study	Course Texts	Replacement Cost
Short Stories, Essays, Poetry, and Media	<i>Viewpoints 11</i>	\$60
Novel Studies	ONE of: <i>The Other Side of the Bridge</i> • <i>The Life of Pi</i> • <i>Fifth Business</i> ONE of: <i>Brave New World</i> • <i>A Tale of Two Cities</i> Independent Novel Study (optional)	\$20
Shakespeare	<i>Macbeth</i>	\$20
Poetry	Various texts, in-class	
Language Skills (ongoing)	Teacher-selected texts and examples	\$12

### COURSE WORK (70%)

- Major evaluations include (but are not limited to):
  - Various quizzes and unit tests
  - Passage analysis (tone, theme, diction, literary and rhetorical devices)
  - Writing: creative pieces, personal response, two literary essays, one personal essay
  - Oral Communication: presentations, small- and large-group discussions
  - Media products and analysis
- Students will receive assignment and marking sheets for all major evaluation tasks.

### SUMMATIVE TASKS (10%)

- A formal persuasive speech or media task related to final text studied in class.

### EXAM (20%)

- The final exam will be written during the formal exam period.
- The exam will include a Sight Passage Analysis (non-fiction; literary and rhetorical devices) as well as a 5-paragraph literary essay.

*\*Note: completion of the Summative 30% is a course requirement (tasks AND exam).  
If a student is absent for any summative task or exam, a doctor's note is required.*

# OVERALL CURRICULUM EXPECTATIONS

## ORAL COMMUNICATION

- 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

- 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

- 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

- 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.

*Note: The entire curriculum document is available at: [www.edu.gov.on.ca](http://www.edu.gov.on.ca)*

## ASSESSMENT AND EVALUATION:

- Mid-term and final report card marks will be determined according to the student’s overall achievement of the curriculum expectations in **each** of the four strands (Oral, Reading, Writing, Media).
- Students will be given multiple and varied opportunities to demonstrate their achievement of the expectations within each strand throughout the term as well as in the summative task(s) and final exam.
- Consult the Lisgar English Department Evaluation Policy for due date guidelines.
- Evaluations will reflect a balance across the four categories of achievement: Knowledge and Understanding, Application, Communication, and Thinking.
- The Levels of Achievement are as follows:

- Level R +			- Level 1 +			- Level 2 +			- Level 3 +			- Level 4 +		
0-16	17-33	34-49	50-52	53-56	57-59	60-62	63-66	67-69	70-72	73-76	77-79	80-86	87-94	95-100
<b>Insufficient</b>			<b>Well Below Provincial Standard</b>			<b>Approaching Provincial Standard</b>			<b>Meets Provincial Standard</b>			<b>Surpasses Provincial Standard</b>		
<ul style="list-style-type: none"> <li>▪ Absent</li> <li>▪ Inadequate</li> <li>▪ Below grade level</li> </ul>			<ul style="list-style-type: none"> <li>▪ Limited</li> <li>▪ Simplistic</li> <li>▪ Frequently ineffective</li> </ul>			<ul style="list-style-type: none"> <li>▪ Adequate</li> <li>▪ Basic</li> <li>▪ Obvious</li> <li>▪ Somewhat effective</li> </ul>			<ul style="list-style-type: none"> <li>▪ Considerable</li> <li>▪ Reasonable</li> <li>▪ Appropriate</li> <li>▪ Solid</li> <li>▪ Effective</li> </ul>			<ul style="list-style-type: none"> <li>▪ Thorough</li> <li>▪ Insightful</li> <li>▪ Compelling</li> <li>▪ Elegant</li> <li>▪ Sophisticated</li> <li>▪ Masterly</li> </ul>		