



THAMES VALLEY DISTRICT SCHOOL BOARD
London Central Secondary School



COURSE OUTLINE 2019-2020

Course Name:	English Grade 12	Course Code: ETS 4U1
Course Type:	Grade 12 University Preparation	Credit Value: 1.0
Teacher(s):	Not Running 2019-2020	

<p>Course Description:</p> <p>This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.</p> <p>Prerequisite: English, Grade 11, University Preparation</p> <p>* <i>ENG 4U1 is the pre-requisite for most university programs.</i></p>

Course Overall Expectations:	
Strand	Overall Expectations
Studies in Literature	Understanding Texts: read and demonstrate an understanding of a variety of literary texts from different countries, cultures, and historical periods;
	Analysing Texts: respond to and analyse literary texts to develop and extend their understanding of how content, form, and style in combination communicate meaning and enhance a text's effectiveness;
	Critical Literacy: demonstrate and understanding that the perspective of the author, the reader, and the text all influence the reading experience;
	Literary Criticism: use literary criticism to enhance their understanding of literature;
	The Role of Literature in Society: assess the importance of literature as a social and cultural force.

Unit Overview – teacher may substitute texts	Assessment and Evaluation Methods (May include major evaluations)
Novel Study – <i>A Tale of Two Cities; Tiger in the Tiger Pit; The English Patient</i>	<p>Evaluations are varied and may include response writing, quizzes, tests, projects, seminars, oral presentations, essays, conferences, workshops, journals, and performances.</p> <p>Teachers will identify one major evaluation or set of evaluations per unit.</p> <p>Process work needs to be done in a timely way to be of value to the student and evaluated by the instructor.</p>
Shakespearean play - <i>Hamlet</i>	
Other drama – <i>Our Town</i>	
Short fiction – a selection	
Literary Criticism– a selection	
Poetry– a selection	

Assessment and Evaluation Strategies:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).

Assessment and Evaluation Categories and Weights:

Strand	
Studies in Literature (one strand only)	100%

Evaluation/Weight of Marks		
Evaluation	Percentage	
Term	Term work	50
	ISP	20
Summative	June Exam	30

Note that the Achievement chart for English identifies four areas of knowledge and skills: Knowledge and Understanding, Thinking, Communication, Application. These categories are used in a balanced fashion to develop quality assessment tasks and tools, plan instruction for learning, and provide meaningful feedback to students. (*English Curriculum 2007; Growing Success*)

Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning.

These skills are:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (for example, observation, student/teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

Academic Dishonesty - Cheating and Plagiarism:

Learning tasks that students complete, as well as all assignments, tests and exams which students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence which will not be condoned. Academic consequences will result.

Late and Missed Assignments - Student Roles and Responsibilities

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

Mark deductions for late and missed assignments may apply to major assignments only.

References: *TVDSB Assessment & Evaluation Policy, September 2011; Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools, 2010. Student Planner and School Web site*