

COURSE INFORMATION SHEET

DATE:
SECONDARY SCHOOL: BISHOP ALLEN ACADEMY
DEPARTMENT HEAD:
TEACHER:
DEPARTMENT: ENGLISH



CURRICULUM POLICY DOCUMENT		The Ontario Curriculum, Grades 11 and 12, English, 2000.	
COURSE TITLE	Grade 11 Advanced Placement (University Level) English	COURSE CODE	ENG 3UP
PRE-REQUISITE	ENG2D1/P + Summer Reading	GRADE & TYPE	11 – UNIVERSITY
FULL YEAR / SEMESTER	Semester Two	CREDIT VALUE	ONE

COURSE DESCRIPTION	
<p>This course extends the range of analytic reading, writing, listening, oral communication, and higher level thinking skills that students need for success in the secondary school senior academic program.</p> <p>Students:</p> <ul style="list-style-type: none"> • Study and interpret challenging texts from contemporary and historical periods, including novels, poems, media works, essays, and plays; • Conduct research; • Write persuasive and literary essays; • Learn fundamental grammar points to improve their writing in preparation for university; • Compare their writing to university level writing; • Analyse media critically (e.g. analyse the relationships among media forms, audiences, and media industry practices). <p>An important focus is on understanding the development of the English language.</p> <p>In addition to covering the Grade 11 University English course requirements, students will be exposed to Advanced Placement materials and activities, in preparation for writing the Advanced Placement English Language Exam in May and for taking the Grade 12 Advanced Placement English course.</p>	

STRAND / UNIT TITLES	HOURS	OVERALL EXPECTATIONS / UNIT DESCRIPTION
<p style="text-align: center;">SUMMER READING AND ADVANCED PLACEMENT PORTFOLIO</p> <p style="text-align: center;">AND AP MAY EXAM</p>	--	<p>To take the Grade 11 Advanced Placement English Course, students must be recommended by their Grade 10 English teachers, achieve a grade of at least 80% in ENG2D1, and do preparatory Summer Reading before they take the ENG3UP course. The Summer Reading and related analytical writing, as well as other pre-Advanced Placement activities will make up the AP Portfolio portion of the course. Some activities in the regular ENG3U1 course may be modified to qualify as AP activities that prepare the students for taking the Grade 12 Advanced Placement English course, and for writing the Advanced Placement examinations in English Language and Composition, and English Literature and Composition. Through the AP Portfolio, students may earn up to 5% on top of their term mark for the additional assignments.</p> <p>Specifically, in grade nine and in grade eleven AP courses, students will be taught how to identify thesis statements from a variety of writing samples and they will learn how to write the Synthesis, Analytical and Argumentative Essay. These lessons will be interspersed throughout the units of study.</p> <p>EXAM: In preparation for the May AP exam, students will participate in after school prep sessions leading up to the exam where exemplars are viewed, tips are provided, and feedback is available.</p>
<p style="text-align: center;">THE ESSAY/ PROSE NON- FICTION</p>	20	<p>This unit requires students to read personal, persuasive and expository essays and to assess them for techniques such as diction, tone, and syntax, as well as identifying the intended purpose and theme. This unit is intended to develop both a higher level of appreciation of literature and critical thinking skills.</p>
<p style="text-align: center;">POETRY</p>	35	<p>In this unit, students familiarize themselves with seventeenth to nineteenth century poetry. Students examine the political, religious, social and economic conditions of the various eras and how these conditions affected the poetry being produced at the time. In addition, students analyze poems for poetic techniques such as tone, diction, rhythm, rhyme scheme, conceit, etc.</p>
<p style="text-align: center;">THE EVOLVING NATURE OF TRAGEDY</p>	40	<p>This unit requires students to read three tragedies from three different time periods in order to become familiar with the evolution of tragedy as a function of changing belief systems. Students will read the Ancient Greek play, <i>Oedipus the King</i>, Shakespeare's Elizabethan tragedy, <i>Hamlet</i>, and the modern tragedy, <i>The Great Gatsby</i>. Assignments within these units will combine written work with creative work and oral presentations. Students will also be introduced to the Comparative Essay Format, and will be expected to write an essay comparing two of the above works.</p>
<p style="text-align: center;">THE INDEPENDENT STUDY</p>	15	<p>Students will select a memoir to read and then explore a theme evident in their selection. In this unit, students will also write in critical responses and participate in conferencing with the teacher. This is designed to help them become increasingly aware of themselves as writers and of the techniques employed by the writers they read.</p> <p>Students will write an academic essay, drawing upon relevant secondary source(s), in which they evaluate how the author explores this theme. This essay will proceed through several stages or drafts, with revision aided by teacher and peers. Throughout the I.S.P. process, students will confer with the teacher regularly about their reading and writing.</p>

STUDENT EVALUATION CRITERIA				
TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION – 100%
10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40		RELATIVE EMPHASIS / WEIGHTING		TERM TOTAL + FINAL TOTAL = REPORT CARD MARK
KNOWLEDGE/UNDERSTANDING	15	INDEPENDENT STUDY	10	
INQUIRY/THINKING	25	FINAL EXAMINATION	20	
COMMUNICATION	15			
APPLICATION	15			
TERM TOTAL	70	FINAL TOTAL	30	

ASSESSMENT FORMAT USED				
WRITTEN		PERFORMANCE		OTHER
Paragraphs		Quizzes and Tests		Research Notes
Five-Paragraph Essays		Oral Presentations		Research Essay
Comparative Essays		Dramatic Presentations		Writing Process
The Personal Essay		Final Examination		
The Sonnet				
Outlines				

RESOURCES	
DRAMA	Sophocles, <i>Oedipus the King</i> . Translated and Introduced by Bernard Knox. New York: Washington Square Press (Pocket Books). 1959. Shakespeare, William. <i>Hamlet</i> . Edited by Marilyn Eisenstat. Toronto: Harcourt Brace Jovanovich, Canada Inc. 1988.
NOVEL	Fitzgerald, F. Scott. <i>The Great Gatsby</i> . Preface and notes by Matthew J. Bruccoli. New York: Simon & Schuster, Inc. (Scribner Paperback Fiction). 1925.
ANTHOLOGY	Saliani, Dom et.al. <i>Imprints 11</i> . Vancouver: Gage Educational Publishing Company. 2001.

POLICIES & PROCEDURES	
ATTENDANCE AND STUDENT RESPONSIBILITY	<ul style="list-style-type: none"> ❖ Good attendance is essential for success. Absenteeism, for any reason, adversely affects a student's learning. ❖ Students are responsible for maintaining a neat and up-to-date notebook in a three-ringed binder that is organized in sections. This will be used as an aid for tests, assignments and examinations. ❖ Students are expected to make a positive contribution to both class discussions and group activities in order to enhance their learning. ❖ Homework is an important and necessary part of the learning process and MUST be completed on a regular basis. ❖ Students who are absent are responsible for acquiring any notes, handouts, assignments or due dates distributed during an absence. ❖ Students who are absent for a presentation or test must submit a parental note on the day of their return to class. ❖ Students must be prepared to complete the missed assignment/test of the day of return. ❖ Rescheduling of any missed conferences is at the discretion of the teacher. ❖ Additional assistance is available on request or at the insistence of the teacher.
LATE POLICIES	<ul style="list-style-type: none"> ❖ The English Department will follow the Bishop Allen Late Assignment Policy as outlined in the student agenda. ❖ No assignment will be accepted once the class set has been graded and returned.
PROCESS	<ul style="list-style-type: none"> ❖ Process marks for all assignments are given for the quality of the process. ❖ Any assignment submitted without process work will not be graded until the process work is submitted. ❖ Process work is to be submitted with the assignment on the due date. ❖ A second, printed copy of an assignment is not considered rough work – hand editing must be evident. ❖ Highlighted, pre-printed notes are not considered rough work. ❖ For assignments with mandatory conferences, an incomplete conference will be recorded as such in the process marks for the assignment.
ACADEMIC DISHONESTY	<ul style="list-style-type: none"> ❖ Plagiarism is a serious academic offence that will result in a mark of zero for the assignment. ❖ Any primary or secondary source material that is not documented correctly can be interpreted as plagiarism. This includes portions of or entire essays downloaded from the Internet, a sentence that is too close to the original source and not put in quotations, paraphrased material that is not documented, and submission of another student's work as one's own. ❖ Students are expected to adhere to the MLA system of referencing. ❖ The onus is on the student to prove that a questionable assignment is, in fact, his/her own and proper process work aids in eliminating doubt. ❖ Students who are unfamiliar with the rules against plagiarism should consult their teacher or the Teacher-Librarian.
RECORD KEEPING	<ul style="list-style-type: none"> ❖ Students might be asked to submit an electronic copy of their formal assignments. These are to be kept on file in the English Department.
TEXTBOOKS	<ul style="list-style-type: none"> ❖ Students are expected to return books in the condition in which they were distributed. The student must pay for any lost or damaged books.
PARENT-TEACHER CONTACTS	<ul style="list-style-type: none"> ❖ Parent-Teacher Interviews take place in November and April. ❖ Telephone contacts with parents will be made as required.
	<ul style="list-style-type: none"> ❖ For further information on Policies and Procedures, refer to the Bishop Allen Academy Student Agenda.

LEARNING SKILLS CRITERIA	
IN EACH REPORTING PERIOD, REPORT ON THE QUALITY OF THE LEARNING SKILLS DEMONSTRATED BY THE STUDENT IN EACH OF THE CATEGORIES IDENTIFIED ON THE REPORT CARD USING THE FOLLOWING LETTER SYMBOLS.	
E–EXCELLENT	G–GOOD
S–SATISFACTORY	N–NEEDS IMPROVEMENT
SKILL: WORKS INDEPENDENTLY	
INDICATORS:	
<ul style="list-style-type: none"> • accomplishes tasks independently • accepts responsibility for completing tasks • follows instructions • regularly completes assignments on time and with care • demonstrates self-direction in learning • independently selects, evaluates, and uses appropriate learning materials, resources, and activities 	<ul style="list-style-type: none"> • demonstrates persistence in bringing tasks to completion • uses time effectively • uses prior knowledge and experience to solve problems and make decisions • reflects on learning experiences
SKILL: ORGANIZATION	
INDICATORS:	
<ul style="list-style-type: none"> • organizes work when faced with a number of tasks • devises and follows a coherent plan to complete a task • follows specific steps to reach goals or to make improvements • revises steps and strategies when necessary to achieve a goal 	<ul style="list-style-type: none"> • manages and uses time effectively and creatively • demonstrates ability to organize and manage information • follows an effective process for inquiry and research • uses appropriate information technologies to organize information and tasks
SKILL: INITIATIVE	
INDICATORS:	
<ul style="list-style-type: none"> • seeks out new opportunities for learning • responds to challenges and takes risks • demonstrates interest and curiosity about concepts, objects, events, and resources • seeks necessary and additional information in print, electronic, and media resources • identifies problems to solve, conducts investigations, and generates questions for further inquiry • requires little prompting to complete a task, displaying self-motivation and self-direction 	<ul style="list-style-type: none"> • approaches new learning situations with confidence and a positive attitude • develops original ideas and devises innovative procedures • attempts a variety of learning activities • seeks assistance when needed • uses information technologies in creative ways to improve learning for self or others
SKILL: TEAMWORK	
INDICATORS:	
<ul style="list-style-type: none"> • works willingly and cooperatively with others • shares resources, materials, and equipment with others • responds and is sensitive to the needs and welfare of others • solves problems collaboratively • accepts various roles, including leadership roles • takes responsibility for his or her own share of the work to be done • works to help achieve the goals of the group or the class • helps to motivate others, encouraging them to participate • contributes information and ideas to solve problems and make decisions 	<ul style="list-style-type: none"> • questions the ideas of the group to seek clarification, test thinking, or reach agreement • shows respect for the ideas and opinions of others in the group or class • listens attentively, without interrupting • in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding • recognizes the contribution of group members by means of encouragement, support, or praise • seeks consensus and negotiates agreement before making decisions
SKILL: WORK HABITS/HOMEWORK	
INDICATORS:	
<ul style="list-style-type: none"> • completes homework on time and with care • puts forth consistent effort • follows directions • shows attention to detail • uses materials and equipment effectively 	<ul style="list-style-type: none"> • begins work promptly and uses time effectively • perseveres with complex projects that require sustained effort • applies effective study practices

NOTE: The above chart is a reformatting of the skills identified in the Ministry of Education’s *Guide to the Provincial Report Card, Grades 9 – 12 : Appendix C: pages 27 to 29* .