

## COURSE INFORMATION SHEET

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



<b>CURRICULUM POLICY DOCUMENT</b>		The Ontario Curriculum, English, Grades 11 and 12, 2000	
<b>COURSE TITLE</b>	Grade 11 College English	<b>COURSE CODE</b>	ENG 3C1
<b>PRE-REQUISITE</b>	ENG 2P1 or 2D1	<b>GRADE &amp; TYPE</b>	11 College
<b>FULL YEAR / SEMESTER</b>	Semester One	<b>CREDIT VALUE</b>	1.0 O.S.S.D.

<b>COURSE DESCRIPTION</b>
<p>This course extends the range of key reading, writing, oral communication and thinking skills that students need for success in all areas of the curriculum. Students will study short stories, novels, plays and non-fiction works. An important focus will be the thoughtful use of spoken and written language.</p>

STRAND / UNIT TITLES	HOURS	OVERALL EXPECTATIONS / UNIT DESCRIPTION
<b>SHORT STORIES AND NON-FICTION</b>	<b>25</b>	As the first unit, the examination of the short story lays the foundation of the course. Students will read and demonstrate their understanding of fiction, beginning with the short story, through discussion and reflection that will foster their personal growth. Learning will be enriched by the inclusion of non-fiction works, which may include short essays, editorials or newspaper reports on various issues (usually media-related). This unit will include effective essay writing and an introduction to the writing process. Students will demonstrate their understanding through personal reflection, daily participation, class discussions, creative writing, analytical writing, daily reading and group work.
<b>THE NOVELLA – THE BODY</b>	<b>20</b>	In this unit, students will be given the opportunity to examine the novella critically within the context of their own lives by exploring values and related issues in the text. The teacher will assist the students by providing activities that facilitate this exploration through group discussion, debate, presentations, journal writing and creative extension activities.
<b>THE NOVEL – OF MICE AND MEN</b>	<b>20</b>	In this unit, students will be given the opportunity to examine the novel critically within the context of their own lives by exploring values and related issues in the novel. The teacher will assist the students by providing activities that facilitate this exploration through group discussion, debate, presentations, journal writing and creative extension activities. The exploration will permit the students to examine their own lives in light of Gospel values.

<b>MODERN DRAMA – RAISIN IN THE SUN</b>	<b>30</b>	Students will expand and apply the skills learned thus far, through the study of drama. The students will interpret the elements of dramatic structure, character and characterization, theme, setting, and dramatic devices. They will learn about the context (social, cultural, and political) in which the literary work was created, and apply this knowledge to their study of the dramatic text. Students will demonstrate their understanding through reading, discussing, and analyzing the text, as well as through various creative activities (dramatic presentation, creative writing, and visual representations of major themes and symbols).
<b>INDEPENDENT STUDY</b>	<b>15</b>	The Independent Study Project is a Culminating Activity that reinforces the skills and knowledge learned throughout the course. Students will complete a multi-part assignment dealing with the issue of isolation and the need for companionship in societal living. This assignment will include, but is not limited to, a multi-paragraph essay.

<b>STUDENT EVALUATION CRITERIA</b>				
<b>TERM – 70%</b>		<b>FINAL – 30%</b>		<b>FINAL REPORT CARD GRADE CALCULATION – 100%</b>
<b>10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40</b>		<b>RELATIVE EMPHASIS / WEIGHTING</b>		<b>TERM TOTAL + FINAL TOTAL = REPORT CARD MARK</b>
<b>KNOWLEDGE/UNDERSTANDING</b>	20	Independent Study Project	15	
<b>INQUIRY/THINKING</b>	20	Final Exam	15	
<b>COMMUNICATION</b>	15			
<b>APPLICATION</b>	15			
<b>TERM TOTAL</b>	<b>70</b>	<b>FINAL TOTAL</b>	<b>30</b>	

<b>ASSESSMENT FORMAT USED</b>				
<b>WRITTEN</b>		<b>PERFORMANCE</b>		<b>OTHER</b>
Journals		Oral Presentations		ISP Essay Notes
Paragraphs		Tests / Quizzes		ISP Essay
Outlines		Demand Writing		Writing Process
Essays		Final Examination		
Creative Writing				

<b>RESOURCES</b>	
<b>ANTHOLOGY</b>	Illingworth, Barbara et. al. <i>Passages: Literature and Language</i> Vancouver: Gage Educational Publishing Company, 2001.
<b>DRAMA RAISIN IN THE SUN</b>	Groves, Cy. <i>Plays on a Human Theme</i> . McGraw Hill Ryerson, 1979.
<b>NOVEL</b>	Steinbeck, John. <i>Of Mice and Men</i> . New York: Penguin Putnam Inc., 1937.
<b>NOVELLA</b>	King, Stephen. <i>Different Seasons</i> . New York: Penguin Books USA Inc., 1982.

<b>POLICIES &amp; PROCEDURES</b>	
<b>ATTENDANCE AND STUDENT RESPONSIBILITY</b>	<ul style="list-style-type: none"> <li>❖ Good <b>attendance</b> is essential for success. Absenteeism, for any reason, adversely affects a student's learning.</li> <li>❖ Students are responsible for maintaining a neat and up-to-date <b>notebook</b> in a three-ringed binder that is organized in sections. This will be used as an aid for tests, assignments and examinations.</li> <li>❖ Students are expected to make a <b>positive contribution to both class discussions and group activities</b> in order to enhance their learning.</li> <li>❖ <b>Homework</b> is an important and necessary part of the learning process and <b>MUST</b> be completed on a regular basis.</li> <li>❖ Students who are <b>absent are responsible for acquiring any notes, handouts, assignments or due dates</b> distributed during an absence.</li> <li>❖ Students who are <b>absent for a presentation or test</b> must submit a <b>parental note on the day of their return to class</b>.</li> <li>❖ Students must be prepared to complete the missed assignment/test of the day of return.</li> <li>❖ Rescheduling of any missed conferences is at the discretion of the teacher.</li> <li>❖ <b>Additional assistance</b> is available on request or at the insistence of the teacher.</li> </ul>
<b>LATE POLICIES</b>	<ul style="list-style-type: none"> <li>❖ Students must confer with the teacher before submitting a late assignment.</li> </ul>
<b>PROCESS</b>	<ul style="list-style-type: none"> <li>❖ Process marks for all assignments are given for the quality of the process.</li> <li>❖ Any assignment submitted without process work will not be graded until the process work is submitted.</li> <li>❖ Process work is to be submitted with the assignment on the due date.</li> <li>❖ A second, printed copy of an assignment is not considered rough work – hand editing must be evident.</li> <li>❖ Highlighted, pre-printed notes are not considered rough work.</li> <li>❖ For assignments with mandatory conferences, an incomplete conference will result in a mark of zero.</li> </ul>
<b>ACADEMIC DISHONESTY</b>	<ul style="list-style-type: none"> <li>❖ Plagiarism is a serious academic offence that will result in a mark of zero for the assignment.</li> <li>❖ 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.</li> <li>❖ Students are expected to adhere to the MLA system of referencing.</li> <li>❖ 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.</li> <li>❖ Students who are unfamiliar with the rules against plagiarism should consult their teacher or the Teacher-Librarian.</li> </ul>
<b>RECORD KEEPING</b>	<ul style="list-style-type: none"> <li>❖ Students are expected to submit a photocopy of all formal assignments. These are to be kept on file in the English Department.</li> </ul>
<b>TEXTBOOKS</b>	<ul style="list-style-type: none"> <li>❖ Students are expected to return books in the condition in which they were distributed. The student must pay for any lost or damaged books.</li> </ul>
<b>PARENT-TEACHER CONTACTS</b>	<ul style="list-style-type: none"> <li>❖ Parent-Teacher Interviews take place in November and April.</li> <li>❖ Telephone contacts with parents will be made as required.</li> </ul>
	<ul style="list-style-type: none"> <li>❖ For further information on Policies and Procedures, refer to the Bishop Allen Academy Student Agenda.</li> </ul>

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

**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*.