



**CANTERBURY HIGH SCHOOL**  
Ottawa-Carleton District School Board  
**English Department**  
Revised September 2010

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**Course Title:** English College Preparation  
**Course Code:** ENG3C  
**Prerequisite:** ENG2P or ENG2D

**Grade Level:** 11  
**Credit Value:** 1

**Course Overview:** 110 Hours

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication.

This course is intended to prepare students for the Grade 12 College English course, which leads to college preparation courses in Grade 12.

**Strands:**

The following four strands (I-IV) run through this and every English course:

**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 informational, literary, 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 informational, literary, 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 works.

## Units of Study:

### Term

#### 1. Short Stories (various texts to be provided): **approx. 3 weeks**

Basic literary terminology (character, conflict, setting, theme, plot, point of view, conflict, and the like) will be studied as entry points for discussing short stories. Students will be encouraged to make connections between the stories and their own experiences. The habit of daily personal writing will be introduced.

#### 2. Language Study (Communicate!, worksheet handouts): **ongoing throughout semester**

Students will write using the rules and expectations of Standard English. There will be an ongoing study of how sentences are formed, the parts of speech, common grammatical and spelling errors, etc. will be based on the demonstrated needs of the students in each class. Different writing styles will be explored as students investigate how language can be used to serve different purposes, (i.e. business English is different than the language used in poetry, drama etc).

#### 3. Film Study Documentary vs. feature film (When We Were Kings and Girl Fight): **approx. 4 weeks**

Students will learn the audio and video elements of the documentary film genre. While viewing and discussing shorter documentaries, as well as the feature length When We Were Kings (1996), students will explore the purpose of various audio and video elements. This analysis will facilitate discussions about how a filmmaker's stylistic choices can convey meaning. The documentary film will be juxtaposed with a fiction film about boxing: Girl Fight (2000). Comparing the content and the filmmakers' choices in each film will enable the class to explore the concepts of purpose, audience, conventions, and techniques. Each student will brainstorm topics about which s/he would like to make a documentary film, and then s/he will write a business proposal seeking funding to make the film.

#### 4. Graphic Novel (Persepolis): **4 weeks**

Persepolis is a graphic novel, translated from the French, chronicling the early years of a young girl living in Iran during and after the Islamic Revolution. Students will extend their analysis of the purpose, audience, conventions, and techniques of media texts. They will further investigate how the more traditional literary techniques – setting, characterization, etc – are developed in non-traditional texts. Given that the story takes place in a clearly defined setting, students will access electronic, print, and visual resources to familiarize themselves with the historical and socio-cultural context in which the novel is set. The culminating task for this unit will be a media piece which students will present to the class.

#### 5. Informational texts (to be provided by the teacher): **ongoing throughout the semester**

Throughout the semester, students will work with non-fiction, informational, and on-line texts to develop strategies to access information when the layout, design, organization of the text itself makes it difficult to read. Students will use reading strategies such as predicting, using context to find meaning, inferring, sorting ideas using a concept map, and visualizing. There may be a sight passage test to evaluate how well students have internalized these strategies.

#### 6. Summative Assignment (Bootlegger Blues or Brimstone Journals): **(towards the end of the semester)**

This culminating assignment draws together all of the strands, and involves a written piece as well as a media piece that will be presented to the class. The focus of these 2 pieces will be thematic in nature, and will draw on the student's analysis of the play, as well as her/his personal response to its characters and themes.

### Summative Evaluation

#### Summative Assignment (toward the end of the semester)

- The final product of #6, above:

The written component of the summative will allow students to demonstrate understanding of character, theme, conflict, etc. and to employ the skills they have honed through their language study. The media

component will give students an opportunity to put into practice what they have learned about the concepts of purpose, audience, technique, as they produce their own media piece.

### **Final Examination**

The final exam will include a sight passage with questions to be answered as well as a written component – taking the form of either a business report or a series of paragraphs.

### **Teaching Strategies:**

A variety of teaching strategies is employed throughout this course, such as Step-to-9 (OCDSB) activities, guided classroom discussion, group work and oral student presentations, language exercises, silent reading and reading aloud, independent study, and the process approach to writing.

### **Assessment and Evaluation Strategies**

Assessment is an informal process used frequently to gauge how well a student is achieving the curriculum expectations in a course of study. It may involve the use of homework and/or notebook inspections, reading logs, quizzes, checklists, peer evaluations and anecdotal reports, among other methods.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. Unit tests, oral presentations, debates, reading journals, reports, projects, and most crucially, the writing of five-paragraph essays, are all commonly-used evaluation methods.

### **Evaluation Summary:**

There are four broad areas of knowledge and skills within which the subject expectations for all English courses are organized. All four are listed below. These categories are described in the Achievement Chart for English available at <http://www.edu.gov.on.ca/eng/curriculum/secondary/english.html>.

1. Knowledge and Understanding: subject-specific content acquired in the course (knowledge) and the comprehension of its meaning and significance (understanding);
2. Thinking: the use of critical and creative thinking skills and processes;
3. Communication: the conveying of meaning;
4. Application: the application of knowledge and skills to make connections within and between various contexts.

Students have a responsibility to submit assignments on time, meeting deadlines set by the classroom teacher. Refer to English Department policies and the Canterbury Student Planner for additional information on assessment and evaluation.

**The final mark in ENG3C is comprised of a term work component worth 70%, and a summative evaluation worth a further 30% of the final mark.**

Term work is divided as follows:

Knowledge/ Understanding:	15 marks
Thinking:	20 marks
Communication:	20 marks
Application:	<u>15 marks</u>
Sub- total:	70 marks

## **References**

Further information about the Ministry requirements for this course may be found at:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/english.html>

## **Student Resources / Texts**

Communicate! (replacement cost: \$40)

Persepolis (replacement cost: \$25)

Brimstone Journals or Bootlegger's Blues (replacement cost : \$20 each)