

CANTERBURY HIGH SCHOOL
Ottawa-Carleton District School Board
English Department

Course Outline
2016-2017

Course Title: English University
Course Code: ENG3U
Prerequisite: ENG2D

Grade Level: 11
Credit Value: 1

COURSE OVERVIEW: 110 Hours

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. (The Ontario Curriculum, 2007)

STRANDS

The following four strands 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.

COURSE CONTENT

Fiction, Non-Fiction and Informational Texts

Student will read and analyze works of literary fiction and non-fiction, including short stories, poems, novels, essays, speeches, journalistic pieces, reports. Students will explore the stylistic choices, rhetorical devices, tone, form etc. appropriate to persuasive writing, expository writing, and descriptive writing.

Media Studies

Students will explore various media forms and graphic texts. Emphasis will be placed on purpose and audience; students will analyze and demonstrate appropriate forms, conventions, and techniques through the study of various texts as well as through the creation of their own.

Language Study

The correct use of Standard English in writing will be explored through various texts and handouts throughout the semester. The study of exemplary student writing is encouraged.

EVALUATION

Term Work

The English Department has streamlined the number of major evaluations for each course offered at Canterbury. The term work mark will be based on at least 4 major evaluations, each of which will be a rich task with a focus on one of the strands in the curriculum:

1. Oral Communication
2. Reading/Literature Studies
3. Writing
4. Media

Based on the needs within each class and on differentiated instructional practices, classroom teachers will also assign other assessments/evaluations throughout the term. These assignments will be more closely focused on one or two strands.

Summative Task

This culminating assignment draws together all of the strands and will take the form of a four- to six-minute rhetorical speech. As such it involves the study and intentional use of oral and listening skills as well as media skills. The summative requires a multi-stage process approach to be effective. If a student is absent and fails to meet the summative deadline, a doctor's note is required.

Final Examination

All students will complete a written essay exam. This task requires strong reading and analytical skills as well as writing and composition skills.

The final mark in English 3U is comprised of a term work component worth 70%, and the summative evaluations worth a further 30% of the final mark.

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>