

ENG 3C1
COURSE OVERVIEW AND PROFILE

Program Area	English
Course Title	English, Grade 11, College Preparation
Credit Value	1.0

COURSE DESCRIPTION

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

COURSE OVERVIEW

UNITS OF STUDY AND TASKS	Evaluations (Strands) and Weights
NON-FICTION AND PERSUASION	Students read and view a variety of non-fiction texts; students use a variety of methods of development and modes of persuasion to research, write and present a rant.
DRAMA TEXT	Students read and analyze a drama text. Students create a media product demonstrating their understanding of the play's themes, characters, setting, literary devices, etc.
FILM STUDY	Students view and analyze a film based on film techniques; students write a comparative paragraph.
NOVEL STUDY	Students will read a text and write journals relating to the sections. They will consider the novel's thesis and main ideas, and create an oral and visual presentation.

***Please Note:** Every attempt will be made to follow the above contents; however, some or all may be subject to change as circumstances require over the course of the semester.

ASSESSMENT AND EVALUATION

- The primary purpose of assessment and evaluation is to improve student learning.
- **Assessment** is when teachers examine student contributions to class activities and discussions, process work for assignments and projects, and other course performances that accurately reflect how well a student is achieving curriculum expectations in a course. The teacher uses this information to give students feedback they can use while completing tasks that will be evaluated.
- **Evaluation** refers to the process of assigning a mark to represent how the student's work demonstrates their achievement of established criteria.
- The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating students' achievement. Students are evaluated according to major categories, or strands, in each course. Ministry curriculum documents provide detailed description of student achievement levels.
- In order to help you achieve success in this course, your teacher will use a variety of teaching, assessment, and evaluation strategies throughout the course to maximize your opportunities both to learn and demonstrate your learning.

This chart describes how you will be evaluated in this course:

Term / Culminating	Strand	Weight
Term Work 70% of your overall grade in this course	Reading	21%
	Writing	21%
	Oral Communication	14%
	Media	14%
Culminating 30% of your overall grade in this course	Culminating	30%

LEARNING SKILLS

- These are the skills and habits that are essential to success in school and in the workplace. The learning skills that will be evaluated in this course are:
 - Responsibility
 - Organization
 - Independent Work
 - Collaboration
 - Self Regulation
- Teachers report achievement on the five Learning Skills using letter symbols:
 - E = Excellent
 - G = Good
 - S = Satisfactory
 - N = Needs Improvement
- Learning Skills affect levels of achievement, but are not included in the determination of the final grade for this course. An assessment of a student's Learning Skills in this course will appear as a separate section of each Report Card.

ACADEMIC HONESTY

- Students are expected to submit only their own original work on evaluations done in class, out of class, and as part of our online learning.
- Plagiarism is the misrepresentation of ideas or writings of another as one's own.
- Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation by the teacher and communication with the student and their parent/guardian. The teacher may also involve school administration in the matter.
- Students will receive a mark of zero for all components of the plagiarized work.
- This applies to all student contributions to this course made in class, at home, and in our online classroom/Google Meets.

PROGRAM EXPECTATIONS AND PLANNING CONSIDERATIONS

- Attendance and Participation → Students are expected to attend all in-person classes. Students are also expected to complete all assignments on time. Should you need to miss a class or require an extension for an assignment, please communicate with your teacher as soon as possible so you do not fall behind.
- Individual Education Plan → Accommodations to meet the needs of exceptional students as set out in their IEP will be implemented within the classroom.
- Technology in the Curriculum → Students are expected to access our Brightspace/Google Classroom on a daily basis during our instructional weeks. This tool will be used to supplement our in class instruction, and all student work will be collected online.
 - In the event that in-school learning is discontinued due to the COVID-19 pandemic, all classes and course communications will be conducted via our online classroom. Students must also check their TDSB email multiple times daily for important course, school, and board updates as the pandemic progresses.
- English Language Learners → Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help English Language Learners gain proficiency in English.

CURRICULUM EXPECTATIONS

- Overall and specific expectations for this course can be found beginning on page 59 of the [Ministry Curriculum Document](#) for this course.