

# ENG 3U1

## COURSE OVERVIEW AND PROFILE

|                                    |  |
|------------------------------------|--|
| <b>Program Area</b>                | English  |
| <b>Course Title</b>                | English, Grade 12, University Preparation                        |
| <b>Credit Value</b>                | 1.0  |
| <b>Date of Revision</b>            | September 2021   |
| <b>Teacher Developer</b>           | Edward Lee   |
| <b>Teacher Contact Information</b> | <a href="mailto:Edward.lee@tdsb.on.ca">Edward.lee@tdsb.on.ca</a> |

### COURSE DESCRIPTION

This course emphasizes the development of literacy, communication, and critical and creative thinking skills. Students will analyze challenging literary texts from various periods, countries, and cultures, as well as a range of academic, graphic, and audio/visual texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity in both written and oral communication, informing, developing, and supporting ideas, and further developing the academic skills required for success in postsecondary studies.

Prerequisite: English, Grade 10

### COURSE OVERVIEW

| Unit of Study              | Timeline  | Evaluations (Strands)   | Due Dates |
|----------------------------|-----------|---|-----------|
| Essays                     | 2.5 weeks | - Panel discussion (O/C)<br>- Persuasive essay (Writing)                                      | TBA       |
| Poetry                     | 2 weeks   | - Reading analysis (Reading)<br>- Creative response (Reading)                                 |           |
| Shakespeare/<br>Media unit | 4.5 weeks | - Conferencing (O/C)<br>- Literary essay (Writing)<br>- Video diary planning/ product (Media) |           |
| Culminating                |           | - Panel discussion  |           |

**\*Please Note:** Every attempt will be made to follow the above content, timelines and due dates; 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<br><br>70% of your overall grade<br>in this course        | Reading               | 21%    |
|  | Writing               | 21%    |
|  | Oral<br>Communication | 14%    |
|  | Media                 | 14%    |
| Culminating<br><br>30% of your overall grade<br>in this course | Culmin                | 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 both in and out class.
- Plagiarism is the misrepresentation of ideas and/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.
- Student will receive a mark of zero for all components of the plagiarized work.
- This applies to all student submissions and contributions, written, oral, and visual.

## PROGRAM EXPECTATIONS AND PLANNING CONSIDERATIONS

- Attendance and Participation → Students are expected to attend all classes except in the case of illness or other legitimate absence. Should you need to miss one or more classes, 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 or (to the greatest extent possible) online.
- Technology in the Curriculum → Students are expected to access our Google Classroom on a daily basis during every Week 1. This tool will be used to supplement our in-class instruction, post course materials, and make announcements. In addition, all student work will be collected through our Google Classroom.
  - In the event that in-school learning is suspended temporarily due to the COVID-19 pandemic, all classes and course communications will be conducted via our Google 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 91 of the [Ministry Curriculum Document](#) for this course.