# ESLD08 COURSE OUTLINE

| COURSE NAME | Study Skills in English | LEVEL | 4 |
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| COURSE CODE | ESLD | CREDIT VALUE | 1 |
| TEACHER | B. Mah | DEPARTMENT | ESL |
| PREREQUISITE | ESLC | | |

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| Course Description: | This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts. |

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| Overall Expectations: | LISTENING/SPEAKING: 1. demonstrate the ability to understand, interpret, and evaluate spoken English for a    variety of purposes 2. use speaking skills and strategies to communicate in English for a variety of classroom and social purposes 3. use correctly the language structures appropriate for this level to communicate orally in English. |
| | READING: 1. read and demonstrate understanding of a variety of texts for different purposes; 2. use a variety of reading strategies throughout the reading process to extract meaning from texts; 3. use a variety of strategies to build vocabulary; 4. locate and extract relevant information from written and graphic texts for a variety of purposes. |
| | WRITING: 1. write in a variety of forms for different purposes and audiences; 2. organize ideas coherently in writing; 3. use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation; 4. use the stages of the writing process. |
| | SOCIO-CULTURAL/MEDIA: 1. use English and non-verbal communication strategies appropriately in a variety of social contexts; 2. demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society; 3. demonstrate knowledge of and adaptation to the Ontario education system; 4. demonstrate an understanding of, interpret, and create a variety of media texts. |

**COMMUNICATION**
Please direct all questions or concerns regarding student progress or program of study to the classroom teacher.  Email: bo.mah@tdsb.on.ca


**EVALUATION OF STUDENT ACHIEVEMENT:**

**Teaching & Learning Strategies:**
- This ESL course provides a content-based, thematic approach to language instruction. Students are supported to learn vocabulary from a range of subject areas while developing academic and language skills. The teaching of grammatical structures is integrated with context rather than taught or practiced in isolation.
- A wide variety of teaching and learning strategies are used to sustain student interest and maximize learning. A few learning strategies that are used in the synchronous and asynchronous learning environment include: reading and listening for general idea, risk-taking, vocabulary development and process writing. Teaching and learning strategies address all types of learners with a balance of independent, collaborative, student-centered and teacher-directed activities. Teaching strategies include but are not limited to; Socratic style, group facilitation, discussion groups and conferencing. Peer and self-evaluation are encouraged to develop reflective and conscientious learning. Activities are relevant and motivating and allow for student creativity. Learning strategies include but are not limited to brainstorming, think-pair-share, using graphic organizers, independent work, word banks, reading logs, participation in class discussions, and reading analysis.
- It is important to remember that making errors is a normal and useful part of the language learning process, allowing students to make and test hypotheses about the English language and to apply knowledge and strategies from their first language and prior experiences.

**Assessment, Evaluation and Reporting Strategies of Student Performance:**
- Assessment and evaluation follows the Ministry of Education's *Growing Success* document, and is practiced in the best interests of students. For a full explanation, please refer to *Growing Success*.
- Learning Skills:
  Independent Work, Team work, Organization, Work Habits and Initiative will be observed and assessed on an ongoing basis.

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning. The final grade will be determined as follows:
- 70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- 30% of the grade will be based on final evaluations administered at the end of the course. The final assessment may be a final exam, a final project, or a combination of both an exam and a project.

## EVALUATION OF STUDENT ACHIEVEMENT:
**Evaluation of student achievement is based on the following categories:**

| Categories | Percentage |
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| • **Reading** | **20** |
| • **Writing** | **20** |
| • **Listening & Speaking** | **15** |
| • **Social/Cultural/Media** | **15** |

## UNITS OF STUDY & EVALUATION TASKS

### 70% Course Work

### Unit 1 Short Stories/Literary Analysis

In this unit, students will focus on both poetic and dramatic conventions, vocabulary development, dialogue and dramatization, thematic content, character analysis and personal literary responses.

Students will look at how abstract ideas are expressed in literature (short stories, poetry). Vocabulary and terms associated with each form will be emphasized. Thematic focus in readings will be on various types of "Journeys to Freedom", and the introduction of the concepts of "Coming of Age" and "Unsung Heroes" which will be explored in more detail in subsequent units.

| Evaluation Task | Achievement Chart Evaluation | Week(s) |
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| **Elements of a Short Story, Quiz/Test** | Listening/Speaking, Writing, Socio-cultural/Media | **1 – 2 weeks** |
| **Poetry reading, analysis** | Reading, Listening/Speaking Writing | |

### Unit 2 Writing and Composition Review

**In this introductory unit students will focus on a review of a variety of short and long form prose: essay composition, description, narrative, comparison, contrast, argumentative, persuasive, news report. Structural analysis, professional writing samples and a personal writing portfolio, and the production of a research essay will be stressed. Grammar: Include correct research procedure, notations, bibliography format, etc.**

| Paragraph writing, short essay writing<br><br>- **Writing "hamburger" structure**<br>- **Writing various types of essays: persuasive, descriptive, narrative, expository**<br>- **Writing good Thesis statement**<br>- **Writing an Essay in response to reading** | Writing, Reading, Socio-cultural/Media | **1 - 2 weeks** |
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## Unit 3 Novel Study

In this unit, students consolidate and demonstrate their skills through the reading of a contemporary novel. They continue to expand their vocabulary and apply their knowledge of story elements, point of view, and character. Ongoing themes: Coming of Age; Idea of the Hero (including concept of "unsung" hero).

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| **Reflection/Essay response Short narrative, Reflective letter, Role Play, Character Sketch** | Reading, Listening/Speaking, Writing, Socio-cultural/Media | **1 - 2 weeks** |

## Unit 4 Media Literacy

In this unit students will focus on language, analysis and personal expression through various forms of media. Students will look at how abstract ideas are expressed in different media and demonstrate an understanding of, interpret, and create a variety of media texts. Emphasis in professional readings, modelling and assignments is on the rights and responsibilities of students as members of Canadian society.

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| **Media Analysis:<br>- Understanding/interpreting the news – bias in the news<br>- Write a newspaper article<br>- Create an Advertisement assignment** | Reading, Writing, Socio-cultural/Media, Listening/Speaking | **1 – 2 weeks** |

## Final 30 %  Unit 5  Summative:

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| **Culminating (Project/Presentation – 20%)**<br><br>**Exam – 10%** | | **1 – 2 weeks** |