**Grade 12 University English - ENG 4U**

Mrs. McKever-Walsh– 705-424-5030 EXT. #57606

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# This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse a range of challenging texts from various time periods, countries, and cultures; write analytical and argumentative essays and two major papers for an independent research project; and apply key concepts to analyse media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument.

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## Tentative Schedule

**Unit I:** **Novel Study: The Handmaid’s Tale (3-4 weeks)**

(novel study; examination of religion and culture, survival, the importance of imagination and the process of storytelling; seminar presentations).

**ISU** **Assignment (Novel & Play comparative study) handed out – various due dates**

**Unit II:** **Literary Criticism: Reading Echoes (2-3 weeks)**

(identify and connect texts including novels, poems, multi-media, short fiction, and non-fiction; critically examine a variety of writing using formal literary criticism and a variety of “lenses”; Prezi presentations).

**Unit III: Sonnets (1-2 weeks)**

(study of the sonnet form including Shakespearean and Petrarchan (Italian); writing poetry).

**Unit IV: Hamlet (3-4 weeks)**

(Shakespearean tragedy, examine character motivation, the impossibility of certainty, the complexity of action, the mystery of death and madness).

**Unit V: Modern Drama: Rosencrantz and Guildenstern are Dead (1 week)**

(close study of two characters from Hamlet, let loose in their own play; meaning making; the stage vs. reality and script writing)

**Unit VI: Film: Applying Literary Theory to Cinema (2-3 weeks)**

(A selection of films will be screened for their literary content, and each director’s unique approach to storytelling will be explored. Required reading will include critical articles published in academic journals).

\* Please note that this is an approximate schedule and is subject to change.

## Evaluation Outline

Knowledge and Understanding 17.5%

Thinking and Inquiry 17.5%

Communication 17.5% Total = 100%

Application 17.5%

Final Evaluation - Exam 15%

- Independent Study 15%

**Textbooks Cost**

Echoes 12 $35.50

Hamlet $25.95

Rosencrantz and Guildenstern are Dead $15.99

The Handmaid’s Tale $21.95

## D.E.A.R. (Drop Everything and Read - Silent Reading)

At least twice a week approximately 15-30 minutes will be devoted to silent reading. You can use this time to read your supplementary novels for the novel studies, or material of your own choosing. **Please note that it is your responsibility to keep up with your in-class texts and independent novel study reading – so choose wisely**. You are responsible for coming to class with something to read.

## Late Assignment Policy \*NEW\*

Assignments are due at the start of class on the due date. **Late assignments will lose 5% a day** (including weekends) for 10 days. After this point the assignment will become pass/fail**.** If there extenuating circumstances (i.e. a family emergency, illness, or bereavement) extensions without penalty may be granted.

## Homework

I understand the busy lives of students and their families and make every effort to limit the homework burden felt by teens. However, this is a *university preparation* course and the only compulsory grade 12 course for graduation, therefore adequate time and attention must be given to the tasks assigned. You can expect a moderate amount of homework most weeks **provided class time is used wisely and appropriately**. Remember: appropriate focus and attention to detail in the classroom means more free time at home!

**Turnitin.com (Turn It In)**

The Simcoe County District School Board subscribes to an online database ([www.turnitin.com](http://www.turnitin.com)), which checks students’ assignments for plagiarism. Be advised that all students may be required to submit their work (essays, reports, poems, etc.) electronically at any time in order to have it checked for plagiarized passages.

**Curriculum Expectations**

**Oral Communication**

* listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
* use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
* 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

* read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
* recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
* use knowledge of words and cueing systems to read fluently;
* reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

#### Writing

* generate, gather, and organize ideas and information to write for an intended purpose and audience;
* draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
* use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
* 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

* demonstrate an understanding of a variety of media texts;
* identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
* create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
* 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 texts.

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### **PARENT / GUARDIAN AND STUDENT ACKNOWLEDGEMENT**

***I HAVE READ THIS THREE PAGE COURSE OUTLINE, AND I UNDERSTAND THE EXPECTATIONS, SCHEDULING, AND EVALUATION OF THIS COURSE AS PRESENTED.***

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*Student Signature Parent/Guardian Signature*