

Course Outline

School Name: Agincourt International Academy

Department Name: English

Ministry of Education Course Title: English

Grade Level: GRADE 12, UNIVERSITY PREPARATION

Ministry Course Code: ENG4U1

Teacher's Name: Mr. Nawab Gani, OCT

Developed by: Mr. Nawab Gani, OCT **Date:** November 2014

Reviser: Mr. Nawab Gani, OCT **Revision Date:** February 2017

Developed from: English, The Ontario Curriculum, Grades 11 and 12, 2007.

Prerequisite: English, Grade 11, University Preparation

Credits: 1.0

Length: 110 hours

Instructor's Email: gnawab2013@gmail.com

Course Description/rationale

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 analyze 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 course is intended to prepare students for university, college, or the workplace.

Overall Curriculum Expectations

Strand One: Oral Communication

By the end of this course students will:

- 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.

Strand Two: Reading and Literature Studies

By the end of this course students will:

- 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.

Strand Three: Writing

By the end of this course students will:

- 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.

Strand Four: Media Studies

By the end of this course students will:

- 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.

Course Content

Unit	Length
1. Short stories, essays, and poetry	24 Hours
2. Death of a Salesman	24Hours
3. The Reluctant Fundamentalist	24Hours
4. Media and Rhetoric	24 Hours
5. Independent Novel Study	14 Hours
Total	110 Hours

Unit 1 – Short Stories, Essays, and Poetry

Time Allocation: 24 Hours

Unit Description:

Unit 1 introduces the theme of identity. Students will engage with multiple essays, short stories, memoirs, and poetry. Each form tackles the theme of the course in different ways and students will be exposed to a great variety of ideologies. An expansive list of authors (Atwood to Mistry) captures a wide range of cultural and social identities. Students will find themselves interacting with characters that are very relatable. This unit tackles questions such as *who am I? Do I have more than one identity? How does my environment affect my self-image? Can I actively change who I am? Are our identities constructed? What role does culture play in our society?* This unit will also pay special attention to the written communication skills of students. Several sessions will be purely about *how* to write effectively.

Unit 2 – Play Study: Arthur Miller’s *Death of a Salesman*

Time Allocation: 24 Hours

Unit Description:

Unit 2 introduces Arthur Miller’s *Death of a Salesman*. This critically renowned text is studied in secondary and post-secondary institutions because of its fantastic depiction of the everyday plight of the everyday person. It is a realistic text designed to expose students to the reality of success. Miller’s language is simple on the surface but carries great moral weight; students will have to use higher level thinking skills in order to decipher and decode Miller’s work. This unit will engage with the following questions: *What is the American Dream? What does it mean to be successful? Am I successful? What is the difference between being realistic and being idealistic? Where do the lines between reality and illusion blur?*

Unit 3 – Novel Study: Mohsin Hamid’s *The Reluctant Fundamentalist* **

Time Allocation: 24 Hours

Unit Description:

Unit 3 involves reading a short novel by Mohsin Hamid. It has received multiple awards and huge critical acclaim. *The Reluctant Fundamentalist* follows the journey of a young professional from Pakistan into the United States. Written entirely in dramatic monologue, readers assume the role of an American walking the streets of Lahore. Students will witness the transformation of Changez’ (the protagonist) identity as he changes his environment, the people with whom he interacts, and the role he plays in the lives of others. Unit 4 will capture the major elements of the previous units. Students will engage with questions such as: *How strongly does our environment affect our identities? Can we predict what the future holds in store for us? How do we deal with difficult decisions? How does trauma simultaneously construct and deconstruct our sense of self?*

**The chosen novel may change based on availability of texts. Students are strongly advised to disregard the film version of the novel due to its gross literary inaccuracy. References to the film version will not be accepted for the course unless specifically requested.

Unit 4 – Media and Rhetoric

Time Allocation: 24 Hours

Unit Description:

Unit 4 captures many of the ideas and themes presented to students throughout the previous three units. However, now the medium has changed. Students will learn to decode the hidden messages and value systems embedded in popular media -from newspapers to music videos- and learn to resist the pressures of the media. The rhetorical tools of the media will be exposed and students will understand what role the three Aristotelian appeals (logos, ethos, and pathos) play in the media they encounter on a daily basis. Students will create a variety of media themselves using the very tools they will learn to identify. This unit asks the following questions: *What is the media? Who creates the media? Whose ideas are being presented to us? How do I know when I have been manipulated? How much of my identity is shaped by the media?*

Units 1-4 and their associated tasks/evaluations are worth 60% of the final mark.

Independent Study – Novel Study

Time Allocation: 14 Hours

Unit Description:

The independent study occupies 14 hours of the course and requires students to tackle a novel (of appropriate reading level and difficulty) with minimal direct teacher intervention. Students will apply what they learn throughout the course to different sections of the Novel Study task. This is an ongoing unit, occurring simultaneously with the other four units of study. Though the bulk of the task is completed during independent study hours, the instructor will be available during that time. There will be scheduled meetings between instructor and student to ensure the proper usage of time and to determine whether or not the student is actively demonstrating curriculum expectations during the Novel Study.

The novel study is worth 10% of the final mark.

Final Assessment Tasks - Oral CP and Final Exam

The final assessment is broken down into two primary components, the Oral CP and the Final Examination, totally 30% of the final grade. Both assessments balance each of the assessment categories - **Thinking, Application, Communication,** and **Knowledge**. Overall, all both cumulative assessments balance the 4 categories (25% each). Both assessments require students to demonstrate their grasp of all units and their respective expectations.

Culminating Oral Project 5%

The Oral CP is designed to fulfil the Oral Communication strand of the English curriculum. This small project will be given near the end of the course and students will be marked primarily for their oral communication skills - their ability to convey upper-level thinking through oral presentation. The task will involve all four units. More details will be made available by the end of the course.

**Students who do not complete the Oral CP may not be awarded an ENG4U credit.

Final Exam: 25%

The Final Exam is a cumulative evaluation that encapsulates the student's learning from the first day of the course until the end. All major themes and ideas discussed will appear on the final exam. The exam will be composed of multiple different parts: multiple choice, short answer, long answer, and close readings.

**Students who do not attend the final examination may not be awarded an ENG4U credit.

Teaching/Learning Strategies

Teacher Led Review	Internet Technologies	Work/Task Sheet	Story Boarding
Peer Practice	Peer Teaching	Home Work	Independent Reading
Independent Study	Note Making	Problem Solving	Electronic Media Research
Work/Task Sheet	Direct Instruction	Think/Pair/Share	Process Notes

Resources used for the course listed in Bibliographical style

Hamid, Mohsin. *The Reluctant Fundamentalist*. Anchor Canada, 2008.

Malkani, Gautam. *Londonstani*. Fourth Estate. 2006.

Miller, Arthur. *Death of a Salesman*. Electronic Series Edition. 1949.

Various newspapers

Various provided essays and short stories

Search engines

Assessment Strategies

Teachers of this course will work collaboratively with colleagues to regularly review course content, instructional strategies and assessment practices, and will make adjustment to the program as needed to improve student achievement.

Late Assignment Policy

Naturally, all of our courses require students to complete several rich-assessment tasks that offer students a chance to demonstrate their total understanding of particular overall and specific expectations as laid out by the Ministry of Education. These assessments will measure the student's proficiency in each of the four categories of achievement: **Thinking, Knowledge, Communication, and Application.**

However, we understand that sometimes situations may arise beyond the student's control that necessitates handing in an assignment late. In such cases, AIA follows a strict protocol:

- First, the student must explain why he or she was unable to finish the assignment on time. Should this reason be medical in nature, he or she must present a doctor's note.
- If the reason is not medical – a family event, a funeral, or other social obligations – students under the age of 18 must bring a signed and dated note from their parents/guardians explaining the situation.
- If the reason is academic in nature – the student feels the task is too difficult, or that he or she does not have the appropriate amount of time based on his or her skill level – the instructor will work with the student to create a schedule wherein parts of the assignment will be due over a wider period of time.
- **If the late assignment is not handed in even after the accommodations made by the instructor, the instructor may choose to apply a late submission penalty at a rate of 2% per day up to a maximum of 25%**
- **Should there be no explanation provided, marks will be deducted from the assignment at a rate of 2% per day up to a maximum of 25%.**
- If assignments are continually being handed in late, and the student is under the age of 18, the instructor will contact the student's parents/guardians and determine a course of action to best accommodate the student's needs.

Please note that deducting marks is an **absolute last resort**. AIA believes that it is imperative for students to understand the need to adhere to deadlines and manage their time efficiently. This is a skill that is absolutely necessary to ensure future success in post-secondary institutions, the workforce, and daily life.

Assessment “For” & “As” Learning:

Assessment involves gathering information about a student's strengths as he or she learns. This information is gathered from a variety of sources to accurately represent his or her grasp of the content discussed. The instructor will provide students with critical feedback and methods by which students can evaluate their own learning strategies as they engage with an idea.

Assessment “Of” Learning:

Evaluation of learning focuses on the student's achievement of the overall expectations. One assessment of learning may include all of the learning categories. Assessment of learning will occur throughout the course and will always be done by the instructor through a variety of assessment tools.

The Final Grade:

The percentage grade represents the quality of the student's overall achievement of expectations for the course and reflects the corresponding achievement as described in the Ontario Ministry of Education achievement chart for ENG4U1. The distribution of marks into a grade is based on the Ministry's assessment and evaluation guide for the course and will reflect the most consistent level of achievement. Comments of the development of learning skills and contributions to the course will be also provided on the report card. Term work will account for 70% of the overall grade and the summative evaluation, a written final exam and Oral CP, will account for 30% of the final grade.

Sample Evaluation Tasks	Assessment For / As (Assessment Type / Assessor)	Assessment Of (Source of Evidence)	Assessment Tool
Essay	-for learning / by student, teacher -as learning / by student, peer, teacher	Final Essay Copy	Rubric, checklist, and marking schemes
Critical Assessments	N/A	End of Unit	Marking Scheme, Rubric
Quizzes	-for learning / by student, teacher	N/A	Marking scheme
Eulogy	-for learning / by student, teacher	Written Copy, Final Performance	Checklist and rubric
Commercial	-for learning / by student, teacher -as learning / by student, peer, teacher	Written Copy, Final Video Product	Rubric, checklist, and marking scheme
Independent inquiry	-for learning / by student, teacher -as learning / by student, peer, teacher	Research or Literary Analysis	Rubric, marking scheme
Group assignment	-for learning / by student, teacher -as learning / by student, peer, teacher	Individual Write-Up, Conversation	Marking scheme, checklist

LEARNING SKILLS

Learning skills are classified into six groups on the report cards.

Learning Skills	Sample Behavior
Responsibility	Completes class work, home work and assignments according to agreed upon time lines. Takes responsibility and manages their own behavior
Organization	Takes responsibility and manages their own behavior Creates and completes work and tasks assigned
Independent Work	Uses class time appropriately Needs minimal supervision and completes tasks and assignments independently
Collaboration	Works well with peers in sharing ideas Shares a positive rapport with teacher and other students
Initiative	Looks forward to new opportunities of Learning, demonstrates curiosity of Learning
Self regulation	Students work independently and ensures tasks are completed on time Preserves and makes effort when responding to challenges

Attendance

Though there is no mark directly assigned to attendance, **students will not be granted a credit if they miss more than 20% of the in-class hours for a course.** Students are reminded that classes at AIA are often condensed and quite lengthy. As such, one class at AIA may equate to roughly 3-4 classes at a day-school. Thus, missing even one class can seriously hinder a student's progress.

Absences must be dealt with the following day and students must present a doctor's note for medical absences or a note from a parent/guardian for other, familial or social reasons for absence. Chronic absenteeism will not be tolerated and students missing too many hours of instruction will be required to make up time outside of the course's regular hours. In such a case, additional fees may be incurred. Should a student fail to attend make-up hours, he or she may be de-enrolled from the course.

Percentage of the Overall Mark	Category	Breakdown of 70%
70% 60% - Ongoing evaluation during the semester: 4 critical assessments, 1 close reading, 1 media analysis, 1 play review, 2 essays 10% - Independent Novel Study	Knowledge/Understanding	25%
	Thinking/Inquiry	25%
	Communication	25%
	Application	25%
Percentage of the Overall Mark	Category	Breakdown of 30%
30% End of course evaluation 5% - Oral Culminating Project 25% - Final Exam	Knowledge/Understanding	25%
	Thinking/Inquiry	25%
	Communication	25%
	Application	25%

Program Planning

Education for Exceptional Students: In planning courses in English studies, teachers should begin by examining both the curriculum expectations for the course and take into account the needs of exceptional students. IEPs provided by day-schools are helpful in determining accommodations, but parents/guardians and students should understand AIA may not be equipped to provide all accommodations.

The Role of Technology in the Curriculum: Information and communications technology provides a range of tools that can significantly extend and enrich teachers' instructional strategies and support students learning English. These tools include multimedia resources, databases and etc. Through internet websites and CD-ROM technology, students can now access primary resources held in museums, libraries, archives and public institutions across the country and around the world. ICT resources allow students to conduct more far-ranging and authentic research than ever before. Applications such as databases, spreadsheets, word processors and presentation software can be used to support various methods of inquiry.

Career Education: The knowledge and skills students acquire in English studies courses will be useful in a variety of careers. For example, the physicians and mechanics operate small business, artists sell their art. Courses in English prepare students for employment in such diverse areas as editing, management, technology, small business, government services, and professional careers. The skills and knowledge that students acquire through English studies courses are essential for a wide range of careers.

Health and Safety: Although health and safety issues are not normally associated with English studies, the school's Health and Safety procedures are reviewed at the beginning of the semester.