

COURSE INFORMATION SHEET

DATE: SEPTEMBER 2008
SECONDARY SCHOOL: IRISH EXPERIENCE 2008
PRINCIPAL: Garry O'Sullivan
TEACHER: Lucy Sytnyk
DEPARTMENT: English



CURRICULUM POLICY DOCUMENT		The Ontario Curriculum: Grade 12 English	
COURSE TITLE	Grade 12 University Preparation English	COURSE CODE	ENG4U
PRE-REQUISITE	Grade 11 Academic English	GRADE & TYPE	Grade 12 Academic
FULL YEAR / SEMESTER	Summer program	CREDIT VALUE	one

COURSE DESCRIPTION
<p>This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse a challenging selection of Irish Literature. Students will apply key concepts and various literary theories to analyse literature. They will write analytical and argumentative essays and a comparative essay for an independent literary research project. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument.</p>

LISTED IN ORDER OF INSTRUCTIONAL DELIVERY		
STRAND / UNIT TITLES	HOURS	OVERALL EXPECTATIONS / UNIT DESCRIPTION
Language Analysis and Literary Criticism	30	<p>This unit examines a wide variety of literary criticism and language analysis. The focus of this unit is the development of student awareness of literary theory through deconstructing challenging fiction and non-fiction texts. Students examine and apply key literary criticisms: Formalism, Structuralism, Feminist, Marxist, Archetypal, and Post-Structuralism. Students are responsible for the planning and presentation of seminars. Through group work responsibilities, students demonstrate a confident and positive sense of self-respect as interdependent team members. As a first step in preparation of the Independent Study, students select a novel or a play to read independently and submit their topic proposal for teacher approval.</p>
Novel Study	30	<p>This unit explores the genre of the novel as a product of its cultural milieu and seeks to understand how a work of literature serves as an effective tool for social commentary. Skills taught include understanding of literary terms, narrative style, as well as, how these techniques enhance meaning. Students discuss the moral dilemmas characters in the novel face and understand the relationship between the character's decisions and the dignity of the individual. Students understand the relationship between social commentary and social change. The students begin to locate secondary sources for their Independent Study.</p>

Drama	25	In this unit, students apply their knowledge of literary genres and theories acquired in Unit 1 to the study of a modern play. Students engage in research to explore the way culture shapes our literature and reinforce their understanding through classroom discussions. Students also write expository or persuasive papers, deconstruct a media product and write a summative test. These tasks require students to consider how playwrights can make social commentary through dialogue and staging. Students consider how social commentary is a reflection of social justice.
Independent Study	25	This unit is ongoing throughout the entire course and it is meant to supplement the other units of study. The students choose a novel or a play to compare to one of the core pieces of literature studied in the program. The literature selected must contain similar themes that students wish to investigate for their Independent Study. Students will utilize the skills they have developed to discern connections between diverse literary works. Through the analysis of social commentary, comparative skills are modelled in the previous units. The students are given time to work in the library to gather sources and information on their author, as well as literary/stylistic devices used in their literary works. Students regularly conference with the teacher to monitor progress. Students submit a comparative literary essay with a works-cited page listing the secondary sources they used. This unit fosters effective communication, as well as time and resource management skills. The summative evaluation of this unit comprises 15% of the final mark.

STUDENT EVALUATION CRITERIA				
TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION – 100%
WRITING ASSIGNMENTS	30	ISU Essay	20	
TESTS/QUIZZES	15	Final Exam	10	
ISU PROCESS	10			
DUBLINERS SEMINAR	5			
POETRY PRESENTATION	5			
IRISH VOICE PRESENTATION	5			
TERM TOTAL	70	FINAL TOTAL	30	

ASSESSMENT FORMAT USED				
WRITTEN		PERFORMANCE		OTHER
Essays		Group Work		Peer Evaluation
Tests		Oral Presentations		Self Evaluation
Quizzes		Seminars		
Journals				
Final Exam				

RESOURCES	
UNIT 1	A selection of Irish short stories including <i>Dubliners</i> by James Joyce
UNIT 2	A selection of Irish poetry including the works of W.B Yeats, Oscar Wilde, Seamus Heaney and Patrick Kavanagh
UNIT 3	<i>The Importance of Being Ernest</i> by Oscar Wilde
UNIT 4	<i>The Dead</i> by James Joyce

POLICIES & PROCEDURES	
NOTEBOOKS:	Students are responsible for maintaining a neat and up-to-date notebook in a three-ringed binder that is organized in sections. It will be used as an aid for tests, assignments, and the culminating activity. Every student must keep a writing folder that contains all of the process writing and final drafts of writing assignments.
STUDENT RESPONSIBILITIES:	<ol style="list-style-type: none"> 1. Students must attend class regularly. Absenteeism for any reason severely affects student performance. 2. Students are responsible for work which is missed due to absence. 3. Homework must be done on a regular basis. 4. A positive contribution to both class discussions and group activities will enhance learning.
PLAGIARISM:	Plagiarised assignments are unacceptable. A student guilty of plagiarism will receive a zero for that assignment.
SUPPLEMENTARY READING	Students will be required to read a variety of materials in order to successfully complete the Independent Study Unit.

LEARNING SKILLS CRITERIA	
IN EACH REPORTING PERIOD, REPORT ON THE QUALITY OF THE LEARNING SKILLS DEMONSTRATED BY THE STUDENT IN EACH OF THE CATEGORIES IDENTIFIED ON THE REPORT CARD USING THE FOLLOWING LETTER SYMBOLS.	
E–EXCELLENT	G–GOOD
S–SATISFACTORY	N–NEEDS IMPROVEMENT
SKILL: WORKS INDEPENDENTLY	
INDICATORS:	
<ul style="list-style-type: none"> • accomplishes tasks independently • accepts responsibility for completing tasks • follows instructions • regularly completes assignments on time and with care • demonstrates self-direction in learning • independently selects, evaluates, and uses appropriate learning materials, resources, and activities 	<ul style="list-style-type: none"> • demonstrates persistence in bringing tasks to completion • uses time effectively • uses prior knowledge and experience to solve problems and make decisions • reflects on learning experiences
SKILL: ORGANIZATION	
INDICATORS:	
<ul style="list-style-type: none"> • organizes work when faced with a number of tasks • devises and follows a coherent plan to complete a task • follows specific steps to reach goals or to make improvements • revises steps and strategies when necessary to achieve a goal 	<ul style="list-style-type: none"> • manages and uses time effectively and creatively • demonstrates ability to organize and manage information • follows an effective process for inquiry and research • uses appropriate information technologies to organize information and tasks
SKILL: INITIATIVE	
INDICATORS:	
<ul style="list-style-type: none"> • seeks out new opportunities for learning • responds to challenges and takes risks • demonstrates interest and curiosity about concepts, objects, events, and resources • seeks necessary and additional information in print, electronic, and media resources • identifies problems to solve, conducts investigations, and generates questions for further inquiry • requires little prompting to complete a task, displaying self-motivation and self-direction 	<ul style="list-style-type: none"> • approaches new learning situations with confidence and a positive attitude • develops original ideas and devises innovative procedures • attempts a variety of learning activities • seeks assistance when needed • uses information technologies in creative ways to improve learning for self or others
SKILL: TEAMWORK	
INDICATORS:	
<ul style="list-style-type: none"> • works willingly and cooperatively with others • shares resources, materials, and equipment with others • responds and is sensitive to the needs and welfare of others • solves problems collaboratively • accepts various roles, including leadership roles • takes responsibility for his or her own share of the work to be done • works to help achieve the goals of the group or the class • helps to motivate others, encouraging them to participate • contributes information and ideas to solve problems and make decisions 	<ul style="list-style-type: none"> • questions the ideas of the group to seek clarification, test thinking, or reach agreement • shows respect for the ideas and opinions of others in the group or class • listens attentively, without interrupting • in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding • recognizes the contribution of group members by means of encouragement, support, or praise • seeks consensus and negotiates agreement before making decisions
SKILL: WORK HABITS/HOMEWORK	
INDICATORS:	
<ul style="list-style-type: none"> • completes homework on time and with care • puts forth consistent effort • follows directions • shows attention to detail • uses materials and equipment effectively 	<ul style="list-style-type: none"> • begins work promptly and uses time effectively • perseveres with complex projects that require sustained effort • applies effective study practices

NOTE: The above chart is a reformatting of the skills identified in the Ministry of Education’s *Guide to the Provincial Report Card, Grades 9 – 12 : Appendix C: pages 27 to 29* .