

REDEEMER CHRISTIAN HIGH

ENGLISH 4 University
Mrs. Lendore

2017-2018

Welcome to English 4U! In this course, we'll be writing, listening, reading and working on other communication skills. Works from various time periods, countries and cultures will be analysed and reports and essays will be written. Opportunity will be given to present information and ideas that are of individual interest, particularly relating to career options. Discerning the viewpoint of authors and comparing them to a Biblical perspective will be an important focus.

Overall Expectations

ORAL COMMUNICATION

By the end of this course, students will:

1. Listen to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. Speak to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. Reflect on Skills and Strategies: 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

By the end of this course, students will:

1. Read for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
2. Understand Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. Read with Fluency: use knowledge of words and cueing systems to read fluently;
4. Reflect on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.
 - read and demonstrate an understanding of complex texts from various time periods, countries, and cultures, with an emphasis on analysing and assessing ideas, themes, concepts, and arguments;
 - demonstrate an understanding of the elements of fiction, drama, poetry, and non-fiction, with an emphasis on plays and essays;
 - analyse the elements of style in a variety of texts and assess their effects.

WRITING

By the end of this course, students will:

1. **Develop and Organize Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. **Use Knowledge of Form and Style:** draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. **Apply Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. **Reflect on Skills and Strategies:** 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.
 - use a range of print and electronic primary and secondary sources to gather and assess information and ideas and to develop and refine topics for writing;
 - select and use writing forms suited to various purposes and audiences, with an emphasis on analytic and argumentative essays and narratives or dramatic scenes
 - use a range of organizational structures and patterns to produce unified, coherent, and effective written work;
 - revise their written work, independently and collaboratively, with a focus on sufficient development of content, coherent organization, clear expression, and effective style;
 - edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

MEDIA STUDIES

By the end of this course, students will:

1. **Understand Media Texts:** demonstrate an understanding of a variety of media texts;
2. **Understand Media Forms, Conventions, and Techniques:** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. **Create Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. **Reflect on Skills and Strategies:** 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.
 - demonstrate an understanding of a variety of media, media theories, and media industry practices by analyzing representations, forms, and techniques in media works and assessing their implications for individuals and society;
 - demonstrate an understanding of the relationships among form, content, purpose, audience and production techniques by designing or creating media works, independently and collaboratively, based on ideas, themes, and issues examined in this course, and assessing their effectiveness.

Additional Redeemer Expectations

- discern the author's viewpoint and understand the Biblical perspective

ASSESSMENT AND EVALUATION

Assessment As, Of, and For Learning

- Assessment *FOR* learning are activities that help you learn course concepts while also informing you and your teacher of how you are progressing in the course – without counting towards your final grade (homework, quiz, observation/discussion, worksheet...).
- Assessment *AS* learning (eg. self and peer assessment) are activities that cause you to reflect on your own (or someone else's) learning, and to act on your thinking to improve your learning (journal, quizzes, rough copies...).
- Assessment *OF* learning is the course work that demonstrates formally what you have learned in the course. This is evaluated by your teacher and will make up 70% of your final grade. (tests, presentations, creative pieces...) Your final exam will be worth 30% and consists of a written exam.

Student work will be assessed and evaluated in the following categories:

Knowledge and Understanding	25%
Thinking and Inquiry	20%
Communication	25%
Application	30%

Unit Titles and Hours

Units	Time Frame (totals 110 hours)
1. Modern Poetry	15 hours
2. Novel: <i>The Tin Flute</i>	15 hours
3. Short Stories	10 hours
3. Novel: <i>Cry, the Beloved Country</i>	15 hours
4. Play: <i>Hamlet</i>	15 hours
5. Essay	15 hours
6. Film Studies	20 hours
7. Review and Exam	5 hours

EXPECTATIONS AND CLASSROOM ROUTINES

1. Each student will have an agenda and a separate binder for this course in class each day, along with required texts and materials.

2. Students will be in their seats and ready to start before the bell rings.

3. Absences and Late Assignments

Talk to the teacher if you know you will be away for a test or wish to negotiate an extension on an assignment. **Tests missed due to illegitimate absence (skipping) will be recorded as zero.** Tests missed due to legitimate absence will be written on the return of the student **during class in Room 214.**

Paper copies of assignments are due at the **beginning of class** on their **due date**. Late assignments will be deducted 10% per day and the student will be assigned to Study Hall until complete.

3. Each day of the week we will have literacy sessions for approximately 15 minutes. The schedule is as follows:

Monday Journal

Tuesday USSR (Uninterrupted Sustained Silent Reading)

Wednesday Writing/revision (hand in Friday piece)

Thursday USSR

Friday Reading original pieces or Coffeehouse

4. On **Thursday, December 14** and **Friday, December 15**, there will be a coffeehouse with all senior English students. Along with all the other students, you will be reading one piece of your writing at the event.

5. Beginning on **Friday, September 22** and continuing on every other Friday, class will involve a number of students presenting material which they have prepared about a topic of interest to them. There may be two or three presentations per student, depending on the number of students in the class.

The first presentation must be related to a possible career choice.

Subsequent presentations may be on any topic approved by the teacher and may include any of the following:

- (a) Scripture reading or memorization: Choose something that is especially meaningful to you and perhaps share why it is so. Make this an opportunity for learning. Don't do something you've worked on before.
- (b) Poem reading or memorization: Again, choose something new. You may use your own poetry.
- (c) Reading: Articles from magazines, newspapers and excerpts from books. You must practice your reading beforehand.
- (d) Arts: This category includes visual arts, dance, drama and music and may include your work and/or the work of others.
- (e) Media products: Video clips, advertisements, movie reviews would be some examples that fit in this group.
- (f) Any other good idea that occurs to you. Let's talk about it.

A copy of the schedule is attached and there will also be one on the bulletin board adjacent to the classroom door. Please list your category next to your name on the schedule on **the Monday prior to your turn**. Please give me an outline of what you will do and a copy of the poem or reading or whatever on the Wednesday **before** presentation .

6. You are responsible for providing evidence of your achievement of the overall expectations of this course according to the required form and within the time frame specified for each assignment. Assignments that do not meet the requirements will have marks deducted or will be returned to the student for proper completion. Assignments that are handed in late will have marks deducted up to the full value of the assignment.
7. You will be assessed in class in terms of Learning Skills and Work Habits. An outline of the areas in which you will be given feed back in class and on your report card is attached.

	<ul style="list-style-type: none"> • Learning Skills and Work Habits 	<ul style="list-style-type: none"> • Sample Behaviours
	<ul style="list-style-type: none"> • Responsibility 	<p>The student:</p> <ul style="list-style-type: none"> • fulfils responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour.
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Organization 	<p>The student:</p> <ul style="list-style-type: none"> • devises and follows a plan and process for completing work and tasks; • establishes priorities and manages time to complete tasks and achieve goals; • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
	<ul style="list-style-type: none"> • Independent Work 	<p>The student:</p> <ul style="list-style-type: none"> • independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision.
	<ul style="list-style-type: none"> • Collaboration 	<p>The student:</p> <ul style="list-style-type: none"> • accepts various roles and an equitable share of work in a group; • responds positively to the ideas, opinions, values, and traditions of others; • builds healthy peer-to-peer relationships through personal and media-assisted interactions; • works with others to resolve conflicts and build consensus to achieve group goals;

		<ul style="list-style-type: none"> • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
	<ul style="list-style-type: none"> • Initiative 	<p>The student:</p> <ul style="list-style-type: none"> • looks for and acts on new ideas and opportunities for learning; • demonstrates the capacity for innovation and a willingness to take risks; • demonstrates curiosity and interest in learning; • approaches new tasks with a positive attitude; • recognizes and advocates appropriately for the rights of self and others.
	<ul style="list-style-type: none"> • Self-regulation 	<p>The student:</p> <ul style="list-style-type: none"> • sets own individual goals and monitors progress towards achieving them; • seeks clarification or assistance when needed; • assesses and reflects critically on own strengths, needs, and interests; • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • perseveres and makes an effort when responding to challenges.

TEXTS AND RESOURCES:

The Tin Flute, Gabrielle Roy

Cry, the Beloved Country, Alan Paton, Scribners, 1948.

Hamlet, William Shakespeare, Signet, 1962

VIDEOS:

Cry, Freedom and /or Cry, the Beloved Country

Hamlet, Mel Gibson

Citizen Kane

Vertigo

Gold Rush

The Untouchables

Run, Lola, Run

COFFEESHOP SCHEDULE

English 12

Date	Student	Type of presentation (specific topic due on Monday; outline on Wednesday)
September 29	Caralynn, Devon, Lauren C., Jason, Leah	Career-related
October 13	Marianna, Karine, Collin, Courtney, Dina	Career-related
November 3	Reuben, Erika, Marysia, Alex, Nicolette	Career-related
November 17	Aiden, Michelle(Career) Caralynn, Devon, Lauren	Various topics
December 1	Jason, Leah, Marianna, Karine, Collin	Various
Wed., Dec. 20	Courtney, Dina, Reuben, Erika, Nicolette	Various
January 5	Marysia, Alex, Aiden, Michelle	Various

Refreshments will be provided by the teacher for the first coffeeshop. Subsequently, the people who presented the previous time will provide refreshments and clean up.

Please make sure your name is on the schedule twice.