

# REDEEMER CHRISTIAN HIGH SCHOOL

Course Syllabus

**ENG2D, Academic English**

Semester 1, 2019-2020

*Mrs. Gilhuis - egilhuis@rchs.on.ca*

## INTRODUCTION

Welcome to Grade 10 English! This semester we'll be talking, writing, listening, viewing and reading in an attempt to better understand each other, ourselves and God. Much of the content of this course is Canadian, so hopefully, we'll also enrich our understanding of our country and of what it means to be Christians in Canada in the Twenty-First Century. One of the prominent themes in this course is the theme of the grace and mercy that is required to survive and thrive in a hostile environment. This theme will be played out in a variety of ways - in the works that you read and write, in discussions, and in assignments. The disparity between the way we'd like things to be and the way they are, and how to bridge that gap, will be explored. It is my prayer as your instructor that we will all be richer in our relationships with each other, with the world around us, and with God at the conclusion of this semester.

## EXPECTATIONS:

1. You will be in your seat and ready to learn before the bell rings. Your books/materials will be open and ready. And, of course, you will be incredibly excited to study excellent English literature!
2. Each class will begin with silent reading and/or a literacy activity. You'll always be required to have the following materials with you and ready to go:
  - Silent Reading book
  - OSSLT workbook
  - Language Power workbook
3. You will always have a book with you to read should (and when) you complete your work before class is finished. Remember, you should ALWAYS have a book with you – NEVER come to class without a silent reading book!
4. You'll always have your homework and assignments completed. Do not leave any belongings behind in the classroom. Everyone will treat everyone else with respect. Group work will be a pleasure because everyone will do more than their share of work and will do it cheerfully! This will be a great year! The Lord has given us this time together. Let each one of us use it to become more disciplined and to live in joy together.
5. Assignments will be submitted to turnitin.com and are due by the time class begins on the day that the assignment is due. If an assignment is late, 10% will be deducted for each day that it is late, you will be sent to study hall until it is complete, and your parents will be contacted to notify them of the missing assignment. Plagiarism is not tolerated as per school policy (see handbook). You must create a student account on turnitin.com and use the following information to sign up for our class:

Class ID - **22084933**

**Password/Enrollment Key: Literature**

**STUDY HELP** - Please do not hesitate to ask for clarification on instructions, concepts, or seek out feedback on your work. This can be done by arranging a meeting time either in person or through email (egilhuis@rchs.on.ca). You may also leave work in the basket on my desk with a clearly marked question and section to be reviewed (ie. your introduction, a body paragraph, etc.). I will do my best to review your chosen section within 24 hours.

## UNITS AND HOURS

1. Writing Skills	5 hours
2. Canadian Poetry	25 hours
3. Short Stories	10 hours
4. Novel Study – <i>Lord of the Flies</i>	30 hours
5. Play Study – <i>Twelfth Night</i>	30 hours
6. ISU – Book Report	5 hours
7. Review and Exam	5 hours

## STUDENT ASSESSMENT AND EVALUATION

Student work in this course will be assessed and evaluated according to the four categories of Knowledge/Understanding, Thinking/Inquiry, Communication, and Application.

Categories	Relative Weights
Knowledge/Understanding	20%
Thinking/Inquiry	25%
Communication	30%
Application	25%

### 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 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 (self and peer assessment, 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.

### EVALUATION BREAKDOWN

<b><u>TERM WORK (70%)</u></b>	
<b><u>UNIT</u></b>	<b>%</b>
<b>WRITING</b>	10
● Canada Essay, Vocab, Grammar, Creative Writing	
<b>POETRY</b>	15
● Era Quests, Test, Creative Poem	
<b>SHORT STORIES</b>	15
● Story Presentations, Test	
<b>LORD OF THE FLIES</b>	15
● Chapter Quests, CSI Presentations, Test	
<b>TWELFTH NIGHT</b>	15
● Scene Presentations, Test	
<b><u>FINAL (30%)</u></b>	
<b>SUMMATIVE - ISU</b>	15
<b>EXAM - Final Exam</b>	15

Evidence of student achievement for evaluation is collected over time from three different sources - observations, conversations, and student products.

## **COURSE OVERALL EXPECTATIONS**

### *ORAL COMMUNICATION*

By the end of this course, students will:

1. Be able to **listen** and take in information in different settings and for different reasons
2. Be able to **speak** to a variety of reasons and to a variety of different audiences
3. Be able to **reflect** on your strengths and as listeners and speakers.

### *READING AND LITERATURE STUDIES*

By the end of this course, students will:

1. Be able to **read** things and understand what they are saying (using a variety of different tricks to do this)
2. Be able to identify neat **style** characteristics in what you are reading
3. Improve in their **vocabulary** so they can read more difficult works
4. Be able to **reflect** on your strengths as readers

### *WRITING*

By the end of this course, students will:

1. Be able to **organize** your ideas before writing
2. Be able to **write** for a variety of different purposes
3. Be able to **improve** your writing through proofreading, revising, and other editing tricks
4. Be able to **reflect** on your strengths as writers

### *MEDIA STUDIES*

By the end of this course, students will:

1. Be able to **discuss** some popular media “texts”
2. Be able to discuss the **differences** between different forms of media, namely poems, short stories, books and movies
3. Be able to **create** your own media texts for different purposes and audiences
4. Be able to **reflect** on yourselves as media consumers and creators

## **ADDITIONAL REDEEMER EXPECTATIONS BY STRAND**

### *LITERATURE STUDIES AND READING:*

1. Be able to **identify** the worldviews, and compare them to the Biblical worldview, of the authors of a variety of texts.

### *WRITING:*

1. Be able to **write** with precision, clarity and creativity using modes of writing that are appropriate to the audience and situation.
2. Be able to **use** language in a trustworthy manner: students will write and say what they mean.
3. Be able to **develop** their own unique style thus developing God’s particular gift of language in them

## **RESOURCES**

### **Textbooks and workbooks:**

*Windows and Mirrors*, Marilyn Chapman, ed.

*The Lord of the Flies*, William Golding

*Twelfth Night*, William Shakespeare

*Language Power Book J*

*Various Canadian Poems*

*Ontario Secondary School Literacy Test Preparation for Students*, Third Edition (Tree House Press)

### **Films:**

“Twelfth Night”; “The Lord of the Flies”; “Flight of the Phoenix”