

ENG2P: Course Syllabus

Redeemer Christian High School
Ms. Visser (avisser@rchs.on.ca)

Semester 1
2020-2021

INTRODUCTION

Welcome to Grade 10 English! This semester we'll be talking, writing, listening, viewing and reading in an attempt to understand better 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.

CLASSROOM ROUTINES AND EXPECTATIONS

1. **Classroom Behaviour:** Our classroom is a community where all of us should feel free to express our thoughts and feelings openly. Respect and consideration for each other are required on the part of each member of the class. To help facilitate this, you will be in your seat and ready to learn before the bell rings. Your silent reading book will be open, and, of course, you will be incredibly excited to study excellent English literature! Remember that you should not speak out without permission and should listen when others are speaking. It is expected that you will be an active and willing participant as an individual, as a partner, and as a group member.
2. **Supplies:** Have a binder with paper, agenda, a pen, a silent reading book and other required class texts in class every day. You should 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!
3. **Absences and Assignments:** The daily agenda will be posted on Edmodo each day if you are absent from class. All assignments will be able to be submitted to Edmodo if you are unable to be in class on the due date.
4. **Literacy Sessions:** Many classes will include a literacy session. This may include the following:
 - a. Silent Reading – you should have a book of your choice with you for every class. You will be keeping a log of your reading choices throughout the semester.
 - b. Vocabulary – you will be provided with words that you should be able to define and use in sentences.
 - c. Grammar – you should bring your Language Power books to class. We will use these to develop our grammar skills.
 - d. Literacy Test Preparation – bring your OSSLT prep books with you to aid us in your preparation for the Literacy Test.
 - e. Creative Writing – you will respond to a prompt from the teacher and practice your writing skills

5. **Work Completion:** 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 you for proper completion**

6. **Dismissal:** The teacher dismisses the class, not the bell. Please stay in your seat and keep listening until the teacher indicates that you may leave.

7. **Learning Skills and Work Habits:** 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 feedback in class and on your report card is attached.

TECHNOLOGY

There are two important online places that we will be regularly using this year.

1. All major assignments will be submitted on Turnitin throughout the semester.
2. Edmodo will be used as an online record of our class. The Daily Agenda, any power points, assignments, and audio resources will be posted here for you to review as needed.

Sign in information:

1. Turnitin.com
 - a. Class ID: 26280842
 - b. Password/Enrollment Key: archibald
2. Edmodo.com
 - a. Class code: gy96qu

UNIT AND EVALUATION BREAKDOWN

	UNIT	EVALUATION BREAKDOWN
TERM (70%)	1. Writing	8%
	2. Canadian Poetry	15%
	3. Novel: <i>Lord of the Flies</i>	15%
	4. Play: <i>Twelfth Night</i>	15%
	5. Canadian Short Stories	7%
	6. ISU: Book Analysis Essay	10%
	7. Summative – Oral Exam	10%
FINAL (30%)	8. Summative – Written Exam	20%

ASSESSMENT AND EVALUATION

Assessment AS, OF, and FOR Learning

- Assessment *FOR* learning activities are ones 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** (most homework, quizzes, observation/discussion, worksheet...).
- Assessment *AS* learning activities are ones 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 activities are the course work items that demonstrate 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 speech and a written exam.

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

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

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

COURSE OVERALL EXPECTATIONS:

Here is a plain-language translation of the curriculum expectations for this course:

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

LEARNING SKILLS**SAMPLE BEHAVIOURS**

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| <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. |
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| <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. |
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| <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. |
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| <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;• shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions. |
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| <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. |
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| <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. |
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