



Glebe Collegiate Institute

English Department

ENG2D: English, Grade 10, Academic

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Glebe Collegiate Institute

Semester 1, Fall 2018
Monday to Friday, Block A, Room 222
Website: <https://sites.google.com/ocdsb.ca/klaide/sem-1-eng2d>

COURSE DESCRIPTION: This course is designed to develop the oral communications, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 11 University English course, which leads to university or college preparation courses in Grade 12.

PREREQUISITES: English, Grade 9, Academic Preparation (ENG1D)

Overall Expectations: By the end of this course, students will:

O - Oral Communication

- 1. Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- 2. Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- 3. Reflecting 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.

R - Reading and Literature Studies

- 1. Reading 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. Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- 3. Reading With Fluency:** use knowledge of words and cueing systems to read fluently;
- 4. Reflecting 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.

W - Writing

- 1. Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
- 2. Using 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. Applying 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. Reflecting 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.

M - Media Studies

- 1. Understanding Media Texts:** demonstrate an understanding of a variety of media texts;
- 2. Understanding 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. Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- 4. Reflecting 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.

REQUIRED TEXTS AND RESOURCES:

- William Shakespeare, *Othello*, Oxford University Press, 1998.
- William Golding, *Lord of the Flies*, Penguin Books, 1952.
- Elie Wiesel, *Night*, Hill and Wang, 2006
- Sherman Alexie, *The Absolutely True Diary of a Part-Time Indian*, Scholastic, 2008

ATTENDANCE AND PUNCTUALITY: Please be in your seat when the clock is at the appointed start time - otherwise you are late. If you are late, do not disrupt the class upon your arrival. If you need to leave class, please wait for an appropriate time, ask permission, then sign out or sign in. Students are not allowed to leave for the first and last 15 minutes of class.

If you are absent, your parent/guardian must notify the school. Please also email your teacher.

If you know you will be absent on an evaluation/presentation day, please inform me ASAP so we can make alternate arrangements.

It is your responsibility to check for missed work, and to arrange for copies of notes from your peers.

COMMUNICATION: Should you need to contact me outside of class time, the best way to do so is via email. However, I am also available before school, during lunch and after school, as well as during Block B, my prep period. Please be aware that emails received after 5pm will be answered the following day, and emails received after 5pm on Fridays will be answered the following Monday.

CELL PHONES, COMPUTERS, AND OTHER ELECTRONIC DEVICES: It is strongly recommended that such devices be turned off during class lectures, discussions as well as during assessments and evaluations such as presentations, tests etc. This is a non-starter for examinations where accessibility is strictly prohibited. Students who fail to adhere to this policy may receive a mark of zero on the class test and/or examination.

FOOD AND DRINK: Food and drinks are permitted in class as long as they do not distract others from learning. Please clean up after yourself when you leave class.

COURSE REQUIREMENTS

Deadlines for all assignments are listed in the course calendar at the end of this syllabus.

Term Work

70 percent

This will include a variety of assessments and evaluations on the course texts, involving all four overall expectations of the course.

Summative Presentation

15 percent

Public Relations Summative- Students deliver a pitch to their classmates on how they would rehabilitate the image of one of the characters from a literary work we read during the semester. They will employ techniques learned throughout the semester to plan and execute the campaign as well as be responsible for explaining the rationale behind their decisions.

Final Exam

15 percent

The final examination will take place on Friday, January 25th, 2019. It will be a two and a half hour exam, during which students will compose an essay using a course text as evidence.

Assessment & Evaluation

In secondary schools, 70% of the final grade will be based on evaluation conducted throughout the course and will incorporate a variety of assessment strategies that are triangulated to include observation, student-teacher conversations, and student products to elicit information about student learning and achievement of the **overall expectations**.

In secondary schools, 30% of the final grade will be based on one or more final evaluation(s) administered at or towards the end of the course under the direct supervision of teachers and/or administration. The evaluation(s) of the achievement of the **overall expectations** will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or (an)other method(s) of evaluation suitable to the course content.

IT IS EXTREMELY IMPORTANT THAT STUDENTS ATTEND AND COMPLETE THE FINAL EVALUATION AT THE END OF THE SEMESTER.

Students will be evaluated using four levels of achievement:

| - Level R + | - Level 1 + | - Level 2 + | - Level 3 + | - Level 4 + |
|--|---|--|---|--|
| 0-16 17-33 34-49 | 50-52 53-56 57-59 | 60-62 63-66 67-69 | 70-72 73-76 77-79 | 80-86 87-94 95-100 |
| Insufficient | Well Below Provincial Standard | Approaching Provincial Standard | Meets Provincial Standard | Surpasses Provincial Standard |
| <ul style="list-style-type: none"> • no evidence • inadequate • below grade level | <ul style="list-style-type: none"> • limited • simplistic • frequently ineffective | <ul style="list-style-type: none"> • adequate • basic • obvious • somewhat effective | <ul style="list-style-type: none"> • considerable • reasonable • appropriate • solid • effective | <ul style="list-style-type: none"> • thorough • insightful • compelling • elegant • sophisticated • masterly |

Students who achieve level 3 or above have met the provincial standard for the course, and are prepared for the next course along the current pathway.

| Glebe Collegiate Institute Assessment and Evaluation Policy Guiding Principles | |
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| <p>As teachers, we:</p> <ol style="list-style-type: none"> 1. Plan content with a clear emphasis on course expectations using the OCDSB Assessment plan; 2. Deliver a range of assessments for, as and of learning opportunities to enable students to identify areas of strength and need; 3. Facilitate accountable talk and provide opportunities for metacognitive reflection so students can set and reach personal goals; 4. Provide rich assessment of learning tasks that empower students and allow them to demonstrate their skills in reading, writing, oral communication and media literacy; 5. Assess in levels using the Ontario Ministry of Education's criterion-based system; 6. Use an evidence record to share assessment data with students. | <p>Students are responsible for:</p> <ol style="list-style-type: none"> 1. Creating a positive learning community where all students feel safe and welcome; 2. Attending class regularly and punctually; 3. Participating and listening actively in class; 4. Completing and submitting their own work; 5. Submitting required assignments on the assigned due date; 6. Demonstrating work of the highest quality based on individual ability; 7. Completing the course requirements. |