

**St. Clair Catholic District School Board
Student Information Sheet**

Grade: **12**
Course Code: **ETS 4U0**
Course Type: **University Preparation**
Credit: **One**
Prerequisite: **ENG 3U0**
School: **Ursuline College**
Department: **English**
Program Head: **Ms. C. Dunn**

Course Description:

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will study a variety of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also investigate critical interpretations and complete an independent study project.

How this course supports the Ontario Catholic Graduate Expectations:

Though the use of the Catholic course profile as well as additional resources (I.C.E. documents) the Ontario Catholic Graduate expectations will be addressed.

How this course supports the competencies of Choices Into Action:

It incorporates all "Areas of Learning", pages 8 – 10 Choices Into Action.

1. Overall Expectations for Student Learning:

The expectations in this course are organized into a single strand.

<ul style="list-style-type: none"> Understanding Texts: read and demonstrate understanding of a variety of literary texts from different countries, cultures and historical time periods
<ul style="list-style-type: none"> Analyzing Texts: respond to and analyse literary texts to develop and extend their understanding of how content, form, and style in combination communicate meaning and enhance a text's effectiveness
<ul style="list-style-type: none"> Critical Literacy: demonstrate an understanding that the perspective of the author, the reader, and the text all influence the reading experience
<ul style="list-style-type: none"> Literary Criticism: use literary criticism to enhance their understanding of literature
<ul style="list-style-type: none"> The Role of Literature in Society: assess the importance of literature as a social and cultural force

2. Expectations: Learning Skills

It is expected that students will also demonstrate the following (this is not intended to be an exhaustive list):

- **Independent working ability**
- **Team work ability**
- **Organizational skills on a daily basis**
- **Strong work habits**
- **Initiative in all areas of the course**

Learning skills will be assessed accurately and rigorously according to criteria which have been clearly communicated to the student and will be reported separately from student achievement of the curriculum expectations.

The student's demonstrated learning skills in each course will be evaluated using the four-point scale (E-excellent, G-Good, S-Satisfactory, N-Needs Improvement) and will be separated from the reporting of academic achievement.

3. Supports For Higher Learning:

Whenever accommodations are made to address student learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications, or alternative Expectations will be outlined in an IEP and will be communicated to parents.

4. Course Breakdown and Assessment and Evaluation Strategies:

Unit	Unit Title/Description	Assessment and Evaluation Strategies	Resources
One			
Two			
Three			
Four			
Five			
Six			
Seven			
Final Evaluation: Culminating Activities			

5. Key Dates, Special Events and Additional Considerations:

6. Teaching/Learning Strategies:

- *Group Work
- *Pairs Activities
- *Whole Class Activities
- *Lectures
- *Discussions
- *Presentations
- *Other

7. Assessment and Evaluation of Student Learning:

Student achievement of the learning expectations will be evaluated according to the following breakdowns:

Category	Evaluation
Knowledge/Understanding	(Term) 20%
Thinking/Inquiry	(Term) 30%
Communication	(Term) 30%
Application	(Term) 20%
Final/Culminating Activities	(Final)
Independent Study Unit	10%
Final Exam	20%

Term: 70%
Final: 10% + 20%
Overall: 100%

8. Additional Resources:

England in Literature

9. School, Department and Classroom Policies:

(Please detach and return.)

To the student and parent(s)/guardian:

We have read and understood this student information sheet.

Course Code:

Student's signature: _____ Date: _____

Parent/Guardian's
Signature: _____ Date: _____

St. Clair Catholic District School Board
Student Information Sheet

Grade: **12**
Course Code: **EWC 4U0**
Course Type: **University Preparation**
Credit: **One**
Prerequisite: **Eng 3U0**
School: **Ursuline College**
Department: **English**
Program Head: **C.Dunn**

Course Description:

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

How this course supports the Ontario Catholic Graduate Expectations:

Though the use of the Catholic course profile as well as additional resources (I.C.E. documents) the Ontario Catholic Graduate expectations will be addressed.

How this course supports the competencies of Choices Into Action:

It incorporates all "Areas of Learning", pages 8 – 10 Choices Into Action.

1. Overall Expectations for Student Learning:

Through this course, students will be expected to demonstrate knowledge, skills and values related to the following strands:

Strand: Investigating the Writer's Craft	Strand: Practicing the Writer's Craft
<ul style="list-style-type: none">analyze and assess how techniques, diction, voice, and style are used in a range of forms of writing to communicate effectively;	<ul style="list-style-type: none">produce writing for a range of purposes and audiences with an emphasis on well-developed content and the effective use of appropriate forms, techniques, diction, voice, and style;
<ul style="list-style-type: none">demonstrate an understanding of how various writers think about and practice the craft of writing.	<ul style="list-style-type: none">assess the effectiveness of their own and others' written work.

2. Expectations: Learning Skills

It is expected that students will also demonstrate the following (this is not intended to be an exhaustive list):

- Independent working ability
- Team work ability
- Organizational skills on a daily basis
- Strong work habits
- Initiative in all areas of the course

Learning skills will be assessed accurately and rigorously according to criteria which have been clearly communicated to the student and will be reported separately from student achievement of the curriculum expectations.

The student's demonstrated learning skills in each course will be evaluated using the four-point scale (E-excellent, G-Good, S-Satisfactory, N-Needs Improvement) and will be separated from the reporting of academic achievement.

3. Supports For Higher Learning:

Whenever accommodations are made to address student learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications, or alternative Expectations will be outlined in an IEP and will be communicated to parents.

4. Course Breakdown and Assessment and Evaluation Strategies:

<i>Unit</i>	<i>Unit Title/Description</i>	<i>Assessment and Evaluation Strategies</i>	<i>Resources</i>
One	The Art and Craft of Writing	* the assessment and evaluation strategies will vary according to choice of resource and focus of unit	
Two	Narration	* the assessment and evaluation strategies will vary according to choice of resource and focus of unit	
Three	Informational Writing	* the assessment and evaluation strategies will vary according to choice of resource and focus of unit	
Four	Persuasion	* the assessment and evaluation strategies will vary according to choice of resource and focus of unit	
Five	Independent Study Unit		
Six			
Seven			
Final Evaluation: Culminating Activities			

5. Key Dates, Special Events and Additional Considerations:

6. Teaching/Learning Strategies:

- * **Group Work**
- * **Pairs Activities**
- * **Whole Class Activities**
- * **Lectures**
- * **Discussions**
- * **Presentations**
- * **Other**

7. Assessment and Evaluation of Student Learning:

Student achievement of the learning expectations will be evaluated according to the following breakdowns:

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Application	(Term) 20%
Final/Culminating Activities	(Final)
Independent Study Unit	10%
Final Exam	20%

Term: 70%
Final: 10% + 20%
Overall: 100%

8. Additional Resources:

The Act of Writing

9. School, Department and Classroom Policies:

(Please detach and return.)

To the student and parent(s)/guardian:

We have read and understood this student information sheet.

Course Code: _____

Student's signature: _____ Date: _____

Parent/Guardian's _____ Date: _____

Signature: _____ Date: _____