



# ENG3U • Grade 11 University English • Syllabus Pickering High School

“Enter to Learn... Go Forth to Serve.”

## Course Description

ENG3U1/3UG – Grade 11, University English

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

## Prerequisites / Recommended Courses

Grade 10 Academic or Gifted English

## Curriculum Structure

Unit 1 – Novella Study

Unit 2 – Critical Inquiry

Unit 3 – Novel Study

Unit 4 – Drama Study

Unit 5 – Essay Unit (Comparative)

## Assessment and Evaluation

Each unit is evaluated on the basis of the following four categories of achievement:

Knowledge/Understanding 15%

Thinking/Inquiry 20%

Communication 20%

Application 15%

Term work will account for 70% of the final grade and will include individual and group assignments (written, visual, multimedia), tests, quizzes, and presentations. The summative evaluation will account for 30% of the final grade and will include an Independent Study Unit (15%) and a final examination (15%).

Learning skills are assessed and reported separately from the curriculum expectations. Each student's performance in the areas of Responsibility; Organization; Independent Work; Collaboration; Initiative; and Self-Regulation will be monitored throughout the semester and reported on the midterm and final report cards.

## Classroom Requirements

Course Text(s): *Frankenstein* by Mary Shelley/*The Scarlet Letter* by Nathaniel Hawthorne  
*The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson  
*Macbeth* by William Shakespeare/*The Crucible* by Arthur Miller

Replacement Costs: Paperback \$20; Hardcover \$30; Textbook \$60

Other: 3-ring binder with dividers and paper, pens, pencils, highlighters, erasers, correction tape, USB stick.

Remind: please download the Remind app or follow teacher instructions to subscribe via text message. When subscribing, use your first and last name ONLY; no initials or nicknames. If already subscribed and you are using initials or nicknames, please change to your first and last names.



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	Evaluation Item	Description	Category	Weight	Due Date
1	Process Assignments	Ongoing formative evaluations for various units. This may include essay process work, quizzes/tests, worksheets, blogs, novel book club, questions, etc.	A	15	TBA
2	Novella Test	Students will demonstrate their knowledge and understanding of the novella in a test.	C	5	Feb. 20, 2019
3	Quizzes	Students will demonstrate their knowledge and understanding of the core texts in a number of quizzes	K/U	8	TBA
4	<i>The Scarlet Letter</i> Test	Using the <i>Frankenstein</i> text, students will write a test on marginalization incorporating a number of paragraphs analyzing a variety of quotations.	C	10	Mar. 19, 2019
5	<i>The Scarlet Letter</i> Multimedia Seminar	In groups, students will research a topic related to the text and present it to the class, incorporating a variety of multimedia. They will complete a process form, that indicates how they have researched and prepared for their <i>Frankenstein</i> Seminar and individually will complete a metacognition piece on the process. Students will also submit seminar note-taking sheets.	T/I	10	Apr. 1-3, 2019
6	Comparative Essay	<b>Using the novella and the play or novel, students will find a common element to analyze and write a formal comparative essay using the A/B setup and MLA formatting. An essay outline and two peer editing and assessments must be submitted. Due date is non-negotiable. Essay must be submitted to TurnItIn.com on the due date.</b>	SUM	15	Apr. 30, 2019
7	Free Choice Reading	Students will read a poem or short story of their choice from a list provided by the instructor and complete an inquiry-based assignment and presentation. Students must receive teacher approval on selected text and assignment.	C	5	May 6-7, 2019
8	<i>Macbeth</i> Test	Using the <i>Macbeth</i> text, students will write a close reading analysis test.	T/I	10	Jun. 4, 2019
9	<i>Macbeth</i> Media Assignment	Students will produce and/or present a media assignment based on their understanding and interpretation of the key concepts of <i>Macbeth</i> .	K/U	7	Jun. 12, 2019
10	Exam	<b>Final Exam: quotation analysis and multiple choice on all three core texts.</b>	EXAM	15	<b>Jun. 18 &amp; 19, 2019</b>

A=Application C=Communication K/U=Knowledge/Understanding T/I=Thinking/Inquiry

Course documents, extra help information, notices, and reminders can be found on my website at [www.topherdavis.com](http://www.topherdavis.com), as well as on Google Classroom.

Assignment Due Dates

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From time to time, students will be required to reflect on specified topics and respond online. **Students will be expected to respond to the specified topic by 23:59 on the Friday night of the week the topic is assigned.**



Since the responses are a matter of opinion, first person is permitted. However, formal literary English must otherwise be used. Comments made by students are open to be responded to by other students, much like an in-class discussion.

Furthermore, due to the medium in which this forum will be held, it is necessary to establish defined parameters of etiquette. Remember that this blog is to be considered a form of educational discourse, where the input and opinions of classmates are to be valued and respected. This is not the appropriate forum for making personal comments toward others. There are to be no disparaging comments, profanity, or immature bickering. It is not acceptable in classroom discussions, and will not be tolerated in the blogs. A grade of zero (0) will be assigned to all parties engaging in such behaviour.

Students may **not** use the blog as a sounding board to write any concerns, questions, or suggestions directly to the teacher. For such items, please use the Email link on the website or speak with the teacher directly.

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## Blog Evaluation Criteria

This is a process assignment, to develop skills that are necessary for any subject or course. Marks will be assigned as levels, from Levels 1 through 4. There will be a deduction for each infraction of any of the following criteria:

- (1) Entry must be posted **before 23:59** on the **Friday** of the week the topic has been initiated. A late submission will result in a **double penalty**, making the maximum achievement possible a Level 2.
- (2) Identity of student (first name and last initial; e.g., Chris D.) in the “Name” field with appropriate capitalization. Please be cognizant of sharing the same first name and last initial as another student in the class and differentiate as necessary.
- (3) Entries must be **150-250 words** in length per topic. Type response in a word processor first to get an accurate word count, then copy-paste it to the site for posting. This is exactly how your comment will be checked for word count. A word count infraction will result in a **double penalty**, making the maximum achievement possible a Level 2.
- (4) Thoughtful response exhibiting **critical/higher order thinking** (asking and answering the hows and whys, and making relevant connections).
- (5) Use of formal academic English (no unnecessary contractions or colloquialisms) that has been spellchecked and reread for errors in language conventions.

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The blog can be found on Google Classroom.

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Student Information

<b>Student Name:</b>			
Birthday:		Home Phone:	
I live with: <input type="checkbox"/> Both parents <input type="checkbox"/> Mom only <input type="checkbox"/> Dad only <input type="checkbox"/> Guardian(s) <input type="checkbox"/> Mom + Stepdad <input type="checkbox"/> Dad + Stepmom <input type="checkbox"/> On my own			
Primary language spoken at home?			Are you school-bussed? <input type="checkbox"/>
<b>Access to Technology (check all that apply)</b>			
At home: <input type="checkbox"/> computer <input type="checkbox"/> laptop <input type="checkbox"/> tablet <input type="checkbox"/> printer <input type="checkbox"/> Internet <input type="checkbox"/> cellphone <input type="checkbox"/> public library			
<b>Guardian 1 Name:</b>		<b>Guardian 2 Name:</b>	
Work Phone:		Work Phone:	
Cell Phone:		Cell Phone:	
Email:		Email:	
Courses	Room #	Teacher	Extracurricular, Out-of-School Activities/Work
P1			In-school: <input type="checkbox"/> Sport <input type="checkbox"/> Club
P2			
P3			Out-of-school: <input type="checkbox"/> Sport <input type="checkbox"/> Club <input type="checkbox"/> Job <input type="checkbox"/> Other
P4			
Previous Mark in This Subject:			Previous Teacher:
Career Goals:			
Strengths		Areas of Need	
Favourite subject:		Least favourite subject:	
Why?:		Why?:	
How do you learn best ( <b>Learning Style</b> )?		How can <b>I help you</b> be <b>successful</b> in this course?	
<input type="checkbox"/> like to present <input type="checkbox"/> like discussions <input type="checkbox"/> know how to review/study <input type="checkbox"/> visual learner <input type="checkbox"/> take notes <input type="checkbox"/> independent learner <input type="checkbox"/> like working with others <input type="checkbox"/> like class time to work on assignments			
What do you hope to learn or get out of this course?			
Other information:			