

London District Catholic School Board
English, College
ENG3C Course Outline

MINISTRY GUIDELINE: The Ontario Curriculum, Grades 11 and 12, English, 2007 Revised
PREREQUISITE: Grade 10 English, Applied
CREDIT VALUE: 1.0

Course Description

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

How This Course Supports the Ontario Catholic School Graduate Expectations

Catholic education's purpose is to gradually develop the required academic skills and expectations within the context of the skills, values, attitudes, and beliefs of our Church. The course aims to assist students in becoming discerning believers; effective communicators; reflective, creative, holistic thinkers; self-directed life-long learners; collaborative contributors; and responsible citizens. Students and the teacher have moments to share ideas, thoughts, feelings, reactions, dreams, hopes, and prayers. Language is the basis for thinking, communication, and learning. It is also a fundamental element of identity and culture.

Overall Course Content: Oral Communication, Reading, Writing, Media Literacy

Ministry curriculum expectations must be met in order to earn this credit.

<http://www.edu.gov.on.ca/eng/curriculum/secondary/english.html>

Teaching Strategies:

A rich variety of reading, writing, language and media activities will be incorporated by each teacher, using strategies including class, collaborative and individual instruction, and reflecting an emphasis on the application of knowledge and skills.

Course Resources:

Students will be provided with a variety of resources, some for in-class use and others to be taken home and brought to class on a regular basis. Resources are costly investments and as such are expected to be used in a respectful manner and returned in the same condition in which they were issued. Lack of student responsibility in this regard may result in a repair or replacement cost to the student and his/her parent/guardian.

Assessment Strategies:

- A wide variety of assessment and evaluation strategies will be used to ensure that students demonstrate their achievement of the curriculum expectations across four categories: Knowledge/Understanding (25%), Thinking (25%), Communication (25%), and Application (25%).
 - Seventy per cent of the final grade will be based on evaluations conducted throughout the course.
 - The remaining thirty percent will be based on a final evaluation in the form of an oral communication task (15%) and an exam (15%). The category weighting factors for this 30% will be the same as those used during the term.
- Should a student miss all or part of the scheduled final evaluation activities, the student will forfeit whatever portion of the thirty percent that was not completed. In extenuating circumstances (e.g., illness, death in the family, etc.) the principal shall determine an alternative resolution for a missed final evaluation.**

Late and/or Missing Summative Assessment Assignments:

Late and/or missed assignments do impact the student's grade. For more detailed information about late and missed assignments and academic misconduct (skipping, cheating, and plagiarism) refer to the Procedure for Dealing with Academic Misconduct and Late and Missing Assignments.

Learning Skills and Work Habits

Skills and work habits such as responsibility, organization, independent work, collaboration, initiative, and self-regulation will be assessed and reported separately from the subject grade. The separate evaluation and reporting of these learning skills reflects their critical role in students' achievement of the curriculum expectations.

Students are expected to: <ul style="list-style-type: none">- attend and be punctual for all classes.- come to class prepared to work.- complete all assignments, readings and homework on time.- catch up on all notes and work missed when absent.- be present for all tests and evaluations (in the case of illness, a Doctor's note may be required).- respect the learning environment.- adhere to the School Computer User Policies and the Board Student Internet Access Agreement.- adhere to Board policy with regard to plagiarism.- adhere to the school dress code.	Parents/Guardians are asked to: <ul style="list-style-type: none">- encourage your son/daughter to take an active part in the life of the school.- encourage him/her to take advantage of opportunities for extra help.- become familiar with the curriculum.- attend school functions and talk to us. <i>Teachers work best when we know the story behind the desk.</i>- encourage your son/daughter to take an active interest in current events and issues. Offer him/her opportunities to question and reflect on what is happening in the world. <p><i>"Parents have an important role to play in supporting student learning. Studies show that students perform better in school if their parents or guardians are involved in their education."</i></p> <p>Ministry of Education</p>
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I have read and carefully considered the expectations of me as a student. I agree to adhere to these expectations.

Student _____ **Date** _____

I have discussed the contents of this course outline with my son/daughter and understand what is expected of us.

Parent _____ **Date** _____