

ETS4U
Course Outline: Fall 2013
Leaside H.S.: T.D.S.B.

Developed Using: [Ontario Curriculum Grade 11 and 12: English](#)

For: Leaside English: L. Wood--Curriculum Leader

By: D. Jones

Mr. Jones' course materials can be found at:

<http://jonesj david.com/ETS4ULEaside/>

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 analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.

Prerequisite: ENG3U

Credit Value: One Credit

Overall Expectations

By the end of this course, students will:

1. Understanding Texts: read and demonstrate an understanding of a variety of literary texts from different countries, cultures, and historical periods;
2. Analysing 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;
3. Critical Literacy: demonstrate an understanding that the perspective of the author, the reader, and the text all influence the reading experience;
4. Literary Criticism: use literary criticism to enhance their understanding of literature;
5. The Role of Literature in Society: assess the importance of literature as a social and cultural force.

Projected Timeline and Tentative Assignments

Unit or Course Element	Description and Approximate Time Allotted	Evaluation Items (Tests, Assignments, Presentations etc.)	Approximate Due Dates For Evaluated Items
Course Intro/Unit 1	<p>Why The Essay? Establishing course goals, and expectations (Establishing a Focus/Why Theory?)</p> <p>Reading: David Wallace’ “Tense Present” and parts of Cervantes’ <i>Don Quixote</i>,</p> <p>Theme Focus: Introducing the “Flaneur”</p>	Two Diagnostic Assignments (not included in mark)	Week 1-2
Unit 2	<p>Literary Theory and Its Relationship to the Text</p> <p>Reading: Assorted Online Theory Texts, <i>Babar</i></p>	<p>Groups Theory Presentation</p> <p>Theory Blog Posting</p> <p>Reading Comp Quizzes</p> <p>Theory Summary and Sample Analysis</p>	<p>Week 2-3</p> <p>Week 3-4</p> <p>Week 4</p>
Unit 3	<p>Application 1: Synchronic Analysis (One Text at One Time)</p> <p>Reading: <i>Heart of Darkness</i></p> <p>Theme Focus: The Victorian, Colonial Flaneur</p>	<p>Group Analytical Discussion</p> <p>Blog: Strengths and Weaknesses</p> <p>Reading Com Quizzes</p> <p>Summative In-Class: Analysis, Response</p>	<p>Week 5</p> <p>Week 6</p>

Unt 4	Application 2, Diachronic (Developments Over time)	Short Work Presentation	Week 7-8
	Reading: Raymond Chandler, Agatha Christie, Dashiell Hammett, Sara Paretsky	Blog: Outline and Explanation (Your Text)	Week 9
	Theme Focus: The Modern Flaneur...the detective.	Hub Analysis Presentation In-Class Development Discussion: Pt 1	

Unit 5	Application 3: Other Media—How Does Theory Still Apply?	Terminology Illustration (Presentation and Posting)	Week 9-11
	Using: “The Maltese Falcon,” David Lynch’s “Twin Peaks,” “Murder She Wrote” and others	In-Class: Explanatory Overview— Analyzing Media Narratives	Week 11
	Theme Focus: Post-Modern Flaneur—the troubled waters of Good Guy/Bad Guy narratives	In-Class Development Discussion: Pt 2	Week 11-12

I.S.U./ Culminating Discussion	Independent Study: Post Modern Readers, Texts, and Problems, and the Future	Final Presentation	Week 12-15
	Reading: Various Contemporary Novels Theme Focus: What will the Flaneur become/walk into next? How will “reading” change?	Blog Responses (Will Be Needed For Exam) Exam	

Learning Skills:

See those sections on “How Assessment And Evaluation Works” pp. 17-18 of your agenda

Academic Honesty: Plagiarism, Cheating and Consequences

See those sections in the student agenda (on pp. 18 and 19 of your agenda)

In this course the best mechanism for avoiding problems with plagiarism includes making sure that you attend class, and then completing drafts/formative assignments as required. Time will often be provided for the development of drafts and formative work in class. Attending and developing/providing formative assignment components as required and in a timely manner will help avoid a situation where plagiarism might occur.

Assessment Of and For Learning

Assessment Types

The primary purpose of assessment and evaluation is to improve student learning.

Assessment for learning is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of **assessment for learning**, teachers provide students with feedback that guides their efforts towards improvement.

Assessment for Learning in this class will include feedback provided on drafts, and cyclical development in the case of presentations (feedback on the first presentation is provided to improve the second, the second helps develop toward the third etc). Major written assignments will often include an in-class drafting process. After receiving feedback students are given the opportunity to further develop projects before submitting them for evaluation.

Assessment of learning refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the final mark assigned will take the form of a percentage grade. Items used to evaluate assessment of learning are those listed as “Evaluation Items” in the unit descriptions shown above.

Achievement chart:

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating student achievement, and relates student achievement to a percentage grade as follows:

Percentage Grade Range	Achievement Level	Summary Description
80–100%	Level 4	A very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard.
70–79%	Level 3	A high level of achievement. Achievement is <i>at</i> the provincial standard.
60–69%	Level 2	A moderate level of achievement. Achievement is <i>below, but approaching</i> , the provincial standard.
50–59%	Level 1	A passable level of achievement. Achievement is <i>below</i> the provincial standard.
Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.

Level 3 (70–79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course.

Students are evaluated according to strands in English. In this course students will be evaluated as follows:

Reading	Writing	Oral Communication	Media Studies
30%	30%	20%	20%

Evaluations conducted throughout a course will provide 70% of the course mark. Culminating projects and the exam will provide the remaining 30% for the final mark.

Due Dates/Missed Assignments:

See those sections in the student agenda (on pp. 20-22 of your agenda)

Written assignments are to be handed in at the beginning of the period on the day on which they are due. All assignments must be handed personally to the subject teacher to ensure inclusion in the final mark. Based on the school-wide policy, all students will not be penalized for their first late assignment, but second and subsequent late assignments will be penalized with a deduction of 10%. Once a teacher has marked a particular assignment and returned it to the class, late assignments will no longer be accepted and the student will receive a zero.

Performance-based assignments must be presented during the time allotted to a specific student or group. If a student or group fails to perform during the allotted time the opportunity for assessment or evaluation will be forfeited and no other opportunity will be provided. If an absence is unavoidable, advance arrangements must be made with the teacher. Absence from school for field trips, sporting events, etc. does not alter the due date of any assignment. Illness may only be taken into consideration when a doctor's certificate, indicating the specific reason for the absence, is presented.

Communication:

Extra Help: I am almost always available after school either in the English office, our classroom —Room 308—or, for this semester, the library.

I will also answers politely phrased questions that are e-mailed to me at the address shown below (Note the "3" in the address. If you don't include it your message will go to a head caretaker at an elementary school. This guy is good about forwarding your messages along to me...but time does get lost in this process).

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