



The Bishop Strachan School  
Department Name: English

**Course Title: English-AP**

**Grade Level: 11**

**Ministry Course Code: ENG3UI**

Teacher's Name: Annette Chiu, Catherine Pfaff

Developed by: Jodi Rice

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Developed from: The Ontario Curriculum Grade 11 and 12 English, 2007

Texts: *Pocket Style Manual*, by Diana Hacker

*50 Essays*, 2<sup>nd</sup> ed., Samuel Cohen, ed.

*Antigone*, by Sophocles

*Othello*, by William Shakespeare

*Open Arms* or *Good to a Fault* by Marina Endicott

*Nineteen Eighty-Four*, by George Orwell

selected essays and other materials from *The Language of Composition*

(Shea/Scanlon/Aufses), *Frames of Mind* (DiYanni/Hoy), *Everyday*

*Use* (Roskelly, Jolliffe), *Everything's An Argument*

(Lunsford/Ruszkiewicz), newspapers and periodicals, and online

sources

novels and non-fiction books selected for independent study

Prerequisite: ENG2D, English, Gr. 10 Academic

Credits: 1.0

Length: 110 hours

## Course Description/Rationale

This course emphasizes the development of literacy, critical and creative thinking skills and communication skills necessary for success in academic and daily life. Students will analyse challenging texts (literary and non-fiction) from various periods as well as a range of informational and graphic texts; conduct research and analyse the information gathered; write expository, persuasive and literary essays; analyse the relationship among media forms, audiences, and media industry practices; 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. AP-related focuses include rhetorical analysis, synthesis and documentation of sources, and argumentation.

## Overall Curriculum Expectations

### Oral Communication (O)

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.

### Reading & Literature Studies (R)

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.

### Writing (W)

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 of the writing process.

### Media Studies (M)

- 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.

## Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total
1. Finding Your Voice	22				22
2. Power and the Art of Discourse	38	3.5 (theatre performance and workshop)		3 (discussion board)	44.5
3. Literature and the "Real World"	15	2.5 Hill Speaker			17.5
4. The Citizen Rhetor / Summative	23				23
5. Mock Exam and AP Exam			3 (Mock AP Exam)  3 (AP Exam optional but recommended)		3 (6 with option)
<b>Total</b>	<b>98</b>	<b>6</b> (optional 1.5 hour author workshop)	<b>3</b> (6 with option)	<b>3</b>	<b>110</b> (114.5 with all options)*

\* options are strongly encouraged as part of the enrichment offered by this course

## Unit Descriptions

### Unit 1 – Finding Your Voice – Non-Fiction

**Essential question:** *How do speakers and writers use different means to create their voices?*

This unit focuses on non-fiction (graphic and literary memoir, essay), with an emphasis on the intricate connection between language, meaning, and personal identity. Active participation in the class discussions of this relationship is key. In order to prepare them to write the AP Language exam in May, students learn to identify, analyse, and use rhetorical devices within the various texts studied. Speeches are also examined, as a form of “oral essay.” Writing instruction aims to help students hone their own skills in various types of expository writing.

### Unit 2 – Power and the Art of Discourse – Drama and Satire

**Essential question:** *How do speakers and writers use language to shape and manipulate opinions of others?*

Drama and discourse are featured in this unit, through studies of the plays *Antigone* and *Othello*. Students engage with the dramatic texts through a focus on discourse analysis to explore characterization and major themes. Complementary non-fiction texts give students an appreciation of context and a means with which to take a more critical approach to the texts. Using the skills of close reading, they will analyse selected passages for connections between language and meaning; this exercise is direct preparation for the rhetorical analysis portion of the AP Language exam. As part of the AP focus on rhetoric and logic, students examine the methods of persuasion used by characters in these plays, as well as the power dynamics created by these interactions. They examine rhetorical devices in historical speeches, and create and deliver persuasive speeches of their own. Students also study satirical texts such as Swift’s “A Modest Proposal” in order to understand satire’s role in social and political discourse. Students write persuasive pieces such as speeches and satirical social criticism, and are encouraged to read additional satirical texts outside class time.

**Of special note in 2009-2010:** Students will be attending a performance of *Antigone* at the Young Centre for the Performing Arts (Soulpepper) in Oct. 2009 and participating in an actor-led workshop.

### Unit 3 – Literature and the “Real World” – The Novel and Media

**Essential question:** *How does literature reflect people’s relationships in personal and societal spheres?*

George Orwell’s novel *Nineteen Eighty-Four* is the core text studied in this unit, along with other, supplementary novels on a similar dystopian theme, chosen from a list by the students. Students will also read Orwell’s essay “Politics and the English Language,” examining the author’s strong stand on how language shapes our thinking. Students will examine the novel with this perspective in mind. Students will also examine the novel’s themes of power and discuss the significance of its message in the context of contemporary times. Classroom discussions are extended in the form of structured online discussion boards where students must respond concisely to argumentative prompts sparked by key moments in the novel, and synthesize ideas from the novel with non-fiction pieces determined by the students’ own interests in related topics and themes. Making connections with current events and world issues, students will write an argumentative paper inspired by their major non-fiction text that synthesizes information researched from a variety of newspapers and periodicals, including visual material such as charts, graphs, and political cartoons. The analysis of such visual material and evaluation of sources are important skills developed in this unit, in preparation for the synthesis portion of the AP exam. A short independent research/synthesis piece based on the students’ choices of a dystopic novel completes the evaluation of this unit. **Of special note in 2009-2010:** In Feb. 2010, the Canadian author Marina Endicott will be visiting the

school. Students will read from a choice of her novels and attend a lecture/reading by the author. They will also have the opportunity to take part in author-led writing workshops.

#### Unit 4 – The Citizen Rhetor

**Essential question:** *How can we use what we've learned to contribute to our society's discourse?*

Pulling together ideas from several major assignments throughout the year (major non-fiction text, dystopic novel(s), periodical research), students will identify a problematic aspect of contemporary society that they consider important and develop a proposal for a solution or approach that addresses this issue, taking on the role of “citizen rhetor” – an involved and articulate world citizen capable of entering intelligently into discourse about current issues. They will deliver their proposal in the form of a polished presentation based on their research. The final presentation functions as 50% of their summative.

#### Unit 5 – Mock Exam and AP Exam

In preparation for the external AP Language exam in May/June, students write a mock exam that evaluates their ability to read closely and to analyse carefully a number of prose passages. As a result, students do not write an exam during the official examination period of the school. After the exam, students continue to work on their summative assignment, completing their research and presentation based on this work. Final presentations take place during the school's June summative period.

### Teaching/Learning Strategies

<input type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Brainstorming	<input checked="" type="checkbox"/> Group critique
<input type="checkbox"/> Demonstration	<input checked="" type="checkbox"/> Group work	
<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Committee	<input checked="" type="checkbox"/> Self analysis
<input checked="" type="checkbox"/> Structured discussion	<input checked="" type="checkbox"/> Debate	<input checked="" type="checkbox"/> Peer analysis
<input checked="" type="checkbox"/> Practical exercise	<input checked="" type="checkbox"/> Forum	<input type="checkbox"/> Tutor analysis
<input type="checkbox"/> Drill	<input checked="" type="checkbox"/> Panel	<input checked="" type="checkbox"/> Teacher analysis
	<input checked="" type="checkbox"/> Seminar	<input checked="" type="checkbox"/> Field trip
<input type="checkbox"/> Role play	<input type="checkbox"/> Symposium	<input type="checkbox"/> Game
<input type="checkbox"/> Algorithm	<input type="checkbox"/> Listening team	<input checked="" type="checkbox"/> Independent study
<input checked="" type="checkbox"/> Discovery	<input checked="" type="checkbox"/> Research project	
<input checked="" type="checkbox"/> Conference	<input type="checkbox"/> Workshop	
<input type="checkbox"/> Interview		

### Assessment/Evaluation Strategies

Paper and Pencil	Performance Methods	Personal Communication	Other
Tests	Projects	Conferences	Teacher anecdotal records
Work sheets	Portfolios	Classroom discussion	Rubrics
Writing tasks	Presentations	Seminars	Checklists
Multiple-choice exercises	Essays	Self evaluation	
Examinations	Journals	Peer evaluation	

## Assessment/Evaluation

**Seventy per cent (70%)** of the final grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' *most consistent level of achievement* throughout this course, although special consideration should be given to the more recent evidence of achievement.

**Thirty per cent (30%)** of the final grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories (see below), and that achievement of particular expectations is considered within the appropriate categories. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are:

- Knowledge and Understanding (20-30%)
- Thinking (20-30%)
- Communication (20-30%)
- Application (20-30%)

Type of Assessment	Unit Title/Length	Overall Expectations (see pg 2)	Assessment Strategies
<b>70%</b>	1. Finding Your Voice (Sept-Oct)	O1-3 R1-4 W1-4	Periodicals journal (ongoing / formative)
			Writing self-reflection (formative)
			Round Table (summer reading – formative)
			Annotation test
			Expository essay portfolio
	2. Power and the Art of Discourse (Oct-Feb)	O1-3 R1-4 W1-4	Persuasive writing
			Oral speech presentation
			Scene study
			Discourse analysis
	3. Literature and the “Real World” (Feb-Mar)	R1-4 W1-4 M1-4	Discussion boards
Independent dystopia study			
Synthesis project			

	4. The Citizen Rhetor (Apr-May)		
<b>30%</b>	Exam & Summative	Exam – R1-3; W1-3	Mock AP Exam
		Summative - R1; W1 O1-3	Research
			Collaborative Presentation

## Course Resources

- *Pocket Style Manual*, 5<sup>th</sup> edition, by Diana Hacker (Bedford/St Martins Press, 1999) and associated support website <http://dianahacker.com/pocket/>
- *50 Essays: A Portable Anthology*, by Samuel Cohen (Bedford/St Martins, 2003) and associated companion site <http://bedfordstmartins.com/50essays/>
- *Antigone*, by Sophocles (recommended edition trans. Robert Fagles, Penguin, 2000)
- *Othello*, by William Shakespeare (recommended edition Oxford School Shakespeare, Oxford UP, 2002)
- *Good to a Fault and Open Arms* by Marina Endicott
- *Nineteen Eighty-Four*, by George Orwell
- *Teaching Nonfiction in AP English: A Guide to Accompany 50 Essays* by Renee Shea and Lawrence Scanlon (Bedford/St Martins, 2004)
- *The Language of Composition* by Renée Shea, Lawrence Scanlon and Robin Aufses
- *Frames of Mind* by Robert DiYanni and Pat Hoy (Heinle, 2004) and associated CD-ROM
- *Everyday Use* by Hepzibah Roskelly and David Jolliffe (Longman, 2004), students' and teachers' editions
- *Everything's An Argument* by Andrea Lunsford and John Ruskiewicz
- newspapers and periodicals
- online sources as needed and relevant

**Achievement Chart – English, Grades 9–12**

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Knowledge and Understanding</b> <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
<b>The student:</b>				
Knowledge of content (e.g., forms of text, reading and writing strategies, information)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
<b>Thinking</b> <i>The use of critical and creative thinking skills and/or processes</i>				
<b>The student:</b>				
Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, integrating, synthesizing, evaluating, forming conclusions)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
<b>Communication</b> <i>The conveying of meaning through various forms</i>				
<b>The student:</b>				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

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<b>Communication (cont.)</b>				
<b>The student:</b>				
Communication for different audiences and purposes (e.g., to inform, to express an opinion) in oral, visual, and written forms, including media forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., grammar, spelling, punctuation, style, usage), vocabulary, and terminology of the discipline in oral, visual, and written forms, including media forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
<b>Application</b> <i>The use of knowledge and skills to make connections within and between various contexts</i>				
<b>The student:</b>				
Application of knowledge and skills (e.g., concepts, strategies, processes) in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, strategies, processes) to new contexts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., within the discipline; between disciplines; between personal experience and the world outside school)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness