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| © | **Independent Reading Program & Final Examination**  Classic & Canadian Novels - ENG 4U0 | Cawthra Park Secondary School  2014-2015 |

*Last updated February 2015*

The "Independent Reading Program" is an ongoing unit throughout the semester. It includes four summative assessments that form the foundation work for the final examination in this course.

You will select and read two 'independent study' novels during the semester. For each novel you will complete a reader's journal (2 entries), an annotation of a single photocopied page (see Matthew D. Brown's essay "I'll Have Mine Annotated Please"), and a graphic organizer that makes connections between your text and the works/materials/ideas we discuss in class.

**Part 1 - Canadian Fiction** Oral Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Written Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Select a novel written by a Canadian and published after 1975. Be sure to have your selection approved by your teacher PRIOR to beginning your study. Unlike the classic fiction text, you MUST ensure that the Canadian novel you select HAS BEEN SHORTLISTED for a major literary award (Governor General's, Booker, Giller, Canada Reads, etc.).

* Complete two journal entries as you read (one entry before you reach the half-way point; and one entry after you have finished).
* Photocopy a single page (choose this page wisely, you want to have plenty to write about) and annotate the page as outlined in Matthew D. Brown's essay "I'll Have Mine Annotated Please".
* A graphic organizer that clearly shows that you are making connections between the works/materials/ideas that we are studying during class and the independent novel you are studying on your own.

**Part 2 - Classic Fiction** Oral Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Written Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your teacher will review with you the traits of classic fiction. Based on this criteria, select a novel written prior to 1975 and have your selection approved by your teacher PRIOR to beginning your study.

It may be a good idea, but is not required, to select a text that has been short listed for a major literary award (Pulitzer, Nobel, Commonwealth Writer's Prize, Hugo, etc.).

* Complete two journal entries as you read (one entry before you reach the half-way point; and one entry after you have finished).
* Photocopy a single page (choose this page wisely, you want to have plenty to write about) and annotate the page as outlined in Matthew D. Brown's essay "I'll Have Mine Annotated Please".
* A graphic organizer that clearly shows that you are making connections between the works/materials/ideas that we are studying during class and the independent novel you are studying on your own.

Your teacher will explain in greater detail how to successfully complete each written component. It is extremely important that you follow instructions carefully. If any expectations remain unclear be sure to ask for clarification well in advance of the due dates.

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| **Performance Criteria for the two Oral Packages** |  |
| **Knowledge & Understanding** |  |
| * identifies the most important ideas and supporting details in complex and challenging texts | R 1 2 3 4- 4 4+ |
| * identifies a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the texts | R 1 2 3 4- 4 4+ |
| **Thinking & Inquiry** |  |
| * analyses texts in terms of the information, ideas, issues, and themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements | R 1 2 3 4- 4 4+ |
| **Communication** |  |
| * uses speaking skills and strategies appropriately to communicate with an audience | R 1 2 3 4- 4 4+ |
| * listens in order to understand and responds to questions appropriately | R 1 2 3 4- 4 4+ |
| **Application** |  |
| * communicates in a clear, coherent manner, using a structure and style effective for the purpose | R 1 2 3 4- 4 4+ |
| * uses the most appropriate words, phrases, and terminology, and a variety of stylistic devices, to communicate their meaning in a compelling way * identify a variety of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help them read more effectively | R 1 2 3 4- 4 4+  R 1 2 3 4- 4 4+ |
| **Performance Criteria for the two Written Packages** |  |
| **Knowledge & Understanding** |  |
| * identifies the most important ideas and supporting details in complex and challenging texts | R 1 2 3 4- 4 4+ |
| * demonstrates insight into their strengths and weaknesses as readers, and practises the strategies they found most helpful when reading particularly challenging texts to enhance their reading skills | R 1 2 3 4- 4 4+ |
| **Thinking & Inquiry** |  |
| * selects and uses the most appropriate reading comprehension strategies to understand complex and challenging texts | R 1 2 3 4- 4 4+ |
| * identifies and analyses the perspectives and/or biases evident in complex and challenging texts, commenting with understanding and increasing insight on any questions they may raise about beliefs, values, identity, and power | R 1 2 3 4- 4 4+ |
| **Communication** |  |
| * makes and explains inferences of increasing subtlety and insight about complex and challenging texts, supporting their explanations with well-chosen stated and implied ideas from the texts | R 1 2 3 4- 4 4+ |
| * writes complete sentences that communicate their meaning clearly and effectively, skilfully varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions between ideas | R 1 2 3 4- 4 4+ |
| **Application** |  |
| * extends understanding of complex and challenging texts, by making rich and increasingly insightful connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them | R 1 2 3 4- 4 4+ |
| * identify a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of texts | R 1 2 3 4- 4 4+ |

**When preparing your oral and written submissions, use these rubrics like checklists to be sure that you have included multiple demonstrations of each of the required skills.**

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Your final exam mark (30%) is divided between two tasks: an essay outline (10%), written in the last week of classes; and a formal essay (20%) written during the formal examination period (2.0 hrs).

Given your understanding of the traits of the Classic Novel, in a carefully crafted literary essay, explain how your modern Canadian novel will **or** will not become a work of classic fiction. Be sure to include and explain relevant examples from both texts and to cite your sources correctly.

Your teacher will provide you with a blank outline sheet so that you can plan your essay well in advance.

Review your interview-notes and written-package-notes as you prepare.

**Remember:** you will not be able to keep your borrowed library materials for the entire semester. Library circulation ends in early June. You already know the exam question — take your notes accordingly.

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| **Performance Criteria for the Outline (10%)** |  | Marks |
| **Knowledge & Understanding** |  | /15 |
| * demonstrates an understanding of formal literary essay style and organization (including, but not limited to, the use of transition phrases and linking words, logical progression of arguments, an engaging introduction, and a thoughtful conclusion) | R 1 2 3 4- 4 4+ |
| * identifies and provides examples of the most important ideas and aspects of both Classic and Canadian fiction | R 1 2 3 4- 4 4+ |
| **Thinking & Inquiry** |  | /25 |
| * generates, gathers, and organizes ideas and information to write a formal literary essay | R 1 2 3 4- 4 4+ |
| **Communication** |  | /20 |
| * organizes and revises writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the formal literary essay to ensure fluent communication of ideas | R 1 2 3 4- 4 4+ |
| **Application** |  | /10 |
| * uses editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present work effectively | R 1 2 3 4- 4 4+ |
|  | Total | /70 |

**Review the evaluation criteria for both the Essay Outline and the  
Final Essay before you begin to write either. Be sure you include multiple demonstrations of each of the required skills.**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Given your understanding of the traits of the Classic Novel, in a carefully crafted literary essay, explain how your modern Canadian novel will **or** will not become a work of classic fiction. Be sure to include and explain relevant examples from both texts and to cite your sources correctly.

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| **Performance Criteria for the Final Essay (20%)** |  | Marks |
| **Knowledge & Understanding** |  | /15 |
| * Knowledge of content (e.g., forms of text; strategies used when reading, writing, and viewing and representing; elements of style; literary terminology, concepts, and theories; language conventions) | R 1 2 3 4- 4 4+ |
| * Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, and themes) | R 1 2 3 4- 4 4+ |
| **Thinking & Inquiry** |  | /25 |
| * Use of processing skills (e.g., drawing inferences, interpreting, analysing, synthesizing, and evaluating) | R 1 2 3 4- 4 4+ |
| * Use of critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process) | R 1 2 3 4- 4 4+ |
| **Communication** |  | /20 |
| * Expression and organization of ideas and information (e.g., clear expression, logical organization) in written forms | R 1 2 3 4- 4 4+ |
| * Communication for the appropriate audience and purpose (e.g., use of appropriate style, voice, point of view) in a formal, literary essay | R 1 2 3 4- 4 4+ |
| * Use of conventions (e.g., grammar, spelling, punctuation, usage), vocabulary, and terminology of the discipline in literary essay form | R 1 2 3 4- 4 4+ |
| **Application** |  | /10 |
| * Making connections within and between various contexts (e.g., between the text and personal knowledge and experience, other texts, and the world outside school) | R 1 2 3 4- 4 4+ |
|  | Total | /70 |

Notes: