INSTITUTE OF CANADIAN EDUCATION

Course Title: English, Grade 11, University Preparation (ENG3U)
Course Name: English
Course Code: ENG3U
Grade: 11
Course Type: University Preparation
Credit Value: 1.0
Prerequisite: English, Grade 10, Academic ENG2D
Curriculum Policy Document: English, The Ontario Curriculum, Grades 11 and 12 (2007, Revised); Growing Success (2010); Learning for All (2013)
Course Developer: Institute of Canadian Education
Department: English
Head of Department: Ali Khan
Development Date: 2025
Most Recent Revision Date: August 2026

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 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.

Unit Overview

Unit	Unit Titles and Descriptions	Time
1	Short Stories – Students analyze short stories to explore theme, characterization, setting, conflict, point of view, and author's purpose. They develop reading comprehension, literary analysis, and written communication skills using textual evidence.	25 hrs
2	Nonfiction – Students examine nonfiction texts, including articles, essays, speeches, and media texts. They evaluate ideas, purpose, audience, bias, and persuasive techniques while developing critical reading, research, and analytical writing skills.	25 hrs
Midterm	Midterm Assessment – Students demonstrate their understanding of the concepts, skills, and learning expectations covered in Units 1 and 2 through a midterm assessment.	2 hrs
3	Drama – Students study dramatic texts to analyze character development, conflict, dialogue, themes, and dramatic techniques. They develop interpretive, critical-thinking, speaking, listening, and written communication skills through textual analysis and discussion.	25 hrs
4	Novel Study – Students engage in an in-depth study of a novel, analyzing theme, characterization, setting, narrative perspective, symbolism, and author's purpose. They support interpretations with textual evidence and demonstrate their learning through literary analysis, formal essay writing, and related activities.	30 hrs
5	Final Exam – Students demonstrate their overall understanding of course concepts and skills through a final examination.	3 hrs
Total		110 hrs

Overall Curriculum Expectations

Oral Communication

• Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
• Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
• 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 and Literature Studies
• Read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
• Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
• Use knowledge of words and cueing systems to read fluently;
• reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Writing
• Generate, gather, and organize ideas and information to write for an intended purpose and audience;
• Draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
• Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
• Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Media Studies
• Demonstrate an understanding of a variety of media texts;
• Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
• Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
• 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.

Assessment

Students will be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of the Achievement Chart. Progress will be monitored on an on-going basis using a variety of assessment tools, including written work, formal testing, quizzes, teacher-student communication, discussion boards and chat rooms.

ASSESSMENT ACTIVITIES

- Homework assignments
- Individual conferences
- Discussion forums
- Diagnostic tests and writing tasks
- Journals and blogs
- Outlining and planning sheets
- Graphic organizers

- Editing checklists
- Reflections
- Oral presentations and active listening
- Creative writing
- Reading comprehension activities
- Literary analysis
- Essay writing
- Quizzes, tests, and exams
- Culminating activities

Final Grade

The final grade will be determined as follows (in accordance with Ministry of Education standards):

Term Work Based on evaluations conducted throughout the course.	65%
Final Evaluation A final evaluation in the form of a written exam.	25%
Attendance and Participation	10%

Final Examination Breakdown

- 25% written exam
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ATTENDANCE POLICY

Regular attendance and active engagement are important for student success. Attendance and participation are monitored through the school's Learning Management System (LMS).
All online credit courses at ICE are designed to meet or exceed the **minimum 110 hours of instructional time** required for a credit course.

Online instructional time and engagement are monitored through:

- **LMS Engagement:** Students are expected to log in regularly and actively participate in online learning activities. LMS activity records are used to monitor engagement.
- **Biweekly Check-Ins:** Students complete a brief check-in every two weeks to review their progress and engagement. Additional support may be provided when concerns are identified.
- **Post-Unit Quizzes:** Short formative quizzes are completed at the end of each unit to monitor student progress and pacing.
- **Discussion Forums:** Students participate in required unit discussions and peer activities. Participation is monitored based on completion and engagement.

Students are responsible for maintaining regular participation and completing required learning activities within the course schedule.

EVALUATION MODEL – 10% TOTAL ATTENDANCE AND ENGAGEMENT WEIGHT

Component	Weight	Quantifiable Metric	Criteria
Biweekly Check-In	3%	Completed every two weeks	Students completes the required check-in within the scheduled time frame.
Post-Unit Formative Quiz	4%	Completed after each unit	Student completes the formative quiz by the assigned deadline.
Discussion Forum Participation	3%	Required posts and responses	Student submits the required original response and completes assigned peer responses.

Required Software, Equipment, and Textbooks

Required Textbooks and Resources

- Ontario Grade 11 English textbook aligned with The Ontario Curriculum, Grades 11 and 12
- MLA Handbook
- Teacher-provided literary selections and writing guides

Digital Resources and Software

- Google Drive or equivalent
- Internet access
- Microsoft Office Suite or equivalent

Teacher Considerations

- Assistive technology where appropriate
- Flexible demonstration of learning formats
- IEP accommodations and modifications
- Emphasis on academic integrity and digital citizenship

CONSIDERATIONS FOR PROGRAM PLANNING

Students with Special Education Needs

- Use differentiated instruction and universal design for learning.
- Provide step-by-step instructions and additional support as needed.
- Allow extra time for assignments and assessments where appropriate.
- Provide graphic organizers and writing templates.
- Offer alternative ways to demonstrate learning, including oral responses.

English Language Learners

- Provide clear instructions and explanations of new vocabulary.
- Use visual aids and examples to support understanding.
- Allow additional time for reading and writing tasks where appropriate.
- Provide opportunities for language development and practice.
- Encourage participation in discussions and collaborative activities.

The Role of Technology

- Use digital tools and multimedia resources to support learning.
- Encourage the use of word-processing and editing tools.
- Provide access to online learning materials and resources.
- Use technology to support research, writing, presentations, and communication.

Accommodations

- Provide accommodations based on identified student needs and relevant assessment information.
- Adapt teaching strategies, instructional materials, and assessment methods as appropriate.
- Provide reading materials in advance when needed.
- Allow the use of assistive technology and support with note-taking.
- Provide enrichment opportunities for students who require additional challenges.

Tips for Success

Welcome to ENG3U: English!

This course will strengthen your reading, writing, critical thinking, research, and communication skills while helping you analyze literature, media, and real-world texts from diverse perspectives.

To succeed:

- Check announcements, calendars, and course messages regularly
- Ask questions early—especially before assignments, essays, and presentations
- Review reading strategies, writing skills, grammar, and literary terms consistently
- Read texts carefully and practise responding using evidence and proper MLA format

- Use teacher feedback to improve your writing, speaking, and media work
- Plan for **1–2 hours of focused study per day**, including reading, drafting, revising, and preparing for assessments

Staying organized, engaged, and proactive will help you succeed in **ENG3U** and prepare you for Grade 12 English and postsecondary pathways in university studies.