

ENG4U  
2017/2018

## ENG4U Summative: Independent Study Unit

Each student is required to read a novel independently, write a response, and complete a creative project related to the novel.

### ENGLISH 4U INDEPENDENT STUDY UNIT BOOK LIST

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<i>The Perks of Being a Wallflower</i>	Stephen Chbosky
<i>One Flew Over the Cuckoo's Nest</i>	Ken Kesey
<i>Brave New World</i>	Aldous Huxley
<i>The Glass Castle (Memoir)</i>	Jeanette Walls
<i>The Memory Keeper's Daughter</i>	Kim Edwards
<i>Fall on Your Knees</i>	Anne Marie MacDonald
<i>The Guernsey Literary and Potato Peel Society</i>	Mary Ann Shaffer and Annie Barrows
<i>A Thousand Splendid Suns</i>	Khalid Hosseini
<i>The Birth House</i>	Ami McKay
<i>Kit's Law</i>	Donna Morrissey
<i>The Help</i>	Kathryn Stockett
<i>Sarah's Key</i>	Tatiana De Rosnay
<i>The Forgotten Garden</i>	Kate Morton
<i>Frankenstein</i>	Mary Shelley
<i>The Sweetness at the Bottom of the Pie</i>	Alan Bradley
<i>Crow Lake</i>	Mary Lawson
<i>The Book Thief</i>	Markus Zusak
<i>Heart of Darkness</i>	Joseph Conrad
<i>The Road</i>	Cormac McCarthy
<i>Secret Daughter</i>	Shilpi Somaya Gowda
<i>Catcher in the Rye</i>	JD Salinger
<i>The Girl on The Train</i>	Paula Hawkins

\*\* Some of the above pieces of literature are mature in content. Students can always read a choice of a classic should the content not be approved by a parent.

**All novels must be completed by January 8th, 2018.**

## **Evaluations**

### **Part 1- Student-Teacher Conference**

Upon completing your novel, you will meet with me to discuss and demonstrate that you have read your novel and understood various elements/issues in the text (Genre, Character Development, Symbolism, Imagery, Setting Features, Style of Writing, Theme, Mood and Atmosphere etc.)

These meetings will take place from: **Tuesday January 9th, 2018 - Friday January 12th during lunch, and will be 10 minutes max.**

### **Part 2- Oral Presentation**

You will be required to complete the tasks below and present your information to class in a 10-15 minute presentation. Please begin your presentation with a brief summary of your novel.

#### **Task: Real World Connection - Article**

\* Identify a theme expressed in your novel and find an article (from the internet, newspaper or magazine) that connects to this theme. Your presentation of the article must highlight its key points (summary) and explain the connection between these real world events/experiences and the text of your choice. Remember that you are focusing on a common theme between the novel and your article. These highlights should be visible to the class through some form of visual medium. Please DO NOT simply display or hand out the entire article for the class to read.

### **Part 3: Decoding Media Task (to be handed in; this is not a part of your presentation)**

\***Part 1:** Pick one character from your novel. To show your understanding of the character, go through several magazines/newspapers/online sources looking for **ONE** advertisement of goods and/or services you think your character would like (they may be print ads or videos). Do not make up advertisements; find existing ones. For the advertisement, explain why the product/service being sold would appeal to your character. Evidence to support your choices should result in a thorough analysis/show a thorough understanding of your character.

#### **\*Part 2:** DECODE your advertisement

- a) Analyse the codes and conventions of the advertisement (you must discuss concepts within the "media literacy" powerpoint/handout given to you on Jan. 8/18.
- b) Analyze the values and beliefs that are represented about any **THREE** of the following:
  - Inclusion/ability
  - Identity
  - Nationalism
  - Race
  - Gender
  - Power

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

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

Rubric

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge &amp; Understanding</b> Conference: demonstration/understanding of themes, plot, and characters	Demonstrates limited knowledge and understanding of content	Demonstrates some knowledge and understanding of content	Demonstrates considerable knowledge and understanding of content	Demonstrates thorough knowledge and understanding of content
<b>Thinking</b> Critical and creative thinking; of chosen media advertisement for Part 3	Uses critical and creative thinking skills with a limited degree of effectiveness	Uses critical and creative thinking skills with some effectiveness	Uses critical and creative thinking skills with considerable effectiveness	Uses critical and creative thinking skills with a high degree of effectiveness
<b>Communication</b> Oral communication skills (organization, gestures, tone of voice, visuals, etc.); presentation and clarity of Part 2 Tasks	Communicates with a limited degree of effectiveness	Communicates with some effectiveness	Communicates with considerable effectiveness	Communicates with a high degree of effectiveness
<b>Application</b> Connections and decoding of Part 3 media task	Decodes media piece with a limited degree of effectiveness	Decodes media piece with some effectiveness	Decodes media piece with considerable effectiveness	Decodes media piece with a high degree of effectiveness

Total:

Comments: