Literary Studies 12

Course Outline

Trudy Davis

NOTE: This course does not satisfy the Language Arts 12 graduation requirement. Literary Studies 12 is an elective that you can add to your course load, but you will need **English Studies 12** in order to graduate.
If you're not sure about this, please contact your academic advisor.

Course Overview

Literary Studies 12 allows students to delve more deeply into literature through increasingly complex texts. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time:

- increase their literacy skills through close reading of appropriately challenging texts
- enhance their development of the English Language Arts curricular competencies, both expressive and receptive
- expand their development as educated global citizens
- develop balance and broaden their understanding of themselves and the world
- further refine higher-level thinking and learning skills

Course Content/Materials

The focus of this course is to explore our world through writings from international authors, today's current events, and our own experiences and understanding of the world around us. Students will explore how various types of writing, such as poetry, short stories, plays, news articles, as well as our own stories can help us to better understand the world we live in.

Most units contain three assignments based on the **past** and the **present** with **personal** responses about one or both of the past and present topics:

- The **Past** assignments are pieces of literature written by famous and exemplary authors from around the world.
- The **Present** assignments are based on current events. Remember that these are articles written for the public to read, but be wary of automatically believing them to be absolutely true. Whenever you read a newspaper, watch the news, read articles on the Internet, etc. you should do further research. You don't always have to take what is said or written at face value. I would like to believe, though, that the information I've given

in these assignments are as correct as they can be. Still – think carefully about what you read and ask yourself and others questions that you may have.

- The **Personal** assignments are written or oral responses to the theme of the unit.

Getting help

I am happy to work with students via email, phone, and face-to-face, when possible. The best way to reach me is through email.   Students are expected to provide meaningful, thoughtful, and mature/appropriate responses in their work. Communication with me should be the same, and they should expect the same from me.

Evaluation

As with any language arts course, content is important, but so are written conventions. Marks are deducted for mechanical errors (punctuation, word usage, sentence structure) in all types of assignments. Although I don't take many marks off, I still expect students to show that they know and can use the rules of English in their writing.

Assignments are marked using rubrics and other formats that are included in the assignments or on the assignment page. I type comments, suggestions, and other pertinent information on the returned assignment to help students better understand the material. I also highlight errors that students should be able to fix on their own based on previous English courses. Students are permitted to revise most assignments (except tests and the mid-term exam) *once* for a better mark. I will take the higher mark.

Invigilation

There is one time in the course when the student will need to do their work in front of an invigilator. We have EBUS-approved invigilators on the map provided in the course. A week's notice is generally needed to arrange for invigilation, and students must give permission for me to share contact information with the invigilator so that they can confirm times and dates with the student.

Format

Unit #	Focus of Unit	Number of Assignments, Questionnaires, or Exams	Weighting of work in unit (some units are worth more of the overall mark)	Suggested time to complete the unit*
1	Communication	1 assignment 1 questionnaire	5%	1 week
2	Family First	3 assignments	11%	3 weeks – 1 week per assignment
3	Fantasy and Imagination	3 assignments	11%	3 weeks
4	Values and Beliefs	3 assignments	11%	3 weeks
5	Literary Essay	1 assignment	10%	1 week
6	Mid-term Exam	1 invigilated exam	10%	1 **day**
7	Youth and Age	3 assignments	11%	3 weeks

8	The Natural World	3 assignments	11%	3 weeks
9	The Individual and Society	3 assignments	11%	3 weeks
10	Putting It All Together	1 assignment	8%	1 week
11	Course Survey	1 questionnaire	1%	1 **day**
	Totals:	**24**	**100%**	**Approx. 22 weeks = 5.5 months**

*Suggested times are averages. The time it takes a student to complete an assignment varies *greatly*, and I can't really predict with any accuracy. If the student wishes to complete the course within the typical 5-month timeline, however, they should use the table above as a guide.

When students are not meeting the learning outcomes/ falling behind

When students fall behind the expected pace or plan, parents and students will be contacted via an emailed "inactivity report". If deemed necessary, contact with the student's home school may also occur to help determine a solution.

Students are expected to let me know when they are struggling with course content. In response, I will provide appropriate help or strategies to support learning. I will also provide feedback on course work to support learning and help students improve.

Students falling behind in a manner where it does not appear that they will complete the course within a year will be sent reminder emails. Without a response or renewed efforts in the course, the student may be assigned an F or withdrawn. Should they begin actively working in the course, the student may be given an alternate completion date after discussions with me.

Student Expectations

- ⬜ Adhere to the EBUS Academic Integrity Policy
- ⬜ Contact your teacher when help is needed
- ⬜ Review feedback from assignments and tests
- ⬜ Work to complete the course in a timely manner
- ⬜ Communicate respectively
- ⬜ Review progress reports

Informal Reporting

Progress Reports will also be sent to students and parents regularly - typically every two weeks.

Contacting Me

Because I am working part-time, the best way to reach me is by email (tdavis@sd91.bc.ca). You can also call during my office hours: Mondays (8:30 am – 3:30 pm); Tuesdays, Wednesdays, and Thursdays (8:30 am – 12:00 pm).

Learning Standards	
Curricular Competencies	**Content**

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	Students are expected to know the following:
Comprehend and connect (reading, listening, viewing) • Read for enjoyment and to achieve personal goals • Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Understand the diversity within and across First Peoples societies as represented in texts • Understand the influence of **land/place** in First Peoples and other Canadian texts • Use information for diverse purposes and from a variety of sources • Evaluate the **relevance**, accuracy, and **reliability** of texts • Select and apply appropriate **strategies** in a **variety of contexts** to comprehend written, oral, visual, and **multimodal texts**, to guide inquiry, and to transform thinking • Understand and appreciate how different forms, formats, structures, and **features of texts** reflect a variety of purposes, audiences, and messages • Think critically, creatively, and **reflectively** to analyze ideas within, between, and beyond texts • Recognize and analyze personal, social, cultural contexts, values, and perspectives in texts, including culture, gender, sexual orientation, and socio-economic status • Appreciate and understand how language constructs personal, social, and cultural identities	**Text forms and genres** **Appropriation and reclamation of voice** **The evolution of language** **Text features and structures** • form, function, and genre of texts • features and structures of First Peoples texts • **narrative structures found in First Peoples texts** • **protocols related to the ownership of First Peoples oral texts** **Strategies and processes** • multimodal writing strategies • metacognitive strategies • writing processes • reading strategies • oral language strategies **Language features, structures, and conventions** • elements of style • usage and conventions • citation techniques • literary elements and devices
Curricular Competencies	*Content*
• *Construct meaningful personal connections between self, text, and world* • *Analyze how text structures, literary elements, techniques, and devices enhance and shape meaning and impact* • *Recognize an increasing range of text structures and understand how they contribute to meaning*	

• *Discern nuances in the meanings of words, considering social, political, historical, and literary contexts* *Create and communicate (writing, speaking, representing)* • *Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and transform thinking* • *Respond to text in personal, creative, and critical ways* • *Select and apply appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes* • *Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences* • *Express and support an opinion with evidence to achieve purpose* • *Reflect on, assess, and refine texts to improve clarity, effectiveness, and impact* • *Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context* • *Use acknowledgements and citations to recognize intellectual property rights* • *Transform ideas and information to create original texts, using various genres, forms, structures, and styles*	