Literary Studies 12 Honours Course Outline

**Ms. Nelson**

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**Curriculum:**

Welcome to English Studies 12. This semester we will be working with the B.C. Curriculum that has been redesigned using both Core and Curricular Competencies.

To ensure the development of an educated society, government is responsible for providing all youth with the opportunity to obtain high-quality education. To that end, British Columbia’s schools assist in developing citizens who:

* Are thoughtful and able to learn and to think critically, and can communicate
* Information from a broad knowledge base
* Are creative, flexible, and self-motivated and have a positive self-image
* Are capable of making independent decisions
* Are skilled and able to contribute to society generally, including the world of work
* Are productive, gain satisfaction through achievement, and strive for physical well-being
* Are co-operative, principled, and respectful of others regardless of differences
* Are aware of the rights of the individual and are prepared to exercise the responsibilities of the individual within the family, the community, Canada, and the world

The redesigned curriculum captures these qualities, both implicitly and explicitly, in the core and curricular competencies. The concept of the educated citizen will continue to guide educational decisions for years to come, ensuring that students across the province are supported and that future generations of British Columbians are empowered by their school experience ***Source: BC Ministry of Educations Website***

By the end of the semester, as a student you will be able to achieve these skills. The skills are

broken down into Reading goals and Writing goals.

**English Studies 12: The Big Ideas**

* The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others and the world.
* People understand text differently depending on their worldviews and perspectives.
* Texts are socially, culturally, geographically and historically constructed.
* Language shapes ideas and influences others.
* Use efficient strategies for locating, recording, and organizing research information from a variety of sources.
* Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual and multimodal texts to guide inquiry and to extend thinking.
* Use acknowledge and citations to recognize intellectual property rights
* Think critically, creatively, and reflectively to analyze ideas within, between and beyond texts.

**Curricular Competencies: Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:**

**Comprehend and connect (reading, listening, viewing)**

* Read for enjoyment and to achieve personal goals
* Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
* Recognize the diversity within and across First Peoples societies as represented in texts
* Recognize 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 extend 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 identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors
* Appreciate and understand how language constructs personal, social, and cultural identities
* Construct meaningful personal connections between self, text, and world
* Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact
* Recognize an increasing range of text structures and how they contribute to meaning
* Identify bias, contradictions, distortions, and omissions

**Create and communicate (writing, speaking, representing)**

* Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking
* Respond to text in personal, creative, and critical ways
* Demonstrate 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
* Assess and refine texts to improve their 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

**Content**

***Students are expected to know the following****:*

-Text forms and genres

-Reconciliation in Canada

-Text features and structures

* form, function, and genre of texts
* elements of visual/graphic texts
* narrative structures found in First Peoples texts
* protocols related to the ownership of First Peoples oral texts
* the legal status of First Peoples oral tradition in Canada

**Strategies and processes**

* reading strategies
* oral language strategies
* metacognitive strategies
* writing processes
* presentation techniques
* multimodal reading strategies

**Language features, structures, and conventions**

* elements of style
* usage and conventions
* citation techniques
* literary elements and devices

# Materials and Units

Students will be working on their own, in small groups, and with the whole class on a variety of topics and subjects. The following are some of the materials or units that may be done during the course:

* Short Stories
* Novel Study
* Poetry
* Public speaking/Debates/presentations
* Compositions and Writing Skills
* Play Unit
* Non-Fiction

# Due Dates, Attendance and Assessment

All assignments have due dates. If a due date is impossible to meet, it is the student’s responsibility to discuss it with the instructor prior to the due date.

Prompt attendance is mandatory. All missed assignments are due on the student’s return to school. Student progress will be continually assessed.

**Classroom**

Students are expected to demonstrate respect, acceptance and dignity for each other. The learning environment should be comfortable for everyone and students must accept one another as unique and individual learners. Students are expected to be:

* Punctual and in the classroom at the designated time
* Prepared with all the necessary materials (textbook, binder, pen, etc)
* Productive and use their time effectively
* Respectful of the physical environment of the classroom (writing on desks, garbage etc.)

# Academic Dishonesty and Plagiarism

Plagiarism is to take or use the thoughts, writings, or inventions of another and present them as your own. The following are examples of academic dishonesty or plagiarism:

* Failure to cite or document quoted or paraphrased material from another source
* Submitting as one’s original work essays, presentations, or assignments which were purchased or otherwise acquired from another source
* Cheating on an examination by either sharing material, use of unauthorized course notes or any aids not approved by the teacher
* Submitting identical or virtually identical assignments unless authorized by the teacher.

## Source: SFU Academic Dishonesty Policy

**Evaluation:**

Your final mark for Literary Studies 12 will be based on tests, quizzes, writing assignments, oral communication skills, portfolios, projects, and group assignments.