

COURSE INFORMATION SHEET

DATE:
SECONDARY SCHOOL: BISHOP ALLEN ACADEMY
DEPARTMENT HEAD:
TEACHER:
DEPARTMENT: ENGLISH



CURRICULUM POLICY DOCUMENT		The Ontario Curriculum, Gr. 11 & 12 English 2000	
COURSE TITLE	Grade 12 Studies in Literature	COURSE CODE	ETS 4U1
PRE-REQUISITE	Grade 11 University English	GRADE & TYPE	12 University
FULL YEAR / SEMESTER	Semester One	CREDIT VALUE	1.0

COURSE DESCRIPTION
<p>This course is for students with a special interest in literature and literary criticism and interpretation. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.</p>

LISTED IN ORDER OF INSTRUCTIONAL DELIVERY		
STRAND / UNIT TITLES	HOURS	OVERALL EXPECTATIONS / UNIT DESCRIPTION
UNIT 1 Overview: Schools of Thought and You	5	This unit briefly introduces a variety of literary schools of thought, such as Formalism (New Criticism), Reader Response Theory, Deconstructionism, Marxism, Feminism(s), Mythopoeic criticism, Postcolonialism, and Psychoanalytic. Students take on a persona through which they analyse a short fiction piece. As a diagnostic activity, they write a paragraph analysing a second short fiction piece using a different literary lens. Students will be required to work in groups and conduct seminars on a short piece of fiction. Finally, they engage in a class discussion on what literature is.
UNIT 2 The Mosaic of Literature	25	This unit introduces students to the Formalist, Reader Response, and Deconstructionist approaches to literature. Students select one of these schools of literary thought and explore it further through research and a presentation. Some activities include a pre-writing exercise followed by a round table discussion, journal entries, minor research, and a brief essay. In the culminating activity, students design a mosaic representing the literature and media work studied that is reflective of one of the schools of literary thought, and present a rationale of their interpretation. Expectations are grouped to create an environment where students can analyse and write independently, as well as collaborate and create with their peers.

UNIT 3: MYTHOPOEIC CRITICISM	20	<p>This unit introduces students to a variety of archetypes from various sources (e.g., myth, fable, fairy tale, and scripture). Students are encouraged to keep a journal of their reactions and responses to sources; journal entries should explore archetypal representations in sources used. As a pre-reading activity, students discuss familiar stories to recognize the role of archetypes in their cultural experience. Students begin to read a novel one week ahead of this unit in preparation for a discussion of archetypes within the novel. Essay excerpts from Karl Jung and Northrop Frye provide further preparation for writing an analytical essay.</p>
UNIT 4: FEMINISM AND MARXISM: VOICES	20	<p>Students explore issues of power and how they are addressed through narrative. Students gain an understanding of the means by which positions of power or powerlessness reveal themselves in text. They investigate language and its construction as a means of understanding positions of power. The culminating activity focuses on assembling a collection of objects symbolic of the characters in the text and their relative status.</p>
UNIT 5: MARGINALIZED VOICES: DISCOURSE	20	<p>This unit introduces students to marginalized voices. Through exploration of a variety of literary works and/or media, students apply their skills and knowledge to one of these critical theories. While developing problem solving, group dynamics, and accountability skills, the students debate the retention or the removal of a controversial piece of literature. Students are expected to plan and organize their thinking into a logical and cohesive debate. After the debate, students assess the strengths and weaknesses of their peers and their own performances.</p>

UNIT 6:		
ADVOCATING A VOICE	20	<p>THIS CULMINATING UNIT IS THE INDEPENDENT STUDY WHEREIN STUDENTS REINFORCE THE CRITICAL-THINKING, ANALYTICAL, PRESENTATION, AND WRITING SKILLS THEY HAVE ALREADY DEMONSTRATED IN THE PRECEDING UNITS. THE FINAL PRODUCT HAS TWO TASKS: AN ANALYTICAL ESSAY AND A CREATIVE PRESENTATION. STUDENTS CHOOSE AND READ A PLAY OR A NOVEL AND A POEM OR SHORT STORY OR NON-FICTION PIECE AND WRITE AN ANALYTICAL ESSAY THAT APPLIES THE SCHOOL(S) OF THOUGHT TO WHICH THE STUDENT FEELS THE GREATEST CONNECTION. STUDENTS ARE ENCOURAGED TO BLEND THE SCHOOLS OF THOUGHT INTO A FRAMEWORK THAT WORKS THE BEST FOR THEM AND PRODUCE A CREATIVE MULTI MEDIA PRESENTATION.</p>

STUDENT EVALUATION CRITERIA					
TERM – 70%			FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION – 100%
10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40			RELATIVE EMPHASIS / WEIGHTING		TERM TOTAL + FINAL TOTAL = REPORT CARD MARK
KNOWLEDGE/UNDERSTANDING	15		ISP	10	
INQUIRY/THINKING	25		FINAL EXAM	20	
COMMUNICATION	15				
APPLICATION	15				
TERM TOTAL	70		FINAL TOTAL	30	

ASSESSMENT FORMAT USED					
WRITTEN		PERFORMANCE		OTHER	
Prose Analysis		Group Seminars		Unit Tests	
In-class Essay		Literary Circles		Reading Quizzes	
Comparative Essay					
Poetry Analysis					
Annotated Bibliography					
Reflection Papers					

POLICIES & PROCEDURES	
ATTENDANCE AND STUDENT RESPONSIBILITY	<ul style="list-style-type: none"> ❖ Good attendance is essential for success. Absenteeism, for any reason, adversely affects a student’s learning. ❖ Students are responsible for maintaining a neat and up-to-date notebook in a three-ringed binder that is organized in sections. This will be used as an aid for tests, assignments and examinations. ❖ Every student must maintain a writing folder that contains all process writing and final drafts of writing assignments. ❖ Students are expected to make a positive contribution to both class discussions and group activities in order to enhance their learning. ❖ Homework is an important and necessary part of the learning process and MUST be completed on a regular basis. ❖ Students who are absent are responsible for acquiring any notes, handouts, assignments or due dates distributed during an absence. ❖ Students who are absent for a presentation or test must submit a parental note on the day of their return to class. ❖ Students must be prepared to complete the missed assignment/test of the day of return. ❖ Rescheduling of any missed conferences is at the discretion of the teacher. ❖ No assignments will be accepted for evaluation after the last day of classes in the semester. ❖ Additional assistance is available on request or at the insistence of the teacher.
LATE POLICIES	<ul style="list-style-type: none"> ❖ There will be a deduction of 3% per day late (including weekends) to the lowest point within the grade range given to the assignment. ❖ No assignment will be accepted once the class set has been graded and returned.
PROCESS	<ul style="list-style-type: none"> ❖ Process marks for all assignments are given for the quality of the process. ❖ Any assignment submitted without process work will not be graded and will receive a mark of zero. ❖ Process work is to be submitted with the assignment on the due date. ❖ A second, printed copy of an assignment is not considered rough work – hand editing must be evident. ❖ Highlighted, pre-printed notes are not considered rough work. ❖ For assignments with mandatory conferences, an

	incomplete conference will result in a mark of zero.
ACADEMIC DISHONESTY	<ul style="list-style-type: none"> ❖ Plagiarism is a serious academic offence that will result in a mark of zero for the assignment. ❖ Any primary or secondary source material that is not documented correctly can be interpreted as plagiarism. This includes portions of or entire essays downloaded from the Internet, a sentence that is too close to the original source and not put in quotations, paraphrased material that is not documented, and submission of another student's work as one's own. ❖ Students are expected to adhere to the MLA system of referencing. ❖ The onus is on the student to prove that a questionable assignment is, in fact, his/her own and proper process work aids in eliminating doubt. ❖ Students who are unfamiliar with the rules against plagiarism should consult their teacher or the Teacher-Librarian.
RECORD KEEPING	<ul style="list-style-type: none"> ❖ Students are expected to submit a photocopy of all formal assignments. These are to be kept on file in the English Department.
TEXTBOOKS	<ul style="list-style-type: none"> ❖ Students are expected to return books in the condition in which they were distributed. The student must pay for any lost or damaged books.
PARENT-TEACHER CONTACTS	<ul style="list-style-type: none"> ❖ Parent-Teacher Interviews take place in November and April. ❖ Telephone contacts with parents will be made as required.
	<ul style="list-style-type: none"> ❖ For further information on Policies and Procedures, refer to the Bishop Allen Academy Student Agenda.

LEARNING SKILLS CRITERIA	
IN EACH REPORTING PERIOD, REPORT ON THE QUALITY OF THE LEARNING SKILLS DEMONSTRATED BY THE STUDENT IN EACH OF THE CATEGORIES IDENTIFIED ON THE REPORT CARD USING THE FOLLOWING LETTER SYMBOLS.	
E–EXCELLENT	G–GOOD
S–SATISFACTORY	N–NEEDS IMPROVEMENT
SKILL: WORKS INDEPENDENTLY	
INDICATORS:	
<ul style="list-style-type: none"> • accomplishes tasks independently • accepts responsibility for completing tasks • follows instructions • regularly completes assignments on time and with care • demonstrates self-direction in learning • independently selects, evaluates, and uses appropriate learning materials, resources, and activities 	<ul style="list-style-type: none"> • demonstrates persistence in bringing tasks to completion • uses time effectively • uses prior knowledge and experience to solve problems and make decisions • reflects on learning experiences
SKILL: ORGANIZATION	
INDICATORS:	
<ul style="list-style-type: none"> • organizes work when faced with a number of tasks • devises and follows a coherent plan to complete a task • follows specific steps to reach goals or to make improvements • revises steps and strategies when necessary to achieve a goal 	<ul style="list-style-type: none"> • manages and uses time effectively and creatively • demonstrates ability to organize and manage information • follows an effective process for inquiry and research • uses appropriate information technologies to organize information and tasks
SKILL: INITIATIVE	
INDICATORS:	
<ul style="list-style-type: none"> • seeks out new opportunities for learning • responds to challenges and takes risks • demonstrates interest and curiosity about concepts, objects, events, and resources • seeks necessary and additional information in print, electronic, and media resources • identifies problems to solve, conducts investigations, and generates questions for further inquiry • requires little prompting to complete a task, displaying self-motivation and self-direction 	<ul style="list-style-type: none"> • approaches new learning situations with confidence and a positive attitude • develops original ideas and devises innovative procedures • attempts a variety of learning activities • seeks assistance when needed • uses information technologies in creative ways to improve learning for self or others
SKILL: TEAMWORK	
INDICATORS:	
<ul style="list-style-type: none"> • works willingly and cooperatively with others • shares resources, materials, and equipment with others • responds and is sensitive to the needs and welfare of others • solves problems collaboratively • accepts various roles, including leadership roles • takes responsibility for his or her own share of the work to be done • works to help achieve the goals of the group or the class • helps to motivate others, encouraging them to participate • contributes information and ideas to solve problems and make decisions 	<ul style="list-style-type: none"> • questions the ideas of the group to seek clarification, test thinking, or reach agreement • shows respect for the ideas and opinions of others in the group or class • listens attentively, without interrupting • in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding • recognizes the contribution of group members by means of encouragement, support, or praise • seeks consensus and negotiates agreement before making decisions
SKILL: WORK HABITS/HOMEWORK	
INDICATORS:	
<ul style="list-style-type: none"> • completes homework on time and with care • puts forth consistent effort • follows directions • shows attention to detail • uses materials and equipment effectively 	<ul style="list-style-type: none"> • begins work promptly and uses time effectively • perseveres with complex projects that require sustained effort • applies effective study practices

NOTE: The above chart is a reformatting of the skills identified in the Ministry of Education’s *Guide to the Provincial Report Card, Grades 9 – 12 : Appendix C: pages 27 to 29* .