



Syllabus: Literary Studies 11 – Bryant-Taneda

## Walnut Grove Secondary School

### Course Title/Teacher

**Literary Studies 11 - J. Bryant-Taneda**

### Course overview

Literary Studies 11 provides the opportunity for students to read and discuss a variety of literary genres (novel, short story, poetry, and drama). Students will refine their skills in concise writing, include inferences, and use appropriate in-text citations (use MLA – Modern Language Association).

Literary Studies 11 is scheduled in a daily 2 hour-block schedule. Each class meets for a 2-hour block every day for a 10-week quarter. In a 187-day school year, class is in session for approximately 80+ hours. Please manage your class and homework time.

### Outline of course content and skills

Please note the units taught, their length and order will depend upon such variables as class, composition, availability of resources, and time tabling.

#### Unit 1 COMMUNICATING truth and viable sources 10%

Curricular competency: Evaluate the relevance, accuracy, and reliability of texts

Select a global news topic from a viable source and select two other sources addressing the same topic.

Use viable sources like Global News (local BC source), CBC (Canadian source), CNN (US source), and BBC (British source).

Use MLA style with in-text citation and Works Cited (see video posted on website)

#### Unit 2 Reading, writing, and understanding SHORT STORY 10%

Curricular competency: Recognize and understand how different, forms, formats, structures, and features of texts enhance and shape meaning and impact.

Short story: *Thus I Refute Beelzebub* by John Collier (see PDF on website)

#### Unit 3 Researching ORAL PRESENTATION 10%

Curricular competencies: Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking. Respond to text in personal, critical, and creative way

Informal discussing and answering questions

#### Unit 4 Interpreting POETRY 10%

Curricular competency: Reading and writing for interpretation and appreciation

Poetry: *The Second Coming* by William Yeats (see resources posted on website)

Focus on terminology (metonymy, narrative, symbolism...) and figures of speech (simile, allusion...)

#### Unit 5 Analyzing NARRATIVE 10%

Curricular competency: Recognize and understand how different forms, formats, structures, and features of text enhance and shape meaning.

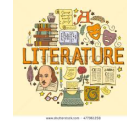
Novel: *Lord of the Flies* by William Golding (see PDF on website)

#### Unit 6 Discerning DRAMA 10%

Curricular competency: Discern nuances in the meanings of words, considering social, political, literary, and historical context

An introduction to Shakespeare

Drama: *Macbeth* by William Shakespeare (Oxford edition; see PDF on website)



Syllabus: Literary Studies 11 – Bryant-Taneda

**Unit 7 (Continuous) Developing WRITING SKILLS 40%**

Curricular competency: Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, to extend thinking, and enrich writing

Work on grammar and structure (Students interested in Literary Studies enrichment and AP English 12 preparation, work on subtle quote integration, appropriate use of vocabulary, and sophisticated punctuation)

**Unit 8 (Optional Enrichment) NOVEL STUDY**

Curricular Competencies: Read for enjoyment and to achieve personal goals

Read an Independent novel and write a review and critique:

Students interested in Literary Studies enrichment and AP English 12 preparation will select Literary Circle Independent novels options: *Beartown* by Erik Backman, *The Heaviness of Things That Float* by Jennifer Manuel, *Three Day Road* by Joseph Boyden, or *Medicine Walk* by Richard Wagamese.

Other areas selected for study and discussion will include those considered important in today's society, 21<sup>st</sup> C learning, as well as meaningful for students. Students will be challenged to relate English themes to their use of language and spoken word, their character and lives.

**Curriculum criteria**

Each student must demonstrate a proficiency in each of the seven (7) essential learning outcomes:

1. Understand and communicate the main ideas, events, or themes of a variety of literary genre, other print material, and electronic media.
2. Draw reasoned conclusions by making connections among knowledge, experience, and new information obtained through a variety of media.
3. Generate, gather, and organize information and ideas.
4. Analyze, evaluate, and critique a variety of communications.
5. Using the conventions of language, compose and create for specific audiences and purposes.
6. Revise and edit work to improve content, organization, and effect.
7. Interact purposefully and respectfully to explore ideas in a variety of situations.

**Procedures for assessment and evaluation**

UNITS and TASKS:

Units:

- 1 Communicating truth and viable sources 10%
- 2 Understanding short story 10%
- 3 Researching oral presentation 10%
- 4 Interpreting poetry 10%
- 5 Analyzing narrative 10%
- 6 Discerning drama 10%
- 7 Continuous: Developing writing skills 40%
- 8 Enrichment: Independent novel study

Tasks:

1. Written assignments (formative and summative)
2. Oral and Written tests and quizzes (formative and summative)
3. Assignments (formative and summative)

**Written work** will consist of multi-paragraph literary compositions and narrative papers.

Tests and quizzes reflect weekly work and may be based on the Grade 12 English Provincial Exam content.

**Assignments** come in the form of tests, questions, vocabulary, journal logs, and handouts.



## Syllabus: Literary Studies 11 – Bryant-Taneda

### WEIGHTING:

Quarter – approximately 80%

English 11 Final Exam – approximately 20% of your total mark (cross grade sections may be included). In addition, students may be given the opportunity to present their research for an Inquiry Question. The presentation will include oral, written, and/or power point or video format.

### **Absences:**

Students who miss class work must arrange to attend class to make up their work. A note explaining the reason for the absence is expected from a parent or guardian.

### **Important information specific to this course**

Students are expected to have materials specific for this course: One 3-ring binder with paper, pens, pencils, erasers, highlighter, pencil crayons, and WGSS school agenda and/or Walnut Grove app. As well, students need to be able to use the computer and online research tools for homework and research purposes.

### **Course connections to Langley Graduate Profile**

This course connects to the Langley Graduate Profile in a number of ways.

#### Ethical and Respectful Citizens

The literature in this course focusses how people socialize with one another and the potential for social pressure. Students are shown the choices - good and evil - that characters have; students will understand how lack of respect can lead people to treat one another inhumanely.

#### Quality Contributors

Students often work in small groups sharing ideas and interacting with each other. Students are expected to contribute to group and class discussions in a courteous and respectful manner.

#### Self-Directed Individuals

Students are given the responsibility of choosing some of their own literature. Students are expected to adhere to deadlines and to plan their time wisely in completion of assignments.

#### Effective Thinkers

Students are encouraged to react personally and analytically to literature. Students will analyze and synthesize a variety of ideas and apply them to their own experiences.

#### Skilled and Knowledgeable Learners

Written communication skills are paramount in this course. English literary terms and research skills are reinforced in the completion of assignments.

### **Plagiarism**

Plagiarism is derived from the Latin word *plagiarius*, which means kidnapping or abducting. Plagiarism is when someone steals someone else's written work or uses someone else's words, ideas, or thoughts and passes them off as their own. It is a moral offence and can constitute copyright infringement. Ignorance of plagiarism is not an excuse. Students caught plagiarizing will be asked to speak with the teacher and possibly the English Department Head and the administration. Consequences will be meted out. All acts of plagiarism are recorded with the WGSS English Department. A student may receive a score of zero ("0") on the plagiarized work, and may face suspension from school.

Students should note that at post secondary institutions (Kwantlen, UFV, UBC, UVic, TWU, SFU...), a first offence of plagiarism often results in IMMEDIATE EXPULSION.

WGSS acts proactively to prevent instances of plagiarism from occurring. At the same time, if plagiarism is committed, WGSS Departments view plagiarism as a grave offence; serious consequences will follow.



Syllabus: Literary Studies 11 – Bryant-Taneda

### Course Resources

Annual research and participation in collegial reading and marking  
Bard on the Beach Educational Resources: <https://bardonthebeach.org/education/schools/bard-in-the-classroom/>  
Bryant-Taneda, Julia (website) <http://bryant-taneda.weebly.com/>  
Golding, William. Lord of the Flies, 1954.  
Google Scholar: <https://scholar.google.ca/>  
McWhirter, Teresa. Skank, 2011.  
Oxford. The Oxford Shakespeare: The Tragedy of Macbeth, 1990.  
Steinbeck, John. Of Mice and Men, 1937.

### BC Redesigned Curricular Content

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

- Text forms (narrative, journal, expository...) and genres (adventure, fable, mystery, memoir...)
- Text features and structures
  1. form, function (purpose), and genre of texts
  2. elements of visual/graphic texts
  3. narrative structures found in First Peoples texts (circular, iterative, cyclical)
  4. protocols related to the ownership of First Peoples oral texts (when and who can share them...)
- Strategies and processes
  1. reading strategies (predicting, inferring, questioning...)
  2. oral language strategies (speaking with expression, asking questions...)
  3. metacognitive strategies (thinking about one's own thinking, reflecting on one's processes...)
  4. writing processes (determining audience and purpose, generating and gathering ideas...)
  5. design processes
- Language feature, structures, and conventions
  1. elements of style (diction, vocabulary, sentence structure, tone)
  2. usage and conventions (spelling, punctuation, capitalization, quoting)
  3. citation techniques
  4. literary elements and devices (literary and figurative language)
  5. literal meaning and inferential meaning