

# **Canterbury High School**

Ottawa-Carleton District School Board

## **Department**

Non Semestered – 2010 / 11 – Course Outline

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**Course Title: Grade 12 Literary Arts – Studies in Literature**

**Grade Level: 12**

**Course Code: ETS 4UK**

**Credit Value: 1**

**Prerequisite: grade 11 Literary Arts**

### **Course Overview** 110 hours

#### **Studies in Literature, Grade 12, University Preparation**

This course is for students with a special interest in literature and literary criticism. The course focuses on World Literature and literature criticism in the “Modern World” (nineteenth, twentieth and twenty-first centuries). Many trends or movements in English Literature have been influenced by literary criticism (English and International), especially in the twentieth and twenty-first centuries. 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.

Auditioned students work at an accelerated level and work with peer group over the four year program. These students have nurtured their writing/art practice (creation) by taking part in the in-depth study of critical theory and critical analysis. The students will be encouraged to begin to find for themselves a place in the “canon.” In this English course the strands of the English documents overlap with the strands (theory, creation analysis) of the Arts documents. They have already demonstrated their ability to develop strongly in the art of their choice and have made a commitment to be dedicated to their art and the extra challenges which will be involved. The congregated English classes are critical for the integration of all their writing studies and skills; the two grade 12 courses run concurrently.

### **Strands:**

#### **Course Expectations**

##### **Reading and Interpreting Literary Texts**

By the end of this course, students will:

- Read and demonstrate an understanding of a range of literary texts from various periods and countries; demonstrate an understanding of how form, diction, syntax, voice, and style are used to communicate meaning and enhance the impact of literary texts;
- Demonstrate an understanding of a range of critical interpretations of literary texts; assess the function and significance of literature in society.
- Understand the Forms, Language, Voice, and Style of Literary Texts
- Understand Interpretations of Literary Texts
- Understand the Social Purposes of Literary Texts

##### **Responding to Literary Texts**

Overall Expectations

By the end of this course, students will:

- Produce personal and critical responses to a range of literary texts and criticism;
- Produce creative responses to a range of literary texts and criticism.
- Respond Personally and Critically to Literary Texts
- Respond Creatively to Literary Texts

#### **Units of Study**

- A brief history of the ‘Canon’ in the Western Tradition
- Ancient Literature from around the world
- Orientalism, Post-colonialism and the discourse of the *other*
- Modernism
- Structuralism

- Post-Structuralism and Deconstructivism
- Formalism
- Feminism
- Semiotics
- Post-modernism
- Metafiction
- The writer's response
- Interdisciplinary implications/considerations

### **Teaching Strategies**

- guided by the teacher, the students research each unit and present their research to the class orally and in a written report
- the students discuss their reactions to the research in a discussion guided by the teacher
- the students try to write within the parameters of one of the disciplines
- the students reflect upon and formulate their own conclusions about the place of criticism based on their research

### **Assessment and Evaluation Strategies**

- the written reports are evaluated according to the rubric for report writing
- the discussion/oral presentation is evaluated according to the rubric for oral presentations
- the writing is evaluated according to the rubric for personal writing

### **Evaluation Summary**

(Based on school assessment and evaluation policies - standard format in each department)

#### **Determination of Final Grade**

70% of the grade will be based on evaluations conducted throughout the course.

- *The 70% mark should include evaluations of the four categories (Knowledge/ Understanding, Thinking/ Inquiry, Communication and Application).*
- *Weighting of categories may vary from subject to subject, reflecting the difference in the program and expectations for that subject.*
- *Although weighting may vary from school to school, individual departments should be consistent in their decisions for the weighting for each course.*

30% of the final grade in all courses will be based on a final evaluation that will be administered at or towards the end of the course.

- *This summative evaluation may take the form of an examination, performance task, class test, essay, and/or other methods of evaluation suitable to the course content.*
- *The summative evaluation process must allow the student to fully demonstrate the key course expectations across the four Achievement Chart categories.*
- *An examination is a formal test done during the school's official examination period. When an examination forms part of the 30% summative evaluation, it will have the weighting specified in the Board's "Subject-Specific Mark-Weighting Guidelines."*

#### **Attendance:**

- *Because regular attendance is an integral part of learning and assessment, irregular attendance may jeopardize a student's ability to earn a credit in a particular course. Students will be responsible for all materials studied in classes. (OCDSB-Evaluation Policy 5.9.1) Teachers will assist students in catching up but are not expected to re-teach the missed work.*
- *Under no circumstances will marks of "0" be assigned for tests, assignments, etc. missed for legitimate documented reasons. (OCDSB Policy 5.9.3)*

#### **Learning Skills:**

- *The report card provides a record of the learning skills demonstrated by students in every course, in the following five categories: Works independently, Teamwork, Organization, Work Habits, and Initiative. The separate evaluation and reporting of learning skills in these five areas reflects their critical role in students' achievement of the curriculum expectations.*

## Late and missed evaluations:

- *see handout - (board policy)*
- *incorporate specific procedures from each department*

## Academic Honesty: (board policy)

- *If a student participates in academic fraud (e.g., cheating on tests, plagiarism in assignments), he/she is deemed not have met the expectations associated with that particular grading activity; **a mark of zero will be assigned.***

### **The Achievement Chart for English**

The achievement chart that follows identifies four categories of knowledge and skills in English – Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. These categories encompass all the curriculum expectations in courses in the discipline. For each of the category statements in the left-hand column, the levels of student achievement are described. (Detailed information on the achievement levels and on assessment, evaluation, and reporting policy and its implementation is provided in The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000.)

The achievement chart is meant to guide teachers in:

planning instruction and learning activities that will lead to the achievement of the curriculum expectations in a course;  
planning assessment strategies that will accurately assess students' achievement of the curriculum expectations;  
selecting samples of student work that provide evidence of achievement at particular levels;  
providing descriptive feedback to students on their current achievement and suggesting strategies for improvement;  
determining, towards the end of a course, the student's most consistent level of achievement of the curriculum expectations as reflected in his or her course work;  
devising a method of final evaluation;  
assigning a final grade.

The achievement chart can guide students in:

assessing their own learning;  
planning strategies for improvement, with the help of their teachers.  
The achievement chart provides a standard province-wide method for teachers to use in assessing and evaluating their students' achievement. A variety of materials is being made available to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement.

The ministry is providing the following materials to school boards for distribution to teachers:

a standard provincial report card, with an accompanying guide  
instructional planning materials  
assessment videos  
training materials  
an electronic curriculum planner

When planning courses and assessment, teachers should review the required curriculum expectations and link them to the categories to which they relate. They should ensure that all the expectations are accounted for in instruction, and that achievement of the expectations is assessed within the appropriate categories. The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations. Students should be given numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories. Teachers may find it useful to provide students with examples of work at the different levels of achievement.

The descriptions of achievement at level 3 reflect the provincial standard for student achievement. A complete picture of overall achievement at level 3 in a course in English can be constructed by reading from top to bottom in the column of the achievement chart headed "70–79% (Level 3)".

Achievement Chart – Grades 11 and 12, English

Category 50-59%  
(Level 1)  
60-69%  
(Level 2)  
70-79%  
(Level 3)  
80-100%  
(Level 4)

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Knowledge/  
Understanding  
The student:  
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knowledge of forms of texts (e.g., novels, plays, essays, poems), conventions, terminology, and strategies (e.g., for reading and writing)

- demonstrates limited knowledge of forms, conventions, terminology, and strategies
- demonstrates some knowledge of forms, conventions, terminology, and strategies
- demonstrates considerable knowledge of forms, conventions, terminology, and strategies
- demonstrates thorough and insightful knowledge of forms, conventions, terminology, and strategies

understanding of information, ideas, concepts, and themes

- demonstrates limited understanding of information, ideas, concepts, and themes
- demonstrates some understanding of information, ideas, concepts, and themes
- demonstrates considerable understanding of information, ideas, concepts, and themes
- demonstrates thorough and insightful understanding of information, ideas, concepts, and themes

understanding of relationships among facts, ideas, concepts, and themes

- demonstrates limited understanding of relationships among facts, ideas, concepts, and themes
- demonstrates some understanding of relationships among facts, ideas, concepts, and themes
- demonstrates considerable understanding of relationships among facts, ideas, concepts, and themes
- demonstrates thorough and insightful understanding of relationships among facts, ideas, concepts, and themes

understanding of the uses and effect of rhetorical elements (e.g., stylistic devices, voice) in literary and informational texts

- demonstrates limited understanding of the uses and effect of rhetorical elements
- demonstrates some understanding of the uses and effect of rhetorical elements
- demonstrates considerable understanding of the uses and effect of rhetorical elements
- demonstrates thorough and insightful understanding of the uses and effect of rhetorical elements

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Thinking/  
Inquiry  
The student:  
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critical and creative thinking skills (e.g., reflecting, analysing, hypothesizing, explaining)

- uses critical and creative thinking skills with limited effectiveness
- uses critical and creative thinking skills with moderate effectiveness
- uses critical and creative thinking skills with considerable effectiveness
- uses critical and creative thinking skills with a high degree of effectiveness

inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analysing, interpreting, and assessing information; forming conclusions)

- applies few of the skills involved in an inquiry process

applies some of the skills involved in an inquiry process  
applies most of the skills involved in an inquiry process  
applies all or almost all of the skills involved in an inquiry process

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Communication  
The student:

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communication of information and ideas (e.g., through logical organization)  
communicates information and ideas with limited clarity  
communicates information and ideas with some clarity  
communicates information and ideas with considerable clarity  
communicates information and ideas with a high degree of clarity, and with confidence

communication for different audiences and purposes (e.g., choice of language and style)  
communicates with a limited sense of audience and purpose  
communicates with some sense of audience and purpose  
communicates with a clear sense of audience and purpose  
communicates with a strong sense of audience and purpose

use of various forms of communication (e.g., essays, narratives, debates, poems, reports)  
demonstrates limited command of the various forms  
demonstrates moderate command of the various forms  
demonstrates considerable command of the various forms  
demonstrates extensive command of the various forms

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Application  
The student:

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application of required language conventions (e.g., grammar, usage, spelling, punctuation)  
uses the required language conventions with limited accuracy and effectiveness  
uses the required language conventions with some accuracy and effectiveness  
uses the required language conventions with considerable accuracy and effectiveness  
uses the required language conventions accurately and effectively all or almost all of the time

application of oral communication and media conventions and techniques  
uses oral communication and media conventions and techniques with limited effectiveness  
uses oral communication and media conventions and techniques with some effectiveness  
uses oral communication and media conventions and techniques effectively  
uses oral communication and media conventions and techniques effectively and creatively

application of reading strategies (e.g., rereading closely to identify specific information, scanning, using cues from context)  
uses reading strategies with limited competence  
uses reading strategies with moderate competence  
uses reading strategies with considerable competence  
uses reading strategies with a high degree of competence

application of the writing process (e.g., choice of topic, revision, use of resources)  
uses the writing process with limited competence  
uses the writing process with moderate competence  
uses the writing process with considerable competence  
uses the writing process with a high degree of competence

application of technology (e.g., choice of tools and software, ethical use)  
uses technology with limited appropriateness and effectiveness  
uses technology with moderate appropriateness and effectiveness  
uses appropriate technology with considerable effectiveness  
uses appropriate technology with a high degree of effectiveness

making connections (e.g., between English and other subjects, between English and the world outside the school, and between experiences and texts)  
makes connections with limited effectiveness  
makes connections with moderate effectiveness  
makes connections with considerable effectiveness  
makes connections with a high degree of effectiveness

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Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.