

**Canterbury High School**  
Ottawa-Carleton District School Board  
**Literary Arts**  
2010 – 2011 Course Outline

~~Department: English/Literary Arts~~  
Course: Canadian Literature, GRADE 11, University/College Preparation  
Course Code: ETC3MK - 01  
Credit Value: 1  
Teacher: Deborah James

**Course Overview** 110 hours

This course emphasizes the study and analysis of literary texts by Canadian authors for students with a special interest in Canadian literature. Students will study the themes, forms, and stylistic elements of a variety of literary texts representative of various time periods and of the diverse cultures and regions of Canada, and will respond personally, critically, and creatively to them.

**Course Expectations**

The expectations in this course are organized into a single strand. By the end of this course, students will:

1. read and demonstrate an understanding of a variety of Canadian literary texts from different cultures, regions, and historical periods;
2. respond to and analyze Canadian literary texts to develop and extend their understanding of how content, form, and style in combination communicate meaning and enhance a text's effectiveness;
3. demonstrate an understanding that Canadian authors, readers, and texts have particular perspectives that influence the reading experience;
4. use literary criticism to enhance their understanding of Canadian literature;
5. assess the importance of Canadian literature as a social and cultural force.

**Units of Study**

A: Poetry and Drama

- (a) traditional and contemporary Canadian poets and playwrights including P.K. Page, Bill Bissett, Leonard Cohen, David French, and Daniel MacIvor.
- (b) forms such as the ghazal, the glosa, and free verse structures in poetry, and the collective creation, docudrama, and metatheatre.

B: Fiction

- (a) Contemporary and classic Canadian novels and short stories including work by Joseph Boyden, Lynn Coady, Mordecai Richler, Margaret Atwood, and Alice Munro.

## **Teaching Strategies**

Since this course is part of the Literary Arts program in which developing the student's writing skills and voice is the main goal, the main teaching strategy will always involve the students actively reading and writing. As a specific example of this, most classes will begin with a writing practice in which the students are guided to an understanding of a writing technique or approach through the reading of an example and then given time to write using that technique or approach.

Other regular teaching strategies include reading and discussion and the close examination of texts in class as well as individual and group student presentations and other performances. Another strategy is providing background and historical and artistic context, as well as inviting writers to the class to read and discuss their writing.

## **Assessment and Evaluation Strategies**

Regular writing practice – written and read and from time to time polished to the final draft stage.

Longer writing assignments including poems, narratives, and scripts

Oral and written presentations

Workshopping

## **Evaluation Summary**

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

Student achievement will be communicated formally to students and parents by means of the Provincial Report Card, Grades 9 – 12. The report card provides a record of the student's achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

A final grade is recorded for every course and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade will be determined as follows:

Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.

Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay and/or other method of evaluation suitable to the course content and administered toward the end of the course.