GRADE 12 UNIVERSIT STUDIES   **IN LITERATURE PROGRAM**
DEPARTMENT: ENGLISH   **COURSE**
       CODE: ETS 4U
COURSE: Studies in Literatue (University)   **CREDIT VALUE: 1**
PREREQUISITE: English, Grade 11, University   **TEXTBOOK: VARIOUS**
COREQUISITE: English, Grade 12, University

University Preparation courses are designed to equip students with the knowledge and skills they will need to meet the entrance requirements for university programs.

OVERVIEW OF THE COURSE: T his course is for students with a special interest in literature and literary criticism. 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.

OVERALL EXPECTATIONS: The expectations identified for this course describe the knowledge and skills that students are expected t develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated. There are expectations for each strand or curriculum area that students will achieve **by the end of the end of the course.**

Understanding the Meaning of Literary Texts
Students will
- Aalyse a range of literary works, with an emphasis on in-depth study of particular genres, authors, themes, time periods, or countries
- Analyse literary texts in performance or recorded on film or tape
- Select, use, and adapt reading strategies to interpret challenging literary texts (e.g., research the social, cultural, and political context of a literary period before reading; reread a text to identify connections among ideas, incidents, characters, images, and themes; research critical assessments of an author's work)
- Analyse how literary texts provide insight into diverse human experiences and perspectives (e.g., compare the representations of heroes in a range of poems and novels)

Understanding the Forms, Language, Voice, and Style of Literary Texts
Students will
- Identify elements of literary forms and evaluate their effectiveness in communicating meaning and enhancing the impact of texts (e.g., write an essay explaining how variations in chronological order or point of view are used to achieve multiple layers of meaning in a novel; compare how a similar idea is expressed in a sonnet and a free-verse poem)
- Describe the diction and syntax used in literary texts and evaluate how effectively they help communicate meaning and enhance impact (e.g., assess the effect on the reader of inverted word order in a poem; describe how diction is used to reveal the social class of characters in a novel)
- Describe the voice and style used in literary texts and evaluate how effectively they help communicate meaning and enhance impact (e.g., describe the distinctive voices in a novel with multiple narrators and assess the effect of their use for an independent study project on the contemporary novel)

Understanding Interpretations of Literary Texts
Students will
- Analyse and assess their own and others' responses to a range of literary texts (e.g., record and assess a group's responses to sections of a novel; write an analytical academic essay comparing critical reviews of a poem with their own interpretation)
- Demonstrate an understanding of key concepts and specialized terms in literary criticism (e.g., consult a glossary of literary terms or specialized reference sources to understand unfamiliar terminology and allusions;

explain concepts and specialized language used in critical interpretations of a film; use the specialized language of literary criticism appropriately and effectively in an analytical academic essay
- Analyse and assess critical interpretations of literary texts researched through the use of print and electronic sources (e.g., write a brief synopsis of a critical article and assess the degree to which it increases understanding of a play; create an annotated bibliography of secondary sources, assessing their usefulness for helping readers understand a novel)
- Analyse literary texts by applying key literary concepts (e.g., explain the use of archetypes in short stories; analyse the power relationships among characters from different social classes in a novel or film; discuss how a psychoanalytical interpretation helps clarify the motivations and actions of a tragic hero; debate whether a poem has only one meaning that resides solely in the text or whether each reader negotiates a unique meaning based on personal background and experience)
- Analyse how social, cultural, and political contexts and the perspectives of various readers influence the interpretation of literary texts (e.g., explain the appeal of a play that has been presented successfully in different parts of the world; analyse the influence of contemporary social attitudes about gender and race on our understanding and interpretation of a play or novel from another historical period)

Understanding the Social Purposes of Literary Texts
Students will
- Analyse the relationships between literary texts and the social, cultural, and political contexts in which they were created (e.g., explain why certain authors have been persecuted or certain literary texts suppressed; conduct research to explain the effect of literary works that have had a significant impact on society)
- Analyse and assess the social functions of literary texts (e.g., prepare an independent study project about how literature defines, reinforces, or challenges commonly held values; explain how a contemporary novel or play contributes to public dialogue on a social issue; explain the impact on society of selected works of literature)

Responding to Literary Texts
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.

Responding Personally and Critically to Literary Texts
Students will
- Explain ideas, intuitions, and feelings evoked by literature (e.g., discuss possible interpretations of an image to understand a theme in a poem; keep a graphic record of personal reactions to ideas from primary and secondary sources; describe and explain personal responses in a group to clarify and challenge the ideas, issues, and themes in a text and to negotiate a common interpretation)
- Produce critical responses to ideas, themes, and issues presented in a range of literary texts (e.g., evaluate the relationship between the structure and ideas in a sonnet; challenge the values conveyed in plays of the Theatre of the Absurd for an independent study project)
- Produce critical responses to interpretations of texts and theories of literary criticism (e.g., analyse a particular interpretation of a novel to identify significant evidence from the text that is not included in the interpretation; debate the critical view that meaning resides solely in the text)

EVALUATION:
Assessment and evaluation in this course will be based on provincial curriculum expectations. **The English Department at Port Credit believes that attendance and punctuality, as well as fulfilling assignment timelines are also significant elements for student success. It is also an expectation that homework be completed to enhance and to reinforce the learning that takes place during the school day.**
Evaluation throughout the course and the final evaluation will incorporate four broad categories:

A final grade will be calculated: Term Work TACK 70% / Final Evaluation 30%

Thinking/ Inquiry	**A**pplication	**C**ommunication	**K**nowledge and Understanding	Culminating Activity
17.5 %	17.5 %	17.5 %	17.5 %	30%
¥ Internet and Library research ¥ Open-ended question assignment/test ¥ Chart creation ¥ Debates ¥ Plays ¥ Oral presentations	¥ Essays ¥ Research papers ¥ Plays ¥ Research papers ¥ Plays ¥ Debates ¥ Videotapes ¥ Oral presentations	¥ Reports ¥ Group participation ¥ Open-ended questions ¥ Interview ¥ Tests ¥ Essays ¥ Editorials	¥ Homework ¥ Multiple choice quiz ¥ True/False quiz ¥ Quiz ¥ Short answer test ¥ Chart creation ¥ Questions ¥ Essays	On-Going Portfolio Assessment Activity(s)

The exact weighting of these categories will vary depending on the subject, unit and type of evaluation. Students will also receive descriptive feedback as part of the assessments that will not form part of the student's final marks. **Students in English courses will be encouraged to and instructed how to research and utilize secondary sources. Students must recognize the value of the printed page as well as Internet resources in the preparation of their work. Secondary resources <u>must be recognized and cited in an annotated bibliography if required for a particular assignment</u>. Failure to do so could result in a zero mark being assigned.**

LEARNING SKILLS:
The following learning skills will be taught and assessed throughout the course and rated on the report card:

* **Independent work**	* **Collaboration**	* **Initiative**
* **Organization**	* **Self-Regulation**	* **Responsibility**

These skills will not be included in the final numeric mark unless they are part of the provincial curriculum expectations for the course. However, it is important to remember that the development of these skills is critical to academic achievement and does have a direct bearing on the final mark.

EQUIPMENT/MATERIALS NEEDED: Oxford and Webster's dictionary and thesaurus, personal reading material

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To be signed by the parent/guardian and kept in student subject workbook.

I acknowledge that I have read the subject overview and evaluation strategies for this course.

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     Parent/Guardian's Signature   Student's Signature