



Seycove Secondary School

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LITERARY STUDIES 11

School Year: 2021-2022

Teacher: Sandie Chen

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Course Description

In Literary Studies 11, students will build on and deepen their understanding of literature from Literary Studies and Composition 10. Students will explore a variety of different genres of literary styles, both fiction and nonfiction, and students will explore the ways in which literature and text engages an audience in philosophical discourse.

To apply their understanding, Students will complete a variety of creative, analytical and collaborative activities to respond to literary texts. Students will practice responding to literary texts through both oral and written formats, independently as well as cooperatively. This year, a strong focus will be placed on the writing process.

Below is a broad outline of the concepts and questions we will explore throughout the course.

Major Text	Topic Focus	Essential Questions	Curricular Competencies
Class Novel Study	The Problem of Evil	How does our context and environment influence our behaviour and actions? How do writers use literary forms to express personal philosophy?	<ul style="list-style-type: none">Apply appropriate strategies to comprehend written, oral, visual, and multimodal textsRespectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinkingDemonstrate speaking and listening skills in a variety of formal and informal contexts
Varied Short Fiction	Science Fiction	How can we connect classic literary texts to contemporary experiences and ideas? How can creative thinking and imagining propel our understanding of contemporary life?	<ul style="list-style-type: none">Think critically, creatively, and reflectively to explore ideas within, between, and beyond textsTransform ideas and information to create original texts, using various genres, forms, structures, and styles
Student Choice	Independent Reading	How can we use reading strategies to appreciate and understand a book we choose for ourselves?	<ul style="list-style-type: none">Respond to text in personal, creative, and critical waysConstruct meaningful personal connections between self, text, and world
Varied Nonfiction	Rhetoric	How do writers and speakers use language to connect with and influence their audience? How can we understand our own perspective and beliefs and share them with others?	<ul style="list-style-type: none">Apply appropriate strategies to comprehend written, oral, visual, and multimodal textsEvaluate how text structures, literary elements, techniques devices enhance and shape meaning and impactDiscern nuances in the meanings of words, considering social, political, historical and literary contexts
Varied Fiction	Satire	How do fiction and nonfiction texts reveal an author's worldview and beliefs?	<ul style="list-style-type: none">Express and support an opinion with evidence and reasoningUse writing and design processes to plan, develop, and create engaging and meaningful text

*Note: schedule is intended to be a broad outline and is subject to modification at the teacher's discretion

STUDENT RESPONSIBILITIES

• In-Class

Students are expected to come to class on time and prepared to engage in all learning activities and content. This includes coming to class with pencils or pens, lined paper or notebook, books or other course materials.

• Out-of-Class

Students will be expected to complete any assigned homework or incomplete classroom work in their own time outside of the classroom, with the exception of quizzes or in-class essays or other assessments designed for the classroom. For this course, students will be expected to complete readings, or conference with group members to complete cooperative assessments.

Students are expected to have working knowledge of how to use MS Teams for the occasional digital submission of assignments or to access digitally distributed course material. Students are expected to check their MS Teams on a regular basis: two to three times a week is recommended; more frequent checks are expected if a student is absent or misses class.

ATTENDANCE

Each student is expected to arrive to class on time and ready to learn. In the event of illnesses or other absences, It is the **student's responsibility** to approach either me or another student to receive updates on any missed work or assignments. Updates will be made to MS Teams throughout the quarter. Students who miss class are expected to utilize MS Teams to keep up-to-date.

ACADEMIC ENGAGEMENT AND HONESTY

Success in this course requires all students to participate, to the best of their ability, in all classroom activities.

In some events when a student cannot participate or engage in certain activities, a discussion with me or the grade counsellor will need to take place to discuss possible alternatives for the student to meet any curricular requirements.

In the spirit of ethical learning, students are expected to complete independent work independently, and group work is expected to be completed cooperatively with classmates.

Seycove's cheating and plagiarism policy applies in this classroom for any student work or assignments that are completed dishonestly, either in cases of cheating or plagiarism.

A detailed list of what constitutes plagiarism can be found under Seycove's Code of Conduct - available here: <https://www.sd44.ca/school/seycove/About/schoolcodeofconduct/>

Possible consequences for plagiarized work include the following:

- No credit for the work or assignment with no opportunity for make-up;
- A phone call home to inform parents;
- A discipline meeting with counsellor, teacher, parent(s), and grade administrator
- A record of the incident in the student's discipline file;
- Repeat offences will result in more severe consequences and could include suspension or withdrawal from a course.

COURSE ASSESSMENT

Evaluation and assessment of student course work will be divided into the following categories:

	Assessment Type		
	Take-Home / Completion	Summative Writing	Other
Grade %	~25%	~40%	~35%
Description	<p>Independent work designed to be practice will fall under the take-home / completion category.</p> <p>Completion work will typically be assigned in class, and sometimes assigned as homework. Students will be allowed a combination of class time and at-home time to complete assignments in this category.</p>	<p>Summative writing tasks are assigned at the end of each major unit.</p> <p>Typically in the format of a multi-paragraph essay or composition, summative writing tasks are assigned to be completed in person and in the classroom.</p> <p>Summative Essays and writing tasks will be graded based on a performance standards scale (6 points or 8 points).</p>	<p>Assignments in this category include:</p> <ul style="list-style-type: none"> • in-class quizzes • collaborative group assignments • discussions and presentations <p>Students will be given opportunities to prepare for all assessed work in this category.</p>
Late Policy	<p>Take-home completion work for each unit will not be accepted once a unit is completed. In the event that work is not submitted or completed before the end of a unit, a student will receive a "did not complete (DNC)" in their gradebook for the assignment. The student must wait until Review and Completion time to complete an alternate assignment to receive credit.</p>	<p>If a student will or must miss class time for an in-class summative writing assignment, alternate arrangements must be made with the teacher for the student to use time outside of the timetable, such as lunch time or morning tutorial time, to complete assignments.</p>	<p>All assignments within each unit will not be accepted once a unit is completed. In the event that work is not submitted or completed before the end of a unit, a student will receive a "did not complete (DNC)" in their gradebook for the assignment. The student must wait until Review and Completion time to complete an alternate assignment to receive credit.</p>

Grade Boundaries

An "A" (86%-100%) student will:

- Produce high-quality, frequently creative, thoughtful and detailed work.
- Communicate comprehensive, reasoned, and nuanced understanding of concepts and ideas.
- Utilize language in creative, articulate, and sophisticated ways to express ideas.
- Consistently demonstrate sophisticated critical thinking and analysis.
- Transfer knowledge and skills independently with expertise in new and complex situations.

A "B" (73%-85%) student will:

- Produce high-quality work.
- Communicate detailed and reasoned understanding of concepts and ideas.
- Utilize language in clear and effective ways to express ideas.
- Consistently demonstrate critical thinking and analysis.
- Transfer knowledge and skills with some support in new situations.

A "C" (50%-72%) student will:

- Produce work of acceptable quality.
- Communicate basic understanding of concepts and ideas.
- Utilize language in a basic or simplistic way to express some ideas.
- Begin to demonstrate critical thinking and analysis, although thinking may be limited or flawed.
- Transfer knowledge and skills with intensive support and guidance.

1. What will be the topic focus in this class during the last week of the semester?

2. How many full book studies will you complete in this course?

3. If a student frequently communicates detailed and reasoned understanding of concepts and ideas, and can demonstrate critical thinking and analysis, what grade is this student likely to earn?

4. What are three examples of assignments that fall under the "Other" category?

5. How are Summative Writing assignments graded?

6. Where can you find a list of actions that constitute plagiarism?

7. Look over the "Essential Questions" listed in the course overview chart. Choose two to three that interests you the most and record them below.

8. Look over the "Curricular Competencies" listed in the course overview chart.
Choose 1-2 curricular competencies that you believe might be strengths for you and record them below:

Choose 1-2 curricular competencies that you believe might be weaknesses for you and record them below:

9. Choose of the curricular competencies that you consider a weakness; what strategies will you use, or what supports will you seek to help you minimize your weakness(es) and improve your skill and comfort in this area?