



Course: Literary Studies 12

Course Description:

At the foundation of Literary Studies 12 is the seminal idea that words are power. In this course, we explore famous and increasingly complex texts, both ancient and modern, that offer opportunities for rich discussion, debate, and individual inquiry. Students are required to use their critical thinking skills to challenge, question, and reflect upon the relationship between the written word and differing world views and cultural perspectives. Our exploration of a variety of genres revolves around a central tenant-- that an engaged and educated citizen is a well-read citizen.

Overarching inquiry questions:

How do we know what we know? How does language shape ideas and influence others? How does the written word deepen our understanding of diverse, complex ideas about others and the world?

Course Expectations:

Literary Studies 12 provides an engaging learning environment where students can challenge themselves academically and feel safe in sharing their ideas. To ensure this, students will:

- abide by the student Code of Conduct
- adhere to the Academic Honesty policy
- respect themselves and others
- attend every class and be punctual
- inquire, think, and participate to the best of their individual ability
- access technology in class when instructed to do so and for learning purposes only

Seycove Learning policies can be accessed at:

[https://www.sd44.ca/school/seycove/About/agenda/Documents/Seycove%20Agenda%20Book%202018-2019%20\(final\).pdf](https://www.sd44.ca/school/seycove/About/agenda/Documents/Seycove%20Agenda%20Book%202018-2019%20(final).pdf)

Evidence of Learning

What the students will KNOW:

Text features and structures:

- form, function, and genre of texts

Strategies and processes:

- writing processes and strategies
- reading strategies
- oral language strategies.

Language features, structures, and conventions:

- elements of style
- usage and conventions
- citation techniques
- literary elements and devices



What the students will DO:

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

Comprehend and connect (reading, listening, viewing)

- Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts
- Analyze how text structures, literary elements, techniques, and devices enhance and shape meaning and impact

Create and communicate (writing, speaking, representing)

- Respond to text in personal, creative, and critical ways
- Express and support an opinion with evidence to achieve purpose
- Reflect on, assess, and refine texts to improve their clarity, effectiveness, and impact

What the students will UNDERSTAND:

- The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world
- Texts are socially, culturally, geographically, and historically constructed
- Language shapes ideas and influences others
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens

CONCEPTS:

- the individual in society
- personal identity
- ways of knowing

Evaluation: based on performance standards and criteria

Grade Expectations:

An “A” student will/can...

Provide perceptive analysis of the content, context, language, technique, and style of text(s). Perceptively analyze effects of the author’s choices. Give detailed justification of opinions and ideas. Perceptively compare and contrast by making extensive connections. Make sophisticated use of organizational structures. Effectively organize opinions and ideas in a sophisticated way. Produces texts that demonstrate a high degree of personal engagement. Make perceptive stylistic choices to demonstrate awareness of impact on an audience. Effectively use a range of appropriate vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style that serve the context and intention. Spell/write, pronounce, and use grammar, syntax and punctuation with a high degree of accuracy.

A “B” student will /can ...

Competently analyze the content, context, language, technique, style of text(s). Competently analyze the effects of the author’s choices. Give sufficient justification of opinions and ideas. Evaluate similarities and differences by making substantial connections. Make competent use of organizational structures. Organize opinions and ideas in a coherent and logical manner. Produce texts that demonstrate considerable personal engagement. Make thoughtful stylistic choices to demonstrate good awareness of impact on an audience. Use varied range of appropriate vocabulary, sentence structures and forms of expression. Write and speak competently in a register and style that serve the context and intention. Spell/write, pronounce, and use grammar, syntax and punctuation with a considerable degree of accuracy.



A “C” student will /can ...

Provide adequate analysis of the content, context, language, structure, technique, style of text(s). Adequately analyze the effects of the author’s choices. Give justification of opinions and ideas. Evaluate some similarities and differences by making adequate connections. Make adequate use of organizational structures. Organize opinions and ideas with some degree of coherence and logic. Produce texts that demonstrate adequate personal engagement. Make some stylistic choices to demonstrate adequate awareness of impact on an audience. Use an adequate range of appropriate vocabulary, sentence structures and forms of expression. Sometimes write and speak in a register and style that serve the context and intention. Spell/write, pronounce, and use grammar, syntax and punctuation with some degree of accuracy.

| Learning Activity | Percentage of final Mark |
|--|--------------------------|
| <ul style="list-style-type: none">• Philosophical Opinion Piece• Close-Reading Analysis Essay• Expository Editorial• Formal and Informal Debate• In-class Inquiry Project• Poetic Composition• Style and Tone Parody• Descriptive Composition• Take-a-stand Speech | Formative 80% |
| | Summative 20% |
| <i>Typically, Formative Assessment will comprise 80% of the course and Summative Assessment 20%. However, this range may change slightly depending on the particular strengths of the class and will be arrived at through teacher/class consensus.</i> | 100% |