



# **R. H. KING ACADEMY**

## **ENGLISH DEPARTMENT**

	<b>Ontario Ministry of Education</b> <a href="http://www.edu.gov.on.ca/eng/">www.edu.gov.on.ca/eng/</a>		<b>Toronto District School Board</b> <a href="http://www.tdsb.on.ca">www.tdsb.on.ca</a>		<b>R.H. KING ACADEMY</b> <a href="http://schools.tdsb.on.ca/rhking/">http://schools.tdsb.on.ca/rhking/</a>
<b>COURSE OF STUDY OUTLINE</b>					
<b>Department</b>	English	<b>Course Type</b>		University	
<b>Teacher</b>	Cousins	<b>Grade</b>		12	
<b>Course Title</b>	Studies in Literature	<b>Credit Value</b>		One	
<b>Course Code</b>	ETS4U	<b>Prerequisites</b>		ENG3U	
<b>Ministry Document</b>	The Ontario Curriculum. <a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/computer10to12_2008.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/computer10to12_2008.pdf</a>				
<b>Learning Resources</b>	See specific unit outlines				

## **ETS 4U - STUDIES IN LITERATURE**

Course Outline

September 2016

### **Overview:**

This course is for students with a special interest in literature. The focus will be on themes and archetypes in world literature, past and present. Critical interpretations and personal responses will form the basis of the analysis of texts. Students will also complete an independent study project in which they explore texts of particular interest to them which are linked to the themes studied in the course. The focus of this independent study may be classic or contemporary texts.

### **Unit 1: Art and the Imagination: The Role of the Artist and the Role of the Reader (5 weeks)**

Primary Text: Echoes 12 – Oxford Canada

In order to understand and appreciate the power of literature in human life, we must explore the impact of art on a society and the artist's role within a culture. What is the artist's responsibility? Is it merely to entertain? Is it to bear witness or to criticize inequities? Is art primarily a personal activity? To facilitate a discussion of some scope, we will examine critical essays, visual art, music and, of course, literature in this unit. In addition to examining the role of the artist, students will also consider their own role as thoughtful, critical readers. Students will be introduced to a variety of critical lenses and theories to help them analyze texts from a variety of perspectives.

#### **Expectations:**

In this unit students will:

- Analyse how literary texts provide insight into diverse human experiences and perspectives
- Identify elements of literary forms and evaluate their effectiveness in communicating meaning and enhancing the impact of texts
- Analyse and assess their own and others' responses to a range of literary texts
- Explain ideas, intuitions and feelings evoked by literature
- Produce critical responses to interpretations of texts and theories of literary criticism

#### **Evaluation:**

Group presentations, short personal response, short analytical essay, unit test

### **Unit 2: The Past Shapes the Present: An Overview of the Classics**

**(5 weeks)**

Excerpts from: Homer's *The Odyssey*, Heaney's translation of *Beowulf*, Dante's *Inferno*, Chaucer's *Canterbury Tales*.  
Various Poems from the Middle Ages to the Victorians  
Mary Shelley's *Frankenstein* or Oscar Wilde's *The Picture of Dorian Gray*

A variety of poems, short stories, classical myths and fables from different cultures and time periods will be provided by the instructor. In this unit, the teacher will begin with a brief study of early Greek and Roman classical texts in addition to selections from the Middle Ages, the Renaissance, the Romantics and the Victorians. The purpose of this unit is to explore and understand some of the key artists who have influenced the development of literature in English, as well as the heroic tradition and the journey motif. (Campbell and Frye).

Expectations:

In this unit, students will:

- Analyse a range of literary works with an emphasis on in-depth study of particular genres, authors, themes, time periods or countries
- Select, use and adapt reading strategies to interpret challenging literary texts
- Demonstrate an understanding of key concepts and specialized terms in literary criticism
- Analyse and assess critical interpretations of literary texts researched through the use of print and electronic sources
- Produce critical responses to ideas, themes, and issues presented in a range of literary texts
- Produce critical responses to interpretations of texts and theories of literary criticism

*Evaluation:*

Formal seminar, short essay, film analysis, etc. (other minor evaluations as deemed appropriate)

### **Unit 3: Idealism to Realism: An Exploration of Dreams, Illusion and Truth**

**(3 weeks)**

Texts: *Echoes 12* – Oxford

*A Streetcar Named Desire* – Tennessee Williams

Various poems and excerpts

This unit will focus on literature from the Moderns to the Post Moderns. Students will examine literature as a vehicle for expressing the wonder of the natural world, a tool for challenging preconceived notions of beauty and love, and finally, the ultimate outlet for revealing truth and creating political/social change. The study of *A Streetcar Named Desire* will focus on the use of expressionism to convey meaning and atmosphere in modern drama, and will emphasize the key themes of this tragedy.

Expectations:

In this unit, students will:

- describe the voice and style used in literary texts and evaluate how effectively they help communicate meaning and enhance impact
- describe the diction and syntax used in literary texts and evaluate how effectively they help communicate meaning and enhance impact
- analyse literary texts in performance or recorded on film or tape
- analyse how social, cultural, and political contexts and the perspectives of various readers influence the interpretation of literary texts
- design and create, individually or collaboratively, literary or media works in response to literary texts
- adapt a character, scene, or idea from a literary text for presentation in another form or medium
- assess the extent to which their created or adapted works expand understanding of ideas, themes, and issues in the original literary texts

*Evaluation:*

Group presentations, personal response writing and/or film review, quizzes and/or unit test.

### **Unit 4: The Human Condition – Suffering and Redemption**

**(4 weeks)**

Primary Text – *The Hero's Walk* by Anita Rau Badami -Vintage Canada 2001

This unit will focus on a novel written by a woman born in India and now living in Canada. The novel, set in both India and Vancouver, explores themes relating to alienation and acceptance, survival, identity, forgiveness, and redemption. The beginning of the novel study will consist of teacher-led instruction and will follow with student directed learning.

Expectations:

In this unit, students will:

- analyse literary texts by applying key literary concepts
- analyse the relationships between literary texts and the social, cultural, and political contexts in which they were created
- analyse and assess the social functions of literary texts
- explain ideas, intuitions, and feelings evoked by literature
- produce critical responses to ideas, themes, and issues presented in a literary text

*Evaluation:*

Personal and analytical writing, seminars, and quizzes. This novel will be focus of the final exam.

**This novel is the basis of the final exam.**

**Course Evaluation:** (term work = 70%)

Reading & Interpreting Literary Texts = 35%

Responding to Literary Texts = 35%

Final Examination = 30%

**ENGLISH DEPARTMENT POLICIES:**

Homework will be assigned regularly and monitored.

All students need a dictionary.

Students are reminded that deadlines are an important aspect of time and workload management in this course. If, for any reason, you are unable to meet your deadlines, please consult with your teacher before the assignment is due. **A penalty may be applied.**

Plagiarism from outside sources or copying another student's work is a serious academic offense and will be dealt with accordingly. **DO NOT LEND YOUR WORK.** Both the borrower and the lender will be penalized. Be advised that a mark of zero may be the result.

Work missed and covered by a doctor's note must still be made up. You are not excused from completing class assignments. Consult with your teacher as soon as you return to school.

**Oral presentations will not be rescheduled** due to absences. You may forfeit the oral portion of the mark if you miss class. All group members must share responsibility for the work assigned. Be respectful of your classmates.

A missed test or piece of in-class writing must be made up **within one week** of being assigned. Students who are repeatedly absent for tests and writing assignments may forfeit the opportunity to complete the alternate work. It is the **student's responsibility** to arrange for the make-up date.

All written assignments must be word-processed, double-spaced and conform to the teacher's guidelines. **A rough copy (including editing) must accompany all formal written work.**

An electronic copy of all completed assignments must be submitted to D2L before they are evaluated. Failure to adhere to this process may result in a mark of zero.

## **Evaluation Grid 2016-2017**

Unit	Assignment	Reading & Interpreting Literary Texts	Responding to Literary Texts	Record your marks	
		35%	35%		
1	Personal Response		X		<b>70%</b>
1	Archetype Analysis	X			
1	Critical Lens Seminar	X			
1	Critical Lens Essay		X		
1	My Favourite Poem ISU		X		
2	Beowulf Response		X		
2	Poetry Presentations		X		
2	Poetry Sight Test	X			
2	<i>Frankenstein</i> Film Analysis	X			
2	<i>Frankenstein</i> Essay		X		
3	<i>Streetcar Named Desire</i> Test and Written Response	X			
3	<i>Streetcar Named Desire</i> Monologue		X		
1-4	Various personal reflections and reader response logs	X	X		

**Culminating Activities/Final Assessment**

4	Hero's Walk – Exam & Written Response ( 20%)	X	X		<b>30%</b>
4	Chapter Presentations (10%)	X			

*N.B. The following overview highlights the major assignments only. Evaluations may be added or deleted at the instructor's discretion.*