

Literary Studies 10: Course Outline (Spring 2024)



Teacher: Mr. Lau

Email: marcus.lau@pattisonhighschool.ca

Office Location/Hours: Room 111 – After school hours & By appointment

Course Description

Literary Studies 10 aims to enhance students' literacy skills through the close reading of diverse literary genres such as novels, memoirs, poetry, and short stories, advancing their English Language Arts curricular competencies in both expressive and receptive communication. This course encourages higher-level thinking and learning skills by fostering critical analysis and reflection on a variety of texts, including significant works from Canadian literature and First Peoples texts. As students delve into these readings, they develop a broader understanding of themselves and the world, equipping them as educated global citizens with a strong foundation in critical and creative thinking, essential for their overall academic and personal growth.

Big Ideas

The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	People understand text differently depending on their world views and perspectives.	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.
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Course Materials

To fully engage with the curriculum of Literary Studies 10, you are asked to prepare the following essentials:

- Three-ring Binder: For organizing and storing all course-related documents and notes.
- Notebook: Required for note-taking and journal entries throughout the course.
- Assigned Texts: We will cover various literary works, including novels, short stories, and poetry. A complete list of these texts will be provided for preparation.
- Microsoft Teams: Necessary for accessing digital course materials, announcements, and for participation in online discussions. Please install it on your phone, tablet, or laptop.
- Highlighters and Pens: Useful for annotating texts and highlighting key points during lessons.

If you need support with acquiring any course materials, please inform me or the school in advance.

Activities and Assessments

Throughout this course, a variety of activities and assessments are designed to engage you directly with the course content and support your journey towards becoming a strategic learner. Each type of assessment aims to enhance your ability to think critically and creatively, and authentically engage with the material.

In-class Assignments (5%)

- In-class assignments encourage active participation and provide continuous feedback.
- Activities like entry and exit tickets, think-pair-share sessions, and in-class discussions are designed to help you regularly engage with and reflect on the material, aiding both your understanding and our instructional approach.

Quizzes (15%)

- Quizzes are designed as low-stakes opportunities for you to demonstrate your understanding of the course content.
- Regular vocabulary and reading quizzes help reinforce your learning and provide both you and your teacher with timely insights into your progress, allowing for adjustments in study habits or instructional strategies as needed.

Minor Assignments (20%)

- Through minor assignments such as group projects, journals, and essays, you have the opportunity to explore concepts more deeply.
- These assignments encourage both individual and collaborative work, allowing you to creatively express your understanding and share your perspectives with peers.

Tests/Major Assignments (40%)

- Tests and major assignments serve as crucial checkpoints for evaluating your understanding and integration of each unit's content.
- Through unit tests and in-class essays, which must be completed in class, you are challenged to synthesize and apply your knowledge, demonstrating both mastery of the course content and your growth as a critical thinker.
- If you have an excused absence on the day of an assessment, you are expected to complete it on your first day back, unless alternative arrangements are made with the teacher.

Final Exam (20%)

- The final exam provides a comprehensive assessment of your overall understanding of the course material.
- This culminating evaluation allows you to showcase the breadth and depth of your learning, reflecting on how much you've grown intellectually and how well you can articulate and apply the concepts discussed throughout the course.

Course Content

Unit	Topics and Focus Questions	Activities & Assessments
1	<p>An Introduction to Literary Studies</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • Why do we study literature? • What is the purpose of different genres, and who is the audience? • What roles does literature play within society? • How do different genres convey diverse stories and information? • In what ways does literature mirror personal and cultural identities? <p>Reference Texts:</p> <ul style="list-style-type: none"> • "Genre Study: Teaching with Fiction and Nonfiction Books" by Irene C. Fountas & Gay Su Pinnell • "Reading and Writing About Literature: A Portable Guide" by Janet E. Gardner & Joanne Diaz 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • In-class Discussions • Entry & Exit Tickets • Group Work • Vocabulary Quizzes • Journals <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Unit Tests • Essays <p>Peer and Self-Evaluations</p>
2	<p>An Exploration of Memoirs</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What defines a memoir? • How do memoirs differ from other literary genres? • What are the characteristic forms and structures of memoirs? • Why do authors choose to write memoirs? • How do memoirs reflect an author's life experiences? • What insights can we gain from reading memoirs? <p>Assigned Text:</p> <ul style="list-style-type: none"> • "My Thirteenth Winter" by Samantha Abeel 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • In-class Discussions • Entry & Exit Tickets • Group Work • Vocabulary Quizzes • Journals • Reading Logs • Literature Circles • Presentations <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Unit Tests • Essays <p>Peer and Self-Evaluations</p>
3	<p>A Journey into Novels</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What are the defining elements, forms, and structures of novels? • How do authors utilize literary devices to enrich narrative depth? • What are the prevailing themes within the studied novels? • How can an analysis of character development and narrative structure provide insights into broader societal or personal issues? <p>Assigned Texts:</p> <ul style="list-style-type: none"> • "The Marrow Thieves" by Cherie Dimaline <i>OR</i> • "Harry Potter and the Philosopher's Stone" by J.K. Rowling 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • In-class Discussions • Entry & Exit Tickets • Group Work • Vocabulary Quizzes • Journals • Reading Logs • Literature Circles • Presentations <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Unit Tests • Essays <p>Peer and Self-Evaluations</p>
4	<p>A Dive into Short Stories</p> <p>Guiding Questions:</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • In-class Discussions • Entry & Exit Tickets

	<ul style="list-style-type: none"> • What distinguishes a short story from other literary forms? • What are the defining characteristics, forms, and structures of short stories? • How do elements like plot, characters, and setting interact to craft compelling narratives? • How do authors employ literary devices to enhance thematic depth? • How can the analysis of a short story's structure and elements reveal insights into broader social or personal issues? <p>Assigned Texts:</p> <ul style="list-style-type: none"> • "The Yellow Wallpaper" by Charlotte Perkins Gilman • "Everyday Use" by Alice Walker • "Borders" by Thomas King • "The Loons" by Margaret Laurence • "Two Kinds" by Amy Tan • "The Lottery" by Shirley Jackson 	<ul style="list-style-type: none"> • Group Work • Vocabulary Quizzes • Journals • Reading Logs • Literature Circles • Presentations <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Unit Tests • Essays <p>Peer and Self-Evaluations</p>
5	<p>A Discovery of Poetry</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What are the various forms of poetry? • What are the characteristics and structures of these forms? • How do poets employ sound, rhythm, and figurative language to convey meaning? • What themes emerge in poetry and how are they expressed through the interplay of form and content? • How do personal experiences and cultural backgrounds influence the interpretation and appreciation of poetry? <p>Assigned Texts:</p> <ul style="list-style-type: none"> • "Still I Rise" by Maya Angelou • "Eagle Man/Changing Woman" by Buffy Sainte-Marie • "The Song My Paddle Sings" by E. Pauline Johnson • "The Eye of the Raven" by Wayne Keon • "The Road Not Taken" by Robert Frost 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • In-class Discussions • Entry & Exit Tickets • Group Work • Vocabulary Quizzes • Journals • Reading Logs • Literature Circles • Creative Writing <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Unit Tests • Essays <p>Peer and Self-Evaluations</p>

Class Expectations

Attendance and Participation

- **Active Participation:** Your active participation in all class activities is essential. I expect you to engage fully with the material and our discussions, which are central to our shared learning experience.
- **Coursework Submission:** Coursework should be submitted by the specified due dates. If you need support or anticipate difficulties in meeting these deadlines, please maintain close communication with me.
- **Timeliness:** It's also important to be on time and come to class prepared. Being punctual shows respect for the learning process and for everyone's time, including your own.
- **Accountability:** If you are absent, especially for in-class assignments like quizzes or tests, or if you miss any course content, it is your responsibility to reach out proactively to discuss alternatives or make-up assessments.
- **Late Arrivals:** Please attend each class on time. If you arrive outside of the 15 minutes after class starts, without prior notice to me, you will be marked absent.

Commitment to Inclusion

- **Valuing Diversity:** I treasure inclusion and strive to foster a welcoming and supportive learning environment. It's vital to demonstrate actions that are inclusive of everyone.
- **Mindful Communication:** Be mindful of your language and how we treat one another. Our classroom should be a safe space for everyone, regardless of age, physical status, socioeconomic status, sexual orientation, religion, nationality, or citizenship status.

Ethical Participation and Academic Integrity

- **Original Work:** Plagiarism and other forms of academic misconduct are serious offenses in this course. It's expected that you will acknowledge the works of others and submit only your original work that's created specifically for this course.
- **No Cheating:** Cheating undermines the value of our educational efforts and will not be tolerated.
- **Questions and Clarifications:** If you have questions about upholding the standards of academic integrity, it's important to discuss them with me.

Technology Use

- **Limited Use:** Phone use should be limited according to the class policy. It is important to ensure that mobile devices do not distract from the learning environment.

Collaboration and Mutual Respect

- **Importance of Collaboration:** Collaboration is key to learning and to the success of our learning community. You should try your best to collaborate with others and maintain healthy and respectful relationships with all members of this community.
- **Respectful Interactions:** This respect includes your fellow classmates, your teacher, and the classroom culture itself. We should all contribute to a culture of mutual respect.