

EFP Literary Studies & Writing 11 (Spring, 2024)

Teacher: Mr. Truman

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Office Location/Hours: Room 110 - Hours after school or by appointment



Course Description

English First Peoples 11 focuses on exploring the literary traditions and cultural expressions of Indigenous peoples in Canada. In this course, we will delve into a diverse range of texts, including oral stories, poetry, short stories, and a novel, all created by Indigenous writers. Through critical analysis and discussion, students will gain a deeper understanding of Indigenous perspectives, experiences, and worldviews, while also honing their skills in reading, writing, and critical thinking. By engaging with Indigenous literature and storytelling, we aim to foster empathy, respect, and appreciation for the voices and narratives that have helped to shape Canadian society.

Unit	Big Ideas	About
Introduction to English First Peoples	<ul style="list-style-type: none">➤ First Peoples literature plays a role within the process of Reconciliation.➤ Self-representation through authentic First Peoples text is a means to foster justice.	This unit gives a basic introduction to the historical and cultural heritage of Indigenous peoples in Canada. Students will explore the historical and contemporary influence of Canada's colonial roots on Indigenous communities, examining how it intersects with identity, cultural preservation, and societal dynamics.
Short Stories	<ul style="list-style-type: none">➤ The exploration of text deepens understanding of one's identity, others, and the world.➤ First Peoples texts and stories provide insight into key aspects of Canada's past, present, and future.	Students will read and react to a variety of First Peoples short stories that explore the portrayal of indigenous people within the current cultural climate (including stereotypes). In exploring this idea, students will review literary devices and develop critical reading skills. They will also practice writing paragraphs that analyze the role of conflict, contrast, and irony in developing a story's theme.
Novel Study	<ul style="list-style-type: none">➤ The exploration of text deepens understanding of one's identity, others, and the world.➤ Self-representation through authentic First Peoples text is a means to foster justice.	As students read through the chosen novel, they will develop an understanding of the story in its colonial cultural context and unpack how literary devices reveal the author's purpose. Students will also analyze character development and motivation as they explore the overarching themes that are presented through the course of the novel.
Poetry	<ul style="list-style-type: none">➤ People understand text differently depending on their worldviews and perspectives.➤ Texts are socially, culturally, geographically, and historically constructed.	Students will be reading First Peoples poems and analyzing techniques that poets use to convey meaning. There will be a focus on analyzing the role of poetic devices in conveying the poem's meaning/theme. Students will individually or collaboratively create a poem with indigenous words, context, meaning, and messages.

Course Focus

During the course, the class will explore the following interrelated questions:

- How does the inclusion of First Peoples literature influence our approach to learning?
- In what ways can a sense of community enhance the learning experience in EFP?
- What defines an “authentic” First Peoples voice within literature, and why is authenticity critical?
- Can you compare the roles of oral traditions in First Peoples' cultures to their functions in literature?

In unpacking these questions, students will be developing a familiarity with and an appreciation of various literary elements, poetic devices, and rhetorical techniques that writers use to convey meaning. Students will then be challenged to apply or explain these strategies in their own compositions.

Course Assessment

The purpose of evaluation is to both assess and improve student learning. Students will be completing a number of different forms of assessment. This is broken down as follows:

- **In-class Work** - 5%
- **Quizzes** - 15%
- **Minor Assessments** - 20%
- **Major Assessments** - 40%
- **Final Exam** - 20%

Class Expectations

Classroom Behaviour

- **Be respectful** - Respect yourself and all others. This includes property, ideas, space, etc.
- **Be on time** - Come to class on time.
- **Be prepared** - Bring all your material with you, prepared to work for the entire class period.
- **Be mindful** - Please handle food, drinks, and electronics appropriately. Listen carefully to directions the first time they are given. If you don't understand any instructions, please ask for clarification. In the event that you finish work early, pull out your independent reading, or any other homework you may need to complete.

Absences

If you are absent from class, you are still responsible for any missing assignments. Please check Teams for any notes or handouts you missed. If you have an excused absence, you will be able to make up in-class assignments, quizzes, and/or tests, provided that you complete them **the next day you are present**. Otherwise, no marks will be granted.