

## COURSE INFORMATION SHEET

**DATE: JANUARY 2010**  
**SECONDARY SCHOOL: THE IRISH EXPERIENCE**  
**PROGRAM DIRECTOR: Garry O'Sullivan**  
**TEACHER: Joan Salvatore**  
**DEPARTMENT: English**



<b>CURRICULUM POLICY DOCUMENT</b>		The Ontario Curriculum: Grade 12 English	
<b>COURSE TITLE</b>	<b>Studies in Literature</b>	<b>COURSE CODE</b>	<b>ETS4U</b>
<b>PRE-REQUISITE</b>	ENG3U	<b>GRADE &amp; TYPE</b>	<b>Grade 12 University</b>
<b>FULL YEAR / SEMESTER</b>	Summer Program	<b>CREDIT VALUE</b>	one

<b>COURSE DESCRIPTION</b>
<p>This course is for students with a special interest in literature and literary criticism and interpretation. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.</p>

LISTED IN ORDER OF INSTRUCTIONAL DELIVERY		
STRAND / UNIT TITLES	HOURS	OVERALL EXPECTATIONS / UNIT DESCRIPTION
<b>Schools of Thought and You</b>	<b>5</b>	This unit briefly introduces a variety of literary schools of thought, such as Formalism (New Criticism), Reader Response Theory, Deconstructionism, Marxism, Feminism(s), and Mythopoeic criticism. As a diagnostic activity, they write a paragraph analysing a short fiction piece using different literary lenses. Finally, they engage in a class discussion on what literature is.
<b>THE MOSAIC OF LITERATURE</b>	<b>25</b>	This unit introduces students to the Formalist, Reader Response, and Deconstructionist approaches to literature. Students select one of these schools of literary thought and explore it further through research and a presentation. Some activities include a pre-writing exercise followed by a round table discussion, journal entries, minor research, and a brief essay. In the culminating activity, students will collaboratively analyze a piece literature that is reflective of one of the schools of literary thought. Expectations are grouped to create an environment where students can analyse and write independently, as well as collaborate and create with their peers.
<b>Archetypal Criticism</b>	<b>30</b>	This unit introduces students to a variety of archetypes from various sources (e.g., myth, fable, fairy tale). Students are encouraged to keep a journal of their reactions and responses to sources; journal entries should explore archetypal representations in sources used. As a pre-reading activity, students discuss

		familiar stories to recognize the role of archetypes in their cultural experience. Students begin to read a novel one week ahead of this unit in preparation for a discussion of archetypes within the novel.
<b>Feminism and Marxism: Voices</b>	<b>25</b>	Students explore issues of power and how they are addressed through narrative. Students gain an understanding of the means by which positions of power or powerlessness reveal themselves in text. They investigate language and its construction as a means of understanding positions of power.
<b>ADVOCATING A VOICE</b>	<b>25</b>	This culminating unit is the independent study wherein students reinforce the critical-thinking, analytical, presentation, and writing skills they have already demonstrated in the preceding units. The final product has two tasks: an analytical essay, and a creative presentation. Students choose and read a piece of fiction (e.g., play, novella, novel, anthology of poetry or short stories) and write an analytical essay that applies the school(s) of thought to which the student feels the greatest connection. Students are encouraged to blend the schools of thought into a framework that works the best for them and produce a creative presentation (such as a poetry reading, dramatic monologue, mock interview) that rewrites or adapts a character or scene from their text using a school(s) of thought studied.

<b>STUDENT EVALUATION CRITERIA</b>				
<b>TERM – 70%</b>		<b>FINAL – 30%</b>		<b>FINAL REPORT CARD GRADE CALCULATION – 100%</b>
<b>10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40</b>		<b>RELATIVE EMPHASIS / WEIGHTING</b>		<b>TERM TOTAL + FINAL TOTAL = REPORT CARD MARK</b>
<b>KNOWLEDGE/UNDERSTANDING</b>	15	ISU Essay	10	
<b>INQUIRY/THINKING</b>	15	ISU Oral Presentation	5	
<b>COMMUNICATION</b>	20	Exam	15	
<b>APPLICATION</b>	20			
<b>TERM TOTAL</b>	<b>70</b>	<b>FINAL TOTAL</b>	<b>30</b>	

<b>ASSESSMENT FORMAT USED</b>				
<b>WRITTEN</b>		<b>PERFORMANCE</b>		<b>OTHER</b>
Essays		Group Work		Peer Evaluation
Tests		Oral Presentations		Self Evaluation
Quizzes				
Journals				

<b>RESOURCES</b>	
<b>UNIT 1 THE SHORT STORY</b>	<b>The Short Story; A selection of Irish short stories including <i>Dubliners</i> by James Joyce</b>
<b>UNIT 2 POETRY</b>	<b>Poetry: a selection of Irish poetry with emphasis on the works of W.B. Yeats, Oscar Wilde and Seamus Heaney</b>

<b>UNIT 3 THE NOVEL</b>	<b>Novel Study: <i>The Dead</i> by James Joyce</b>
<b>UNIT 4 DRAMA</b>	<b>Drama <i>Da</i> by Hugh Leonard <i>Juno and the Paycock</i> by Sean O'Casey</b>
<b>UNIT 5</b>	<b>Additional play or novel selected by student Additional Resources available at UCC Library</b>

<b>POLICIES &amp; PROCEDURES</b>	
<b>NOTEBOOKS:</b>	Students are responsible for maintaining a neat and up-to-date notebook in a three-ringed binder that is organized in sections. It will be used as an aid for tests, assignments, and the culminating activity. Every student must keep a writing folder that contains all of the process writing and final drafts of writing assignments.
<b>STUDENT RESPONSIBILITIES:</b>	<ol style="list-style-type: none"> <li>1. Students must attend class regularly. Absenteeism for any reason severely affects student performance.</li> <li>2. Students are responsible for work which is missed due to absence.</li> <li>3. Homework must be done on a regular basis.</li> <li>4. A positive contribution to both class discussions and group activities will enhance learning.</li> </ol>
<b>PLAGIARISM:</b>	A student guilty of plagiarism will receive a zero for that assignment.
<b>SUPPLEMENTARY READING</b>	Students will be required to read a variety of materials in order to successfully complete the Independent Study Unit.

<b>LEARNING SKILLS CRITERIA</b>	
<b>IN EACH REPORTING PERIOD, REPORT ON THE QUALITY OF THE LEARNING SKILLS DEMONSTRATED BY THE STUDENT IN EACH OF THE CATEGORIES IDENTIFIED ON THE REPORT CARD USING THE FOLLOWING LETTER SYMBOLS.</b>	
<b>E–EXCELLENT</b>	<b>G–GOOD</b>
<b>S–SATISFACTORY</b>	<b>N–NEEDS IMPROVEMENT</b>
<b>SKILL: WORKS INDEPENDENTLY</b>	
<b>INDICATORS:</b>	
<ul style="list-style-type: none"> <li>• accomplishes tasks independently</li> <li>• accepts responsibility for completing tasks</li> <li>• follows instructions</li> <li>• regularly completes assignments on time and with care</li> <li>• demonstrates self-direction in learning</li> <li>• independently selects, evaluates, and uses appropriate learning materials, resources, and activities</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates persistence in bringing tasks to completion</li> <li>• uses time effectively</li> <li>• uses prior knowledge and experience to solve problems and make decisions</li> <li>• reflects on learning experiences</li> </ul>
<b>SKILL: ORGANIZATION</b>	
<b>INDICATORS:</b>	
<ul style="list-style-type: none"> <li>• organizes work when faced with a number of tasks</li> <li>• devises and follows a coherent plan to complete a task</li> <li>• follows specific steps to reach goals or to make improvements</li> <li>• revises steps and strategies when necessary to achieve a goal</li> </ul>	<ul style="list-style-type: none"> <li>• manages and uses time effectively and creatively</li> <li>• demonstrates ability to organize and manage information</li> <li>• follows an effective process for inquiry and research</li> <li>• uses appropriate information technologies to organize information and tasks</li> </ul>
<b>SKILL: INITIATIVE</b>	
<b>INDICATORS:</b>	
<ul style="list-style-type: none"> <li>• seeks out new opportunities for learning</li> <li>• responds to challenges and takes risks</li> <li>• demonstrates interest and curiosity about concepts, objects, events, and resources</li> <li>• seeks necessary and additional information in print, electronic, and media resources</li> <li>• identifies problems to solve, conducts investigations, and generates questions for further inquiry</li> <li>• requires little prompting to complete a task, displaying self-motivation and self-direction</li> </ul>	<ul style="list-style-type: none"> <li>• approaches new learning situations with confidence and a positive attitude</li> <li>• develops original ideas and devises innovative procedures</li> <li>• attempts a variety of learning activities</li> <li>• seeks assistance when needed</li> <li>• uses information technologies in creative ways to improve learning for self or others</li> </ul>
<b>SKILL: TEAMWORK</b>	
<b>INDICATORS:</b>	
<ul style="list-style-type: none"> <li>• works willingly and cooperatively with others</li> <li>• shares resources, materials, and equipment with others</li> <li>• responds and is sensitive to the needs and welfare of others</li> <li>• solves problems collaboratively</li> <li>• accepts various roles, including leadership roles</li> <li>• takes responsibility for his or her own share of the work to be done</li> <li>• works to help achieve the goals of the group or the class</li> <li>• helps to motivate others, encouraging them to participate</li> <li>• contributes information and ideas to solve problems and make decisions</li> </ul>	<ul style="list-style-type: none"> <li>• questions the ideas of the group to seek clarification, test thinking, or reach agreement</li> <li>• shows respect for the ideas and opinions of others in the group or class</li> <li>• listens attentively, without interrupting</li> <li>• in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding</li> <li>• recognizes the contribution of group members by means of encouragement, support, or praise</li> <li>• seeks consensus and negotiates agreement before making decisions</li> </ul>
<b>SKILL: WORK HABITS/HOMEWORK</b>	
<b>INDICATORS:</b>	
<ul style="list-style-type: none"> <li>• completes homework on time and with care</li> <li>• puts forth consistent effort</li> <li>• follows directions</li> <li>• shows attention to detail</li> <li>• uses materials and equipment effectively</li> </ul>	<ul style="list-style-type: none"> <li>• begins work promptly and uses time effectively</li> <li>• perseveres with complex projects that require sustained effort</li> <li>• applies effective study practices</li> </ul>

**NOTE:** The above chart is a reformatting of the skills identified in the Ministry of Education’s *Guide to the Provincial Report Card, Grades 9 – 12 : Appendix C: pages 27 to 29* .