

# ELA 40S Literary Focus

February-June 2020 (Semester 2) Course Outline

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**Course Description:** This course focuses on those forms of English expression that are imaginative and emotional (e.g. novels, poems, short prose, drama). The purpose of the course is to expand and deepen students' understanding of and appreciation for literary forms in an intellectual way. A variety of forms including journalistic and transactional will be studied, but the emphasis will be on literary and dramatic materials.

**ELA Outcomes:** Learning experiences are aimed at achieving the following five general learning outcomes as outlined in Manitoba Education's ELA curriculum. Throughout the course, students will...

- I. Explore thoughts, ideas, feelings and experiences.
- II. Comprehend and respond personally and critically to oral, literary and media texts.
- III. Manage ideas and information.
- IV. Enhance the clarity and artistry of communication.
- V. Celebrate and build community.

## **Content Outline:**

### **Unit 1 – Short Prose (fiction and non-fiction)**

- Reading, studying, discussing, responding, analyzing.
- Literary terms from previous years will be revisited, reinforced, and built upon.
- The application of literary terms to short prose selections and creative writing will be emphasized.

### **Unit 2 – Novel Study – The Catcher in the Rye**

- Traditional reading and analysis of plot, characters, themes, symbols, etc.
- A fun, presentation-style assignment will be incorporated.
- The novel study will conclude with an in-class essay.

### **Unit 3 – Poetry**

- This unit will involve reading a wide variety of poetry, analyzing meaning, writing original poems, and completing a creative project at the end of the study.

### **Unit 4 – Drama – Hamlet**

- This unit will include reading the play orally with students choosing parts to read each class. In this way, we will attempt to clarify meaning, bring the play to life, and make Shakespeare fun!
- The unit will include ongoing questions designed to generate discussion and debate.
- Various other possible assignments may include: an essay, memorization of important passages, a group dramatic presentation, and/or an individual final project.

## **Unit 5 – Life List Project**

- A visually presented checklist of 100 goals you would like to accomplish in your lifetime. Due the class before spring break.

## **Unit 7 – Provincial Exam Preparation**

**\*\*This year, we will be making a determined effort to incorporate silent reading for pleasure (goal = 5 books), fun quick writes, everyday editing/grammar, reading responses, and a variety of opportunities for public speaking into the course.\*\***

*The above is a preliminary outline and is not written in stone. Material covered in the course is determined by me with consideration given to student interests and needs, as well as by the availability of materials and time constraints.*

### **Assessment:**

Term work will account for 70% of the total mark and will be assessed in the following categories:

- Knowledge & Comprehension – 30% (includes interpreting texts and responding to text ideas, quizzes, and tests)
- Compose & Create – 40% (includes assignments based on the writing process as well as oral presentations)
- Assess & Reflect – 30% (reflects students' abilities to think critically and creatively, to form a perspective, inquire, self-assess, peer-assess, and collaborate)

All grade 12 students will be writing a four day Provincial Standards Test from May 25-28. The final mark on this exam accounts for 30% of a student's final mark in their first credit ELA course. More information and preparation material on this exam will follow. All work completed in your ELA courses throughout the years help prepare you to succeed on this exam. REMEMBER: The exam may be worth 30% of your mark, but 70% of your mark comes from the work you do in class for me!

### **Creating the Grade:**

- Grades will be based only on the demonstration of an individual student's knowledge and skills of the outcomes for each course:
  - Only items marked by the teacher will determine a student's grade
  - Grades are based on individual student achievement, not group achievement
- When determining a grade, the teacher will decide whether there is sufficient evidence of achievement. If not, the mark can be reported as an "IN" (incomplete). Teachers will determine with students and parents/guardians a plan for completion of work.

## **Establish, communicate, and apply consequences for late and missing work:**

Students must understand that there will be consequences for not completing assignments that provide evidence of learning or for submitting those assignments late. If, after establishing and clearly communicating expectations regarding assignments, setting and communicating timelines for assignments, and supporting student learning using the strategies provided above, student work is still late or missing; teachers will apply the following strategies:

- confer with the student and, where appropriate, with the student's parent/guardians about the reasons for not completing the assignment, and consider the legitimacy of reasons;
- develop an agreement with the student to complete the work;
- require the student to complete missing work during lunch by attending the Assessment Completion Centre (ACC).

If, after completing the steps above, the student does not hand in the assignment by the agreed upon deadline, a zero may be used as a mark as the student has not demonstrated any knowledge or skill of the outcome.

The consequence for not completing work is to complete the work. Late marks will not be subtracted from an assignment as it is purely punitive and doesn't measure learning. The assignment will either be completed or given a zero.

The full policy is available on the SCI website under "Student Handbook".

## **Attendance:**

Attendance is crucial for success. It enables the student to understand concepts and assignments and to take advantage of guidance provided by teachers and peers. In addition, students will receive immediate feedback regarding their progress. For absences that are unexcused or concerning, appropriate steps will be taken at 4, 8 10 and 12 absences. If a student reaches 12 absences in a given course, their continued attendance in the course is reviewed. See the S.C.I. Student/Parent Handbook for detailed information on the attendance policy.

## **Tardiness:**

Students are considered late when they are not in class when the final buzzer rings. If late, politely knock on the classroom door and patiently wait for me to answer it. Then take your seat quietly and get ready to work. Many activities, such as homework checks, quizzes, writing assignments and journal responses occur at the beginning of class. New assignments are often introduced at the beginning of class and being late means important instructions have been missed. Students need to ensure that they come to class on time and are prepared to work.

## **Plagiarism:**

Plagiarism is defined as passing off the words or ideas of another as one's own. This applies to downloading work from the Internet, copying another students' work, copying from other authors or using others' ideas without crediting the source. The following procedure will be implemented when student work is found to be plagiarized:

Students who plagiarize or copy other students' assignments will be contacted. The student will be offered the opportunity to redo the assignment under the teacher's supervision. If the student chooses not to redo the assignment under supervision by an agreed-upon date, a mark of zero will be designated for the assignment.