

ENGLISH LANGUAGE ARTS 20-1

Course Outline

2022-2023; Semester I

INSTRUCTOR: Paul R. Letkeman (letkemp@prsd.ab.ca)

CLASSROOM: 34

TIME: Block C, Monday to Friday (1:01-2:13); Mandatory PULSE every Thursday (10:19-10:59)

2 AIMS OF ENGLISH LANGUAGE ARTS 20-1, AS ARTICULATED BY ALBERTA EDUCATION:

1. To encourage, in students, an understanding and appreciation of the significance and artistry of literature.
2. To enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes, with a variety of audiences and in a variety of situations for communication, personal satisfaction and learning.

REACHING THE ABOVE TWO AIMS WILL

- A. enhance students' opportunities to become responsible, contributing citizens and lifelong learners while experiencing success and fulfillment in life.
- B. ensure students are able to meet Alberta's graduation requirements and will be prepared for entry into post-secondary studies or the workplace.
- C. allow students to acquire employability skills: the fundamental, personal management and teamwork skills they need to enter, stay in and progress in the work of work.
- D. assure students that they are prepared to meet evolving literacy demands in Canada and the international community.

ENGLISH LANGUAGE ARTS 20-1 (ELA 20-1) focus: The pleasures and pitfalls of human relationships.

EXPECTATIONS:

Abiding by the guidelines of FHS concerning attending promptly and consistently, providing just cause for absences, making up all missed work quickly, bringing required materials to class (pencil and pen, note paper and textbooks), avoiding use of cell phone and *distracting* consumption of food or beverages in class, completing all assignments as per instructions (always generate your own work) and by the deadline (calls home if you cannot) and treating fellow students with dignity and respect are expected behaviours.

Please seek extra assistance or instruction should you require it.

GENERAL OUTCOMES:

STUDENTS WILL *LISTEN, SPEAK, READ, WRITE, VIEW AND REPRESENT TO*

- Explore thoughts, ideas, feelings and experiences
- Comprehend and respond personally, critically and creatively to literature and to other texts in oral, print, visual and multimedia forms
- Manage ideas and information'

- Create oral, print, visual and multimedia texts and enhance the clarity and artistry of communication
- Respect, support and collaborate with others

The general learner outcomes are attached at the back of this course outline. The specific learner outcomes are indicated alpha-numerically after each unit and correspond to the ELA 20-1 programme of studies.

UNIT ONE: THE SHORT STORY - “How to alienate friends and family by seeking to win at all costs”

Length: 4 weeks (August 30 to September 29)

Texts to study: 1. *Prose For Discussion and The Oxford Anthology of Canadian Literature*
 2. Visual and Multimedia Texts: photographs, film clips, Powerpoints
 3. Essay: “Politics and the English Language” by George Orwell
 4. Song: “Bohemian Rhapsody” by Freddie Mercury

Texts to create: 1. Prose: Narrative (personal response to text)
 2. Prose: Brief reflections on/responses to short stories (personal response to text)
 3. Visual/Multimedia Presentation (critical/analytical response to context)

The following specific learner outcomes will be met in Unit One:

1.1.1.b; 1.1.2.a, b; 1.2.1.b
 2.1.1.a, b, c, d; 2.1.2.a, c, d, e, f; 2.2.1.a, b; 2.3.1.a, c, d; 2.3.2.a, b, c, d; 2.3.3.a, b
 3.1.1. a, b, c; 3.1.2. a, b, c, d, e; 3.2.1.a
 4.1.1.a, b, c; 4.1.2.b; 4.1.3.a, b, c, d, f; 4.1.4.a; 4.2.1.a, b; 4.2.2.a, b, c, d, e; 4.2.3.a, b, c, d, e; 4.2.4.a, b, c, d, e, g, h, l
 5.1.1.c, d, e; 5.1.2.c

UNIT TWO: FILM STUDY - “How to reconcile or restore harmony with others—even from beyond the grave”

Length: 2 weeks (October 3 to October 14)

Texts to study: 1. Film: *Field of Dreams* (1989) directed by Phil Alden Robinson
 2. Film Study Glossary and Google Slides
 3. Film Review by Roger Ebert

Text to create: 1. Prose: Formal Essay (critical/analytical response to text)

The following specific learner outcomes will be met in Unit Two:

1.1.1.b; 1.1.2.a, b; 1.2.1.b
 2.1.1.a, b, c, d; 2.1.2.a, c, d, e, f; 2.2.1.a, b; 2.3.1.a, c, d; 2.3.2.a, b, c, d; 2.3.3.a, b
 3.1.1. a, b, c; 3.1.2. a, b, c, d, e; 3.2.1.a
 4.1.1.a, b, c; 4.1.2.b; 4.1.3.a, b, c, d, f; 4.1.4.a; 4.2.1.a, b; 4.2.2.a, b, c, d, e; 4.2.3.a, b, c, d, e; 4.2.4.a, b, c, d, e, g, h, l
 5.1.1.c, d, e; 5.1.2.c

UNIT THREE: VERSE - “How to reflect thoughtfully on a meaningful relationship in your personal life”

Length: 3 weeks (October 17 to November 4)

- Texts to study:
1. Poetry: *Literary Experiences I* and *The Oxford Anthology of Canadian Lit.*
 2. Visual and Multimedia Texts: recordings of poetry readings; song recordings
 3. Essay by Camille Paglia

- Texts to create:
1. Sonnet (personal response to context)
 2. Prose: Poem/Song Deconstruction (personal response to text and context; informative and persuasive critical/analytical response to text and context)
 3. Oral Presentation (dramatic recitation of student's own sonnet as a personal response to text and context)

The following specific learner outcomes will be met in Unit Three:

1.1.1.b; 1.1.2.b; 1.2.1.b
2.1.1.a, b, c, d; 2.1.2.a, e, f, g, h; 2.1.3.a, c, d; 2.1.4.b; 2.2.1.a; 2.2.2.a, d, f; 2.3.1.b; 2.3.3.a, b
4.1.1.a, b, d; 4.1.2.d; 4.1.3.a, b, c, e; 4.1.4.c; 4.2.2.a, b, c, d; 4.2.3.a, d; 4.2.4.a, b
5.1.2. a, b, c; 5.1.3. a, b; 5.2.1. a, b, c; 5.2.2. a, b, c, d

UNIT FOUR: DRAMA - "How to destroy friends and family in the selfish pursuit of personal satisfaction"

Length: 5 weeks (November 7 to December 9)

- Texts to study:
1. Shakespearean Play: *The Tragedy of Macbeth* by William Shakespeare
 2. Feature Films: *Macbeth* (1978) directed by Trevor Nunn and *Macbeth* (2010) directed by Rupert Goold
 3. Visual and Multimedia Texts: Film clips from *Macbeth* productions *Throne of Blood* (1957) directed by Akira Kurosawa and *Men of Respect* (1990) directed by William Reilly

- Texts to create:
1. Prose: Informative/Persuasive Essay (critical/analytical response to text)
 2. Script: (personal response to text and context, reimagining key scenes)

The following specific learner outcomes will be met in Unit Four:

1.1.1.a, b; 1.2.3.a, b, c
2.1.1.a, b, c, d; 2.1.2.a, b, d, e, f, h; 2.1.3.b, c, d; 2.1.4.a; 2.2.1.a, b, c, d; 2.2.2.a, b, c, d, e, f, g; 2.3.1.a, c, d; 2.3.2.a, b, c, d, e, f; 2.3.3.a, b
3.1.1.a; 3.1.2.a, b, c, d, e; 3.2.1.a, b, e, d, e; 3.2.3.a, b, c; 3.2.4.a, b, c, d
4.1.1. a, b; 4.1.2.a, b, c, d; 4.1.3.d, e, g; 4.1.4.a, b, c, d; 4.2.1.a, b, c, d; 4.2.2. a, b, c, d, e; 4.2.3.b, c, e; 4.2.4.a, b, d, e, f, g
5.1.1.a, b, c, d, e; 5.1.3.a

UNIT FIVE: THE NOVEL - "How to forge healthy, symbiotic relationships that can last a lifetime"

Length: 4 weeks (December 12 to December 22 and January 9 to January 20)

- Texts to study:
1. Novel: *The Bean Trees* by Barbara Kingsolver
 2. Visual and Multimedia Texts: clips on the novel; biography of the author, etc.

- Texts to create:
1. Prose: Reading Journal (personal response to text and context of novel)
 2. Prose: Reading Circle Contributions (Research and Interpretive Notes)

The following specific learner outcomes will be met in Unit Five:

1.1.1.b

2.1.1.a, b, c, d; 2.1.2.a, d, e, f; 2.1.3.c, d; 2.2.1.a, b; 2.2.2.b, c, e, f, g; 2.3.1.c, d; 2.3.2.a, b, c, d, f; 2.3.3.a, b

3.2.1. a, b, c, d, e; 3.2.2. a, b, c, d; 3.2.3. a, b, c; 3.2.4. a, b, c, d

4.1.1.a, b; 4.1.2. c; 4.1.4. b, c, d

5.1.1. a, b, c, d; 5.1.2.a, b, c;

Final Exam:

This exam will encompass all genres covered from the beginning of the term. It will consist of approximately 75 multiple choice reading comprehension questions and one essay. It will be weighted 30% of the total score.

Course Evaluation Based on the Six Strands of English Language Arts:

Reading (assessment of reading comprehension including unit exams)	35%
Writing (writing assessments: 50-100 words worth 1; 250+ words worth 2; 500+ words worth 3)	35%
Listening and Viewing (assessment of comprehension of audio and visual texts)	20%
Speaking and Representing (assessment of production and presentation of oral and visual work)	10%

Final Mark Calculation:

Course Work	70%
Diploma Exam (Part A; written = ½; Part B; reading comprehension = ½)	30%

Critical-Analytical Response to Text (CART) Rubric:

(INS) Insufficient = 0; (P) Poor = 1; (L) Limited = 2; (S) Satisfactory = 3; (Pf) Proficient = 4; (E) Excellent = 5

Thought and Understanding (X1.5):

- * How effectively the student's ideas relate to the assignment
- * The quality of the literary interpretations and understanding

Supporting Evidence (X1.5):

- * The selection and quality of evidence
- * How well the supporting evidence is integrated, synthesized and/or developed to support the student's ideas

Form and Structure:

- * A coherent, focused, and shaped discussion in response to the assignment
- * A unifying effect or a controlling idea that is developed and maintained

Matters of Choice:

- * Diction
- * Choices of syntactic structures (such as parallelism, balance, inversion)
- * The extent to which stylistic choices contribute to the creation of voice

Matters of Correctness:

- * Sentence construction (completeness, consistency, subordination, coordination, prediction)
- * Usage (accurate use of words according to convention and meaning)

- * Grammar (subject-verb/pronoun-antecedent agreement, pronoun reference, consistency of tense)
- * Mechanics (punctuation, spelling, capitalization)

Personal Response to Text/Context (PRT/C) Rubric (Narratives, Poetry, Reflections, Scripts, etc):

(INS) Insufficient = 0; (P) Poor = 1; (L) Limited = 2; (S) Satisfactory = 3; (Pf) Proficient = 4; (E) Excellent = 5

Ideas and Impressions:

- * The student's exploration of the topic
- * The student's ideas and reflection
- * Support in relation to the student's ideas and impressions

Presentation:

- * Voice in relation to the context created by the student in the chosen prose or verse form
- * Stylistic choices (including quality of language and expression) and the student's creation of tone
- * The student's development of an aesthetic and/or unifying effect

PROGRAM OUTLINE

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

- 1.1 *Discover possibilities*
 - 1.1.1 Form tentative understandings, interpretations and positions
 - 1.1.2 Experiment with language, image and structure
- 1.2 *Extend awareness*
 - 1.2.1 Consider new perspectives
 - 1.2.2 Express preferences, and expand interests
 - 1.2.3 Set personal goals for language growth

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.

- 2.1 *Construct meaning from text and context*
 - 2.1.1 Discern and analyze context
 - 2.1.2 Understand and interpret content
 - 2.1.3 Engage prior knowledge
 - 2.1.4 Use reference strategies and reference technologies
- 2.2 *Understand and appreciate textual forms, elements and techniques*
 - 2.2.1 Relate form, structure and medium to purpose, audience and content
 - 2.2.2 Relate elements, devices and techniques to created effects
- 2.3 *Respond to a variety of print and nonprint texts*

- 2.3.1 Connect self, text, culture and milieu
- 2.3.2 Evaluate the verisimilitude, appropriateness and significance of print and nonprint texts
- 2.3.3 Appreciate the effectiveness and artistry of print and nonprint texts

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

- 3.1 *Determine inquiry or research requirements*
 - 3.1.1 Focus on purpose and presentation form
 - 3.1.2 Plan inquiry or research, and identify information needs and resources
- 3.2 *Follow a plan of inquiry*
 - 3.2.1 Select, record and organize information
 - 3.2.2 Evaluate sources, and assess information
 - 3.2.3 Form generalizations and conclusions
 - 3.2.4 Review inquiry or research process and findings

General Outcome 4

Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.

- 4.1 *Develop and present a variety of print and nonprint texts*
 - 4.1.1 Assess text creation context
 - 4.1.2 Consider and address form, structure and medium
 - 4.1.3 Develop content
 - 4.1.4 Use production, publication and presentation strategies and technologies consistent with context
- 4.2 *Improve thoughtfulness, effectiveness and correctness of communication*
 - 4.2.1 Enhance thought and understanding and support and detail
 - 4.2.2 Enhance organization
 - 4.2.3 Consider and address matters of choice
 - 4.2.4 Edit text for matters of correctness

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

- 5.1 *Respect others and strengthen community*
 - 5.1.1 Use language and image to show respect and consideration
 - 5.1.2 Appreciate diversity of expression, opinion and perspective
 - 5.1.3 Recognize accomplishments and events
- 5.2 *Work within a group*
 - 5.2.1 Cooperate with others, and contribute to group processes
 - 5.2.2 Understand and evaluate group processes