

LOCALLY DEVELOPED COURSE OUTLINE

English (AP)35-3

English (AP)35-5

Submitted By:

Red Deer Catholic Regional Division No. 39

Submitted On:

Mar. 24, 2016

Course Basic Information

| <u>Outline Number</u> | <u>Hours</u> | <u>Start Date</u> | <u>End Date</u> | <u>Development Type</u> | <u>Proposal Type</u> | <u>Grades</u> |
|-----------------------|--------------|-------------------|-----------------|-------------------------|----------------------|---------------|
| 35-3 | 62.50 | 09/01/2016 | 08/31/2020 | Acquired | Reauthorization | G11 G12 |
| 35-5 | 60.00 | 09/01/2016 | 08/31/2020 | Acquired | Reauthorization | G11 G12 |

Course Description

English 35 AP is a course which is designed to provide highly motivated students the opportunity to challenge themselves with the study of English at the first-year university level while still in high school. Although it is expected that all students will write the AP Literature and Composition exam in May, the course will not be exclusively focused on the exam. We will explore a full range of approaches and responses to a selection of classic literary texts. As well, the structure of the course is designed to introduce students to instructional practices and learner expectations that are typically employed at the university level, such as student led seminars and major independent projects. In the evaluation of student work, however, standards will be equivalent to those employed in English 30.

Course Prerequisites

English 30

Sequence Introduction (formerly: Philosophy)

English 35 AP is a three credit course offered to students who have successfully completed English 30, and who wish to continue their study of English at a level of difficulty similar to that of a first year university course. The rationale for the course is to provide an opportunity for students who are highly motivated and talented to study recognized literary classics in a manner and including English 30. The philosophy of the course will be consistent with the following summary, excerpted from Advanced Placement Program Course Description for English and Literature Composition.

An Advanced Placement English course in Literature and Composition should engage students in the careful reading of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. This course should include intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. ... The AP English Committee agrees with Henry David Thoreau that it is wisest to read the best books first; the committee also believes that such reading should be accompanied by thoughtful discussion and writing about those books in

the company of one's fellow students. (39)

Student Need (formerly: Rationale)

Students in the course will be prepared for and will be expected to write the AP English Literature and Composition exam in May. High level results on this exam can earn students advanced placement or credit in English at more than 2900 colleges and universities around the world, including the vast majority of institutions in Canada and the United States.

In addition to challenging students with enriched content, this course will also emphasize teaching methods and types of assignments more common in post secondary than in high school courses, such as student led seminars and the use of secondary critical sources. In summary, this course is intended to allow students to move on from where the English 30 curriculum leaves off in the formal academic study of literature.

Scope and Sequence (formerly: Learner Outcomes)

English 35 AP is a course which is designed to provide highly motivated students the opportunity to challenge themselves with the study of English at the first-year university level while still in high school. Although it is expected that all students will write the AP Literature and Composition exam in May, the course will not be exclusively focused on the exam. We will explore a full range of approaches and responses to a selection of classic literary texts. As well, the structure of the course is designed to introduce students to instructional practices and learner expectations that are typically employed at the university level, such as student led seminars and major independent projects. In the evaluation of student work, however, standards will be equivalent to those employed in English 30.

Guiding Questions (formerly: General Outcomes)

- 1 Students will read literary texts from a variety of historical periods and genres with sensitivity and subtlety.**
- 2 Students will be expected to read literary texts from a variety of historical periods and genres with sensitivity and subtlety**
- 3 Students will analyze and synthesize elements of writing styles in order to create and influence meaning in literary texts.**
- 4 Students will be expected to understand how elements of writing style are used to create and influence meaning in literary texts**
- 5 Students will effectively communicate their comprehension of and response to complex literary text through speech and writing.**
- 6 Student will be expected to effectively communicate their understanding of and response to complex literary texts in speech and writing. writing**
- 7 Students will define, analyze, and apply literary critical theory to provide contextual perspective and to deconstruct the meaning of text.**
- 8 Students will be expected to be active and positive participants in class discussions and activities**

Learning Outcomes (formerly: Specific Outcomes)

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| 1 Students will read literary texts from a variety of historical periods and genres with sensitivity and subtlety. | 35-3 35-5 |
| 1.1 Explore significant historical periods in literature (e.g. Classical Greece, the Renaissance, Victorian and Modern eras) to provide learners with an enhanced comprehension of style and form that reflect cultural perspective. | X |
| 1.2 Examine a variety of literary and historical terms and techniques (e.g.) Objective correlative, Manifest Destiny, satire) to augment student's critical thinking skills. In addition, through applying this learning, students will further enrich their creative and critical writing skills. | X |
| 1.3 Recognize and appreciate the richness and contemporary relevance of high quality literature, regardless of historical or geographical origin. | X |
| 2 Students will be expected to read literary texts from a variety of historical periods and genres with sensitivity and subtlety | 35-3 35-5 |
| 2.1 Significant historical periods in literature (e.g. Classical Greece, the Renaissance, the Victorian and Modern eras). | X |
| 2.2 A variety of literary and historical terms and techniques (e.g. Objective correlative, Manifest Destiny, satire). | X |
| 2.3 Confidently and competently reading texts from a wide variety of historical periods and genres. | X |
| 2.4 The richness and contemporary relevance of high quality literature, regardless of historical or geographical origin. | X |
| 3 Students will analyze and synthesize elements of writing styles in order to create and influence meaning in literary texts. | 35-3 35-5 |

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| 3.1 Analyze and value the function and significance in literary texts of a variety of stylistic features (e.g. imagery, figurative language, tone, diction, syntax, structure, point of view) to apply to and enhance students' written craftsmanship. | X |
| 3.2 Discern and evaluate significant concepts in literary and critical theory (e.g. Tragic Theory, New Criticism, Feminist/Deconstructionist/Reader Response theories) that influence understanding and perspective of text. | X |

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| 4 Students will be elected to understand how elements of writing style are used to create and influence meaning in literary texts | 35-3 35-5 |
| 4.1 Recognizing and analyzing the function and significance in literary texts of a variety of stylistic features (e.g. imagery, figurative language, tone, diction, syntax, structure, point of view). figurative language, tone, diction, syntax, structure, point of view). | X |
| 4.2 Significant concepts in literary and critical theory (e.g. Tragic theory, New Criticism, Feminist/Deconstructionist/Reader Response theories). | X |
| 4.3 A variety of literary and historical terms and techniques (e.g. Objective correlative, Manifest Destiny, satire). | X |

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| 5 Students will effectively communicate their comprehension of and response to complex literary text through speech and writing. | 35-3 35-5 |
| 5.1 Research and evaluate complex literary texts and concepts, in formal and informal settings, to demonstrate competencies in literary critique. | X |
| 5.2 Develop effective and engaging presentation of ideas, through expressing stylistic analysis and in integrating material from secondary sources. | X |
| 5.3 Respond personally, creatively and critically, through written form, to express a comprehensive and internalized understanding of text. | X |
| 5.4 Meaningfully expand students' personal horizons through study of diverse and canonized literature. | |

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| 6 Student will be expected to effectively communicate their understanding of and response to complex literary texts in speech and writing, writing | 35-3 35-5 |
| 6.1 Discussing complex literary texts and concepts in formal and informal settings. | X |
| 6.2 Writing effectively about literature, especially in expressing stylistic analysis and in integrating material from secondary sources. | X |
| 6.3 The expansion of personal horizons offered by great literature. | X |

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| 7 Students will define, analyze, and apply literary critical theory to provide contextual perspective and to deconstruct the meaning of text. | 35-3 35-5 |
| 7.1 Evaluate and assess the influence of historical development, assumptions and methodology of Structuralism, Post-structuralism, Modernism and Postmodernism methods to deconstruct literary texts. | X |
| 7.2 Explore and apply the lenses of Psychoanalytical Criticism, Feminist Theory, and Marxism, to gain an enriched perspective of their impact on literary meaning. | X |

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| 8 Students will be expected to be active and positive participants in class discussions and activities | 35-3 35-5 |
| 8.1 Discussing complex literary texts and concepts in formal and informal settings. | X |
| 8.2 Writing effectively about literature, especially in expressing stylistic analysis and in integrating material from secondary sources. | X |
| 8.3 The expansion of personal horizons offered by great literature. | X |
| 8.4 The satisfaction involved in gaining knowledge and skill | X |
| 8.5 The intellectual, social and emotional benefits derived from the open-minded consideration and discussion of literature. | X |

Facilities or Equipment

Facility

Regular Classroom

Facilities:

Equipment

Regular Classroom

Learning and Teaching Resources

Resources, in addition to literary works already approved on the provincial English Language Arts curriculum:

- Jane Eyre: Charlotte Bronte
- Joseph Conrad:
 - “The Secret Sharer”
 - “The Idiots”
 - The Nigger and the Narcissus
 - Heart of Darkness
- “The Importance of Being Earnest”: Oscar Wilde
- The Scarlet Letter: Nathaniel Hawthorne
- Frankenstein: Mary Shelley
- Short fiction and essays—as selected
- Poetry—as selected
- Aufses, Robin, Jago, Carol; Shea, Renee; Scanlon, Laurence, eds. Literary Composition: Reading, Writing and Thinking. Bedford.
- Bressler, Charles E, ed. Literary Criticisms: An Introduction to Theory and Practice. Prentice Hall.
- Ferguson, Margaret, ed. The Norton Anthology of Poetry. Norton.
- Foresman, Scott, ed. England in Literature: American Reads. Scott, Foresman and Co.

Sensitive or Controversial Content

Refer to Administrative Procedure 103 - Safe and Caring Schools.

Sensitive or controversial issues that may arise from course content will be dealt with in accordance with the Controversial Issues section of the Guide to Education and RDCRS #39 Administrative Procedures.

Issue Management Strategy

Health and Safety

Refer to Red Deer Catholic Regional School Administrative Policy 226 - Locally Developed Courses and well as Administrative Procedure 113 - Occupational Health and Safety.

Risk Management Strategy

Statement of Overlap with Existing Programs

This course is a re-authorization and previously has been found by Alberta Education notto have any significant overlap with existing provincially developed courses.

Student Assessment

Students will work with and be evaluated based on the assessment criteria set out by the College Board for all reading and written assignments. A copy of the written assignment rubric is included with this submission and will be updated when required to maintain a consistent representation of student expectation as demanded by the College Board. Each student's grade will be a cumulative reflection of his or her work and participation to the end of each reporting period. Based on both formative and summative assessment practices, each genre-based unit will be evaluated using the following break down:

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|-------------------|----------------------|-------|
| | Tests and Quizzes | 40% |
| | Portfolio Assignment | 20% |
| Major Assignments | 40% | |
| | | ----- |
| | | 100% |

Attached to this proposal is a sample of the Portfolio Assignment that would be required of students.

Course Approval Implementation and Evaluation

