**A. McChesney, MA (UBC Eng Lit) MA (SFU GLS)**

École Alpha Secondary, room A100

4600 Parker Street, Burnaby, BC V5C 3E2

604 296 6865

Email: adrienne.mcchesney@burnabyschools.ca

<http://sd41blogs.ca/mcchesneya/>

*F*

*ilm as dream, film as music. No art passes our conscience in the way film does, and goes directly to our feelings, deep down into the dark rooms of our souls.*

*-Ingmar Bergman*

***Welcome to Literature & Film 11!***

*Literature & Film* is a course developed to explore visual literacy, an essential skill of today’s educated citizen. In this class you will study the relatively young art form of film in conjunction with literature to develop an appreciation of artistic expression, to hone critical thinking and analytical skills, and to develop the ability to express yourself with words and images.

**BIG IDEAS in English Language Arts**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Language and **text** can be a source of creativity and joy. |  | Exploring **text** and **story** helps us understand ourselves and make connections to others and to the world. |  | Exploring and sharing multiple perspectives extends our thinking. |  | Developing our understanding of how language works allows us to use it purposefully. |  | **Texts** are created for different purposes and audiences. |  | Synthesizing the meaning from different **texts** and ideas helps us create new understandings. |

|  |
| --- |
| **Curricular Competencies for English 11** |
| *Using oral, written, visual, and digital* ***texts****, students are expected individually and collaboratively to be able to:*  **Comprehend and connect**   * Access information and ideas for **diverse purposes** and from a **variety of sources** and evaluate their **relevance, accuracy**, and **reliability.** * Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual and multi-modal **texts**, guide **inquiry**,  and **extend thinking.** * **Synthesize** ideas from different texts/sources. * Recognize and appreciate how **different forms, structures, and features of texts** reflect different purposes, audiences, and messages. * **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts.** * Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives** in **texts.** * Recognize **how language constructs personal, social, and cultural identity.** * Construct meaningful personal connections between self, **text**, and world. * Recognize how **literary elements, techniques, and devices enhance and shape meaning and impact.** * Identify the role of **story**, narrative, and oral tradition in expressing First Peoples’ perspectives, values, beliefs, and points of view. * Examine the **diversity** within and across First People’s societies represented in texts. * Develop an awareness of how First People’s languages and texts **reflect their culture, knowledge, history and worldview**. * **Respectfully exchange ideas and viewpoints** to build shared understanding and extend thinking.   **Create and communicate**   * Use writing and design processes to **plan, develop, and create** engaging and meaningful literary, imaginative, and informational texts for a variety of purposes and audiences. * **Assess** and **refine** texts to **improve** their clarity, effectiveness, and impact according to purpose, audience, and message. * Use the **conventions of Canadian** spelling, grammar, and punctuation proficiently and as appropriate to the context. |

Classroom Assessment and Evaluation:

Assessment is the process of gathering evidence about what a student knows, understands, and is able to do. Letter grades will be assigned to final assessments according to the following scale.

|  |  |  |
| --- | --- | --- |
| Letter Grade | % | Description |
| A+ | 96% | Beyond Expectations |
| A | 92% | Outstanding |
| A- | 88% | Excellent |
| B+ | 84% | Well Done! |
| B | 80% | Good! |
| B- | 75% | Good! |
| C+ | 70% | Meets Expectations |
| C | 65% | Meets Expectations Minimally |
| C- | 55% | Minimal/Poor |
| F | 45% | Does Not Meet Minimal Expectations |
| ic | 0% | Incomplete |

Term Weighting:

Summative Assessments (Assignments/Tests/Quizzes) – 90%

Formative Assessments (Practice and Participation) – 10%

I Reports:

If needed, “I” reports will be distributed mid-term as progress reports

**Literature & Film Course Outline**

**Unit 1: The Dark Side**

* What is literacy and how does it apply in our "information age"?
* How are film and literary techniques used for effect in texts?
* How is suspense created in stories and for what purpose?

**TEXTS**

Short Stories: Edgar Allen Poe’s “Cask of Amontillado” and Shirley Jackson’s “The Lottery”

Films: Steven Spielberg’s *Jaws* and Alfred Hitchcock’s *Psycho*

**SKILLS**

Reading/Viewing: review of film and literature terminology, annotation and analysis skills, use of devices for effect, focus on understanding irony and point of view

Writing/Expression: observation map of Jaws (analysis of literary elements and film techniques), analysis essay

**Unit 2: Fantasy and Reality**

* What are some conditions that lead to the desire to escape reality?
* What are the benefits and pitfalls of using the imagination?

**TEXTS**

Short Stories: Anton Chekov’s “The Lottery Ticket,” and James Thurber’s “The Secret Life of Walter Mitty”

Film: Ben Stiller’s *The Secret Life of Walter Mitty* and Roberto Benigni's *Life is Beautiful*

**SKILLS**

Reading/Viewing: annotation close reading practice, reading comprehension quiz, analyzing tone and film/literary techniques (hyperbole, symbolism, colour)

Writing/Expression: synthesis essay

**Unit 3: Delving Beneath the Surface**

* Why do writer's use extended metaphors and symbols?

**TEXTS**

Short Stories: WD Valgardson’s “Saturday Climbing” and Shinichi Hoshi’s “Hey, Come On Out!”

Film: Bong Joon-Ho’s *Snowpiercer*

**SKILLS**

Reading/Viewing: practice spotting symbolism and decoding images, viewing notes for understanding allegory

Writing/Expression: Communicating with images poster assignment

**Unit 4: The Nature of Evil**

* Why do good people do bad things?
* Is aggression necessary to get ahead in life?
* Is violence ever justified?
* Do the means justify the ends?
* Are there circumstances under which it is reasonable to break one's personal moral code?

**TEXTS**

Films: Roman Polanski's *Macbeth* and Akira Kurosawa’s *Throne of Blood*

Media: YouTube video – Einar Overenget's "Why Good People Do Bad Things"

**SKILLS**

Reading/Viewing: reading comprehension quiz, analyzing character and theme, synthesis viewing notes

Writing/Expression: *Macbeth* adaptation project

**Unit 5: Technology and Society - Our Robotic Future**

* What makes us human?
* What qualities separate humans from machines?
* Will robots and artificial intelligence help us perfect ourselves and our world, or will they make humans obsolete?
* What ethical limitations should there be (if any) on the development of AI?
* Can you love, trust, or have an authentic connection with an artificial being?
* Is it ethical to evolve the human body?

**TEXTS**

Short Story: Isaac Asimov's "Robot Dreams" and Asimov's "Three Laws of Robotics"

Non-Fiction: Francis Fukuyama's "Transhumanism," Rosa Brooks' "In Defense of Killer Robots, Arthur House's "The Real Cyborgs," and Margaret Atwood's "Are Human's Necessary?"

Media: YouTube – "Sophia Awakens", *New Yorker* cover – Kikuo Johnson's "Tech Support"

TED Talks: "Can We Build AI Without Losing Control Over It?" Sam Harris, "What AI is and isn't," Sebastian Thrun, and “What Will Humans Look Like in 100 Years?” Juan Enriquez

TV Episodes: Humans S01E01, Black Mirror “Be Right Back”

Poetry: BotPoet.com

Films: Alex Garland's *Ex Machina* and Ridley Scott's *Blade Runner* (Spike Jonze's *Her* for home viewing)

**SKILLS**

Reading/Viewing: recognizing persuasive/rhetorical techniques, analyzing theme, decoding images quiz

Writing/Expression: persuasion project

**Unit 6: War**

* What is the impact of war on the individual and society?
* What is the impact of point of view on a text?

**TEXTS**

Poems: “Diameter of a Bomb,” “The War Works Hard,” “The Soldier,” “Dulce et Decorum Est,” “Christ and the Soldier.”

Films: clips from Ken Annakin’s *The Longest Day* and Steven Spielberg’s *Saving Private Ryan*

**SKILLS**

Reading/Viewing: analysis of figurative language and point of view

Writing/Expression: poetry analysis paragraph

**Unit 7: Humanity and Nature**

* What is humanity's proper relationship with nature?
* How does living in an urban setting affect our connection to the natural world?
* What effect does the natural world have on the individual?

**TEXTS**

Media: YouTube – Carl Sagan's "Pale Blue Dot"

Poetry*:* Mary Oliver's "Some Things Say the Wise Ones" and Wendell Berry's "The Peace of Wild Things" and Wordsworth's "The World Is Too Much With Us"

Film: Sean Penn’s *Into the Wild*

**SKILLS**

Reading/Viewing: practice interpreting and connecting to poetry

Writing/Expression: poetry analysis – visual representation, creative writing