SAMPLE COURSE OUTLINE

LITERATURE
GENERAL YEAR 12
Sample course outline

Literature – General Year 12

Unit 3

Semester 1

In Semester 1 you will study a range of Australian literature representing different styles, forms and periods. Consider all texts in relation to their context and how they represent the Australian culture, as well as their conventions. You are encouraged to enjoy the reading of texts in this course while considering what makes the texts literary. Your reading experience will be enriched by applying a range of reading strategies, including intertextuality. Consider also moral and ethical perspectives presented in the texts.

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<th>Week</th>
<th>Syllabus content</th>
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| 1–4  | **Text focus: Poetry**<br>Texts: Selected poems from Henry Lawson, Archie Roach (including ‘Louis St John’), Paul Kelly (including ‘From Little Things Big Things Grow’), Joanne Burns (including ‘autobiography’, ‘perennial park’, or ‘he’d had a sleepless night’).  
- the production and reception of texts is informed by an understanding of the conventions usually associated with a genre  
- in responding to a literary text, readers might consider the context of the writer, the society and culture in which the text was produced, their own experience of reading and their own way of thinking about the world  
- produce creative texts taking into account considerations of audience, purpose and context | **Task 1: Extended written response (journal)**<br>**Part A**<br>Write a journal entry for at least two of the poems studied in class. In your response to each poem, discuss the use of language and conventions in the poem, the context and how you read the poem’s representation of one of the following: a cultural group, gender, class, desire or place. Include your personal response to the poem. (In class)<br>**Task 2: Creative production**<br>**Part A:** Write a poem in the style of one of the poems studied. This may be in response to the original poem or a follow up or a text showing a different perspective to the subject.<br>**Part B:** Write a reflection on your poetry writing experience, reflecting on the strengths and weaknesses of your work, as well as explaining how your poem connects to the original and why you selected that poem. You should discuss your use of language, conventions and context. This response should be approximately 500 words. (Due Week 5) |
| 5–7  | **Text focus: Multimodal**<br>Text: *Home and Away* by John Marsden and Matt Ottley (picture book and DVD)  
- the ideas represented in a text are just one possible way of thinking about the world and may reflect a particular set of values and attitudes  
- the different ways in which language can be used involves choices about audience, purpose and genre  
- language is a medium used to offer representations of the world and to position readers | **Task 3: Short written response**<br>*Home and Away* presents an alternative view of asylum seekers to what is generally presented to Australian audiences.<br>Explain, referring to techniques used, how this has been achieved by the author and illustrator, and their impact on your interpretation of the text. You may focus on the book, the DVD or both. (In class, Week 7) |
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| 8–11    | • writers select grammatical elements of language (for example, tense and sentence structure) and stylistic elements of language (for example, use of metaphor or symbol or imagery; use of narrative point of view) that invite responses

  **Task 1: Extended written response (journal)**
  **Part B**
  Respond in your journal to issues that arise in class as we analyse the text *Home and Away* by John Marsden and Matt Ottley. You will write about the form of the text as well as the language and content. Explain what makes this text literary. (Week 7)

  **Task 4: Short written response**
  Discuss how minor characters in the novel, *The Story of Tom Brennan*, enable the development of the protagonist and the plot.
  (In class, using notes prepared both in class and at home: Week 11)

| 12–15   | • produce analytical, discursive and reflective texts taking into account considerations of audience, purpose and context

  **Task 5: Externally set task**
  A task set by the SCSA based on the following content from Unit 3 – (teacher to insert information provided by the Authority)
  (In class, Week 12)

  **Task 6: Oral**
  Deliver a tutorial presentation for your class, focusing on representations of culture, class or gender OR of desire and place, in texts studied this semester. You must refer to more than one text studied.
  (In class, Week 14)

  **Task 1: Extended written response (journal)**
  **Part C**
  Write a reflection on your work completed this semester. Elaborate on your strengths and weaknesses across the range of tasks and activities completed and explain which areas you would like to improve on in the following unit.
  (In class, Week 15)
Unit 4

Semester 2

In Semester 2 you will study texts from a range of different contexts and explore world literature. You will write regularly in your Literature journal and record reflections on texts you read and experience. You will develop your vocabulary, build your knowledge of literary terms and increase your ability to articulate your understanding of literary texts.

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| 1–3  | **Text Focus: Multimodal text**  
*Inanimate Alice*  
www.inanimatealice.com  
- reading a literary text involves applying strategies which help us to make meaning of texts such as reading with an emphasis on various representations; or reading with a focus on different contexts; or reading intertextually, that is, reading that focuses on connections among texts. Different reading strategies produce different readings and therefore, multiple readings of a text are possible  
- produce reflective and creative texts taking into account considerations of audience, purpose and context  
- develop an understanding of the processes of textual production, reflecting upon their own work and making informed judgements about the strengths and weaknesses of their work, either individually or collaboratively  
| **Task 7: Creative production**  
Working with a partner, create a multimodal literary text that presents a character from your context detailing a conflict faced in his/her life.  
Write a 300 word reflection to accompany your literary text, commenting on your individual contribution and the collaboration with your partner. (Due end of Week 4) |
| 4–8  | **Text focus: Drama**  
Texts: *Bran Nue Dae* by Jimmy Chi and live theatre performance of a world literature text (not an Australian text)  
- language is a medium used to offer representations of the world and to position readers  
- the ideas represented in a text are just one possible way of thinking about the world and may reflect a particular set of values and attitudes  
- reading intertextually allows students to draw on ways of thinking they have encountered in other texts  
- the production and reception of texts is informed by an understanding of the conventions usually associated with a genre  
- produce analytical, discursive and creative texts taking into account considerations of audience, purpose and context  
| **Task 8: Oral**  
Group task: working in small groups you will workshop a scene from *Bran Nue Dae* to perform for the class. At the conclusion of the performance, your group will then present an analysis of the scene for the class, with each group member focusing on a different aspect of the scene. You could discuss the language and/or language techniques used in the scene, the generic conventions, ideas represented in this scene and any links or comparisons you can make to other texts you have previously read. (Due Week 6)  
**Task 9: Short written response**  
Write a theatre review for the performance attended, commenting on generic features of the text as well as performance aspects and evaluating the success of the production. (Due Week 8) |
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| 9–11 | **Text focus: Prose**  
Text: *Of Mice and Men* by John Steinbeck  
- the different ways in which language can be used involves choices about audience, purpose and genre  
- the ideas represented in a text are just one possible way of thinking about the world and may reflect a particular set of values and attitudes  
- in responding to a literary text, readers might consider the context of the writer, the society and culture in which the text was produced, their own experience of reading and their own way of thinking about the world | **Task 10: Short written response**  
Discuss how *Of Mice and Men* portrays events to reflect particular values and attitudes that may leave readers without a clear stance on the issues presented. In your response, you might consider discussing the way the book deals with the killings involving Lenny and George, as well as the representation of Crooks. (Due Week 11) |
| 12–14 | **Text focus: Poetry**  
Text: *Form and Feeling* edited by Elaine Hamilton and John Livingston, including the following poems; ‘Mending Wall’ by Robert Frost, ‘Anthem for doomed youth’ by Wilfred Owen, and ‘Telephone Conversation’ by Wole Soyinka  
- writers select grammatical elements of language (for example, tense and sentence structure) and stylistic elements of language (for example, use of metaphor or symbol or imagery; use of narrative point of view) that invite responses  
- language is open to interpretation and different people may respond to it in different ways | **Task 11: Short written response**  
With reference to at least two poems studied, explain how language offers representations of the world.  
(In class, Week 14, Open book) |
| 15 | - produce reflective texts taking into account considerations of audience, purpose and context | **Task 12: Extended written response (journal)**  
Reflective journal including a minimum of three entries on texts studied in Semester 2, demonstrating understanding of language and generic conventions and contextual understandings. (Due Week 15) |