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<th>SAMPLE COURSE OUTLINE</th>
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<tr>
<td>LITERATURE</td>
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<td>GENERAL YEAR 11</td>
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<td>(SAMPLE 2)</td>
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### Sample course outline

**Literature – General Year 11**

**Unit 1**

**Semester 1**

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<tr>
<th>Week</th>
<th>Syllabus content</th>
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| 1–4  | Text focus: Prose (short stories from various genres including science fiction, fantasy, romance, western, crime, thriller/suspense, horror, ghost, adventure, humour, war etc.) Texts:  
  - Science Fiction: ‘Impostor’ by Philip K. Dick in *Spectrum Two*  
  - Suspense: ‘Listen to the End’ by Tony Hunter in *Reading Fictions*  
  - Adventure: ‘To Build a Fire’ by Jack London in *Spectrum One*  
  - War: ‘The Upturned Face’ by Stephen Crane in *Men, Women and Boats*  
  - there are similarities and differences in the conventions and language of literary texts, and these allow us to identify genres  
  - when we refer to reading a text, we are referring to the meaning that we can make of a text  
  - language has grammatical and stylistic elements that produce certain effects  
  - reading intertextually involves relating new texts to other texts we have read through a discussion of language, generic conventions and the understandings of the world that other texts offer  
  - develop an understanding of the processes of textual production and describe those processes in reflecting upon their work  
  - develop a vocabulary to articulate understandings of literary texts. | **Task 1: Short written response** Close reading of a short story from a selected genre.  
(In class, Week 3)  

**Task 2: Creative production**  
Part A: Write a short story from a particular genre (e.g. science fiction, fantasy, romance, western, crime, thriller/suspense, horror, ghost, adventure, humour, war).  
Part B: Write a reflection on your short story writing experience, reflecting on the strengths and weaknesses of your work, as well as explaining how your short story fits into that particular genre. You should discuss your use of language, conventions and context. This response should be approximately 250 words.  
(Due Week 4) |
| 5–8  | Text focus: Drama Text: *Romeo and Juliet* by William Shakespeare  
  - language is a medium which can be used for a variety of purposes, including stating information, expressing ideas and telling stories  
  - different sorts of texts might use language in different ways, for example, literal, figurative, connotative, denotative, emotive | **Task 3: Short written response**  
Part A: You are to participate in an ‘in real time’ Twitter narrative. Each student will be allocated a character(s) from *Romeo and Juliet* and you will tweet as if you are part of the action and as if the story is playing out now. You must screen capture your own tweets so you have a collected record of your contribution to the group task. |
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| 9–11 | • reading a literary text involves considering social, cultural and historical contexts  
• produce analytical, reflective and creative texts taking into account considerations of audience, purpose and context. | Part B: Write a reflection on your participation in the Twitter narrative, reflecting on the strengths and weaknesses of your work. You should discuss your use of language, Twitter conventions and textual references. This response should be approximately 250 words. (Completed during Week 8) |
| 9–11 | Text focus: Multimodal texts  
Text: Selected comic books and website http://www.freecomicbookday.com/Home/1/1/27/992  
• there are similarities and differences in the conventions and language of literary texts, and these allow us to identify genres  
• different sorts of texts might use language in different ways, for example, literal, figurative, connotative, denotative, emotive  
• when we read in terms of representation, we look at the ways of thinking about the world (for example, about individuals, groups and ideas) that are constructed in the text  
• develop a vocabulary to articulate understandings of literary texts. | Task 4: Extended written response  
Write an opinion piece discussing the purpose behind Free Comic Book Day and explaining your thoughts on whether comic books have a place in the Literature course. (Due Week 11) |
| 12–15 | Text focus: Poetry  
Text: Seven Centuries of Poetry in English edited by John Leonard  
• War: ‘Dulce et Decorum Est’ by Wilfred Owen and ‘Homecoming’ by Bruce Dawe  
• Love: ‘Sonnet 18’, ‘Sonnet 130’ by William Shakespeare  
• Family: ‘Pain for a Daughter’ by Anne Sexton and ‘Impromptu for Ann Jennings’ by Gwen Harwood  
• language has grammatical and stylistic elements that produce certain effects  
• readers’ experience of language, for example, readers’ understanding of particular words, has an effect on how readers respond to literary texts  
• when we read in terms of representation, we look at the ways of thinking about the world (for example, about individuals, groups and ideas) that are constructed in the text | Task 5: Oral  
You are to deliver a tutorial to your class focusing on the representation of a particular subject (e.g. war, love, family, nature). You must refer to two poems and your presentation must incorporate multimodal techniques. (In class, Week 14)  
Task 6: Creative production  
Part A: Write a poem focusing on the representation of a particular subject (e.g. war, love, community, family, nature).  
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 represents your chosen subject. You should discuss your use of language, conventions and context. This response should be approximately 250 words. (Due Week 15) |
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<td>• reading intertextually involves relating new texts to other texts we have read through a discussion of language, generic conventions and the understandings of the world that other texts offer  &lt;br&gt; • develop an understanding of the processes of textual production and describe those processes in reflecting upon their work.</td>
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#### Unit 2

#### Semester 2

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| 1–5  | **Text Focus:** Novel  
**Text:** Black Swan Green by David Mitchell  
• language is a medium which can be used for a variety of purposes, including stating information, expressing ideas and telling stories  
• language has grammatical and stylistic elements that produce certain effects  
• reading a literary text involves considering social, cultural and historical contexts  
• produce analytical, reflective and creative texts taking into account considerations of audience, purpose and context. | **Task 7: Oral**  
Working in pairs, create a 15 minute podcast explaining at least three of the 1980s contextual references in Black Swan Green.  
(Due Week 4)  
**Task 8: Extended written response**  
Create a press kit for the novel – this should include a new front and back cover and blurb, author interview, and reading group questions.  
(Due Week 5) |
| 6–9  | **Text focus:** Drama  
**Text:** Blackrock by Nick Enright  
• there are similarities and differences in the conventions and language of literary texts, and these allow us to identify genres  
• reading a literary text involves considering social, cultural and historical contexts  
• when we read in terms of representation, we look at the ways of thinking about the world (for example, about individuals, groups and ideas) that are constructed in the text  
• develop an understanding of the processes of textual production and describe those processes in reflecting upon their work  
• produce analytical, reflective and creative texts taking into account considerations of audience, purpose and context. | **Task 9: Creative production**  
**Part A:** Write a monologue from the perspective of one of the characters from Blackrock  
**Part B:** Write a reflection on your monologue writing experience, reflecting on the strengths and weaknesses of your work. You should discuss your use of language, conventions and context. This response should be approximately 250 words.  
(Due Week 8)  
**Task 10: Short written response**  
Write a blog exploring an issue raised in Blackrock (e.g. objectification of women, mateship, masculinity, parenting).  
(Due Week 9) |
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| 10–15 | Text focus: Multimodal and poetry  
Text: Picture book *Enormous Smallness: A Story of E.E. Cummings* and poems by e e cummings  
- different sorts of texts might use language in different ways, for example, literal, figurative, connotative, denotative, emotive  
- readers’ experience of language, for example, readers’ understanding of particular words, has an effect on how readers respond to literary texts  
- when we refer to reading a text, we are referring to the meaning that we can make of a text  
- reading intertextually involves relating new texts to other texts we have read through a discussion of language, generic conventions and the understandings of the world that other texts offer  
- develop a vocabulary to articulate understandings of literary texts  
- develop an understanding of the processes of textual production and describe those processes in reflecting upon their work. | **Task 11:** Short written response  
Close reading of a selected e e cummings poem.  
(In-class, Week 12)  
**Task 12:** Creative production  
Part A: You are to create four pages from a picture book based on the life and work of a selected poet incorporating poetry, illustrations and biographical details.  
Part B: Write a reflection on the creation of your picture book, reflecting on the strengths and weaknesses of your work, as well as explaining which biographical details and poetry you chose to include. You should discuss your use of language, conventions and context. This response should be approximately 250 words.  
(Due Week 15) |