



Owning the story: engagement in Literature

Content

- Warm up
- Rationale
- What students need to know
- Teachers as facilitators
- Task and a few resources
- Outcomes
- Questions and your turn

Warm up

Pair and Share

- Choose a partner – someone with whom you do not work, or do not know
- Find out:
- What they love most about teaching Literature.
- What they find the most frustrating about teaching Literature.

2 minutes – GO!

- Then find another partner
- Same-same but different

2 minutes –GO!

Then time to report back to share with the whole group.

Rationale – my why

- The Literature prescribed list is extensive
- WACE marking experience



We need to remind ourselves
that we are teaching students
CONCEPTS that they can
apply to any text that they
read (or view!)





The birth of the task: **Choice of Genre**

Rationale (serious teacherly stuff)

- From Unit 3 of the Year 12 Literature ATAR syllabus (p 12)

Create analytical texts, including:

- developing *independent interpretations* of texts supported by informed observation and close textual analysis.
- In *responding* to a literary text, readers might consider the context of the writer, the society and culture in which the text was produced, the readers' contexts and reading strategies or practices, their experiences of reading and their ways of thinking about the world

Cont'd from Unit 3

- using appropriate linguistic, stylistic and critical terminology to *analyse and evaluate* texts
- *evaluating* their own and others' ideas and readings using logic and evidence

From Unit 4 (p 14)

Evaluate and reflect on the ways in which literary texts can be interpreted, including:

- how ideas, values and assumptions are conveyed, that is, how 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.

cont'd from Unit 4 (p 14)

Some literary texts reflect the system of attitudes, values, beliefs and assumptions (*ideology*) of powerful groups. In this way, literary texts may be used to 'naturalise' particular ways of thinking, to serve the purposes of these powerful groups, while marginalising the views of other less powerful groups

Cont'd from Unit 4

- how specific literary elements and forms *shape meaning and influence responses*. **Genres** may have social, ideological and aesthetic functions. Writers may blend and borrow conventions from other genres to appeal to particular audiences
- how **genre**, conventions and language contribute to *interpretations* of texts. Choice of language is related to ideological and aesthetic considerations

cont'd from Unit 4 (p 14)

- exploring a range of *critical interpretations* produced by adopting a variety of reading strategies.
- *Multiple readings* of a text are possible.

Cont'd from Unit 4

Create analytical texts, including:

- developing a creative, informed and sustained *interpretation* supported by close *textual analysis*
- using appropriate linguistic, stylistic and critical terminology to *evaluate* and *justify interpretations* of texts
- *critically evaluating* their own and others' justifications, evidence and *interpretations/readings*

What students need to know

- The syllabus
- Familiarity with the concepts
- Generic conventions and literary techniques
- Unlocking strategies
- Metalanguage
- How to write effectively

Concept Table

Year 12 Literature ATAR Concept Table			
CONCEPT	Text 1	Text 2	Text 3
UNIT 3 > Students develop a knowledge and understanding of the relationship between language, culture and identity. > Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms > Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined.			
<ul style="list-style-type: none"> • Explore the power of language to represent ideas, events and people. • Consider the power of language in the text to represent ideas, events and people in particular ways. 			
How are the values and attitudes represented in and through the text?			
In which ways do language, structural and stylistic choices communicate values and attitudes and shed new light on familiar ideas?			
Explore ways in which the literary text represent culture and identity .			



Initially:

1. Explicit instruction
2. Literary perspectives
3. How to make meaning
4. Opportunities to explore Literature
4. Scaffolding writing
5. Time to practise

Explore the prescribed list



- ◆ Empower students
- ◆ Provide guidance
- ◆ Point to resources
- ◆ Assist with analysis
- ◆ Review writing
- ◆ Act as sounding board/
consultant
- ◆ Question

Teachers as facilitators

Before the unit of work:

Select from prescribed list

Read the text of choice

At the start of the unit of work:

Small group discussions about chosen text – book club style

Then independent research, making meaning and analysis.

Use timeline as a guide.

Week	Action
Term 2 (Post exams)	Preparation: Before the start of the 5-week unit of work, you will have selected and read your text of choice. Fill in the concept table as you read your text. Annotate your text and mark significant quotes, ideas and issues, powerful language and other features that you recognise as significant for your reading of the text.
Term 3 week 1	Work on: <ul style="list-style-type: none"> • first impression/meaning/interpretation/reading strategies and perspectives/dominant reading/alternate reading/resistant reading – as necessary for your response. • researching context, making notes. • keeping a log of resources – consider the information gathered • filling in concept table By the end of this week, you should have the outline of Part B
Term 3 week 2	Extend your research to include the critical analyses, critiques and commentaries of others, expanding your annotated bibliography and keeping up to date with the evaluation of the information you are gathering. Continue with the interpretation of your text, identifying suitable quotes, language features, the power of language, aesthetics, representations, cultural identity, values and attitudes and how they are constructed to influence the meaning you are making. Explore the way the generic conventions are used to reflect or challenge. Use the concept table to assist you with this.
Term 3 week 3	Draft the extended response (Part B) Peer review, refine and then submit to me for review. Prepare the material for your tutorial
Term 3 week 4	Final preparation of presentation. Edit drafts and submit final copy of Parts A and B
Term 3 week 5	Tutorial presentations and peer response

Year 12 ATAR Literature

Assessment

Choice of Genre

Listening, speaking, reading, viewing and writing.

Conditions: Preparation in class and at home.

Due Date: Tutorials to be held in Term Week

Weighting: 30 %

NAME: _____

Assessment purpose

To demonstrate an understanding and knowledge of

- critical analysis and evaluation
- the dynamic nature of literary interpretation
- the insights texts offer
- the use of literary conventions and aesthetic appeal
- the interpretation of texts and the synthesis of a range of perspectives
- the creative use of language
- the structural and stylistic features that shape meaning and influence response
- issues arising out of the text
- research methods

Task:

- Select a text from the prescribed reading list. It may be any genre: drama, poetry or prose fiction.
- Research the context of the author, text and the contemporary society.
- Make notes of your research and your planning for the three parts of the task. These notes will be a useful resources for study and examination preparation.

These notes may be in dot points, extended paragraphs, mind maps etc. You can also provide a printout of your source with annotations and highlighting.

- Keep a bibliography for submission. Use APA Citemaker, which you can find on the home page of SEQTA (<http://www.citemaker.com/stgeorges.wa/apa/>)

An important part of this assessment is to evaluate the usefulness of the resources.

- Submit the following for assessment:

Part A: An annotated bibliography with an evaluation of the material that you have sourced. Your evaluation should be in paragraph form.

Part B: A reading of your text with a critical analysis of your interpretation. (2000 words)
Provide text based evidence to support your reading. Include references to resources used.

Part C: Prepare and present a 20 - 30 minute tutorial for the class where you explore the meaning you made of the text. This may be in any form you choose:

e.g. PowerPoint, Prezi, handouts etc.

Read a short excerpt from your text, including an analysis to support the meaning you have made.

Review your peers' tutorial.

You will be assessed on the following criteria:	Marks
Research notes: The student has	
used a wide range of reputable sources that includes literary reviews, criticisms, essays, podcasts and interviews	6
used a range of sources that includes most of the above	5
used some valid sources and some sources lacking credibility	4
a limited range of resources and/or resources that lack credibility	3
used only one or two resources	2
used few resources of questionable validity and credibility	1
Subtotal	6
Bibliography: The student has	
used the correct format for recording a bibliography	2
omitted some of the information or used the incorrect format	1
not recorded any information	0
Subtotal	2
Evaluation of sources: The student has	
written a valid and reflective evaluation which includes judgements and examples	5 - 4
written an evaluation with some judgements and examples	3
written a limited evaluation with minimal examples	3 - 2
written one or two sentences	1
no evaluation	0
Subtotal	5
Making Meaning: written submission. The student's reading of the text demonstrates	
<ul style="list-style-type: none"> a sophisticated and clearly expressed reading of the text references to other critics and academic writing relevant examples detailed analysis may have more than one reading 	12 - 10
<ul style="list-style-type: none"> a clear and well expressed reading of the text supported by relevant examples mostly detailed analysis 	9 - 7
<ul style="list-style-type: none"> a relevant reading satisfactory expression of ideas supported by some examples some analysis 	6 - 5
<ul style="list-style-type: none"> a reading that is expressed with some limitations limited supporting evidence limited analysis 	4 - 2
<ul style="list-style-type: none"> a vague reading that is unsubstantiated 	1
Subtotal	12
Tutorial: The student's presentation demonstrates	
<ul style="list-style-type: none"> a deep understanding of, and critical engagement with, the text, a sophisticated use of literary discourse and supporting evidence, confident expression of ideas. The meaning made is eloquently explained and justified. 	10 - 8
<ul style="list-style-type: none"> a competent understanding of and engagement with the text, 	7 - 5

<ul style="list-style-type: none"> a competent use of literary discourse and supporting evidence, clear expression of ideas. The meaning made is explained with clarity and some justification. 	
<ul style="list-style-type: none"> a satisfactory understanding of, and engagement with, the text, a satisfactory use of literary discourse and supporting evidence, a satisfactory expression of ideas. The meaning made is valid but there is insufficient justification 	4 - 2
<ul style="list-style-type: none"> a limited understanding of the text, little use of literary discourse, a limited expression of ideas. The meaning made is vague and unsubstantiated 	1
Subtotal	10
Communication skills: The student	
<ul style="list-style-type: none"> makes eye contact with the audience speaks clearly and at a good pace uses suitable visual aids such as PowerPoint, handouts or booklet is not reliant on palm cards or notes 	5 - 4
<ul style="list-style-type: none"> mostly makes eye contact with the audience mostly speaks clearly but pace is too fast has limited use of visual aids and supporting material for tutorial is more reliant on notes and/or palm cards 	3 - 2
<ul style="list-style-type: none"> makes very little eye contact with audience speaks too softly/ too swiftly/ unclearly uses no or few irrelevant visual aids and supporting material for tutorial reliant on notes/ reads speech 	1
Subtotal	5
TOTAL	40

Student reflection.

What I did well:

What I need to do to improve:

Listening Task: Peer Review of tutorial

Name of reviewer: _____

Name of presenter: _____

Text: _____

Tutorial: The student's presentation demonstrates

- a deep understanding of, and critical engagement with, the text,
- a sophisticated use of literary discourse and supporting evidence,
- confident expression of ideas.
- The meaning made is eloquently explained and justified.

- a competent understanding of, and engagement with, the text,
- a competent use of literary discourse and supporting evidence,
- clear expression of ideas.
- The meaning made is explained with clarity and some justification.

- a satisfactory understanding of, and engagement with, the text,
- a satisfactory use of literary discourse and supporting evidence,
- a satisfactory expression of ideas.
- The meaning made is valid but there is insufficient justification

- a limited understanding of the text,
- little use of literary discourse,
- a limited expression of ideas.
- The meaning made is vague and unsubstantiated

Communication skills: The student

- makes eye contact with the audience.
- speaks clearly and at a good pace.
- uses suitable visual aids such as PowerPoint, handouts or booklet
- is not reliant on palm cards or notes

- mostly makes eye contact with the audience
- mostly speaks clearly but pace is too fast
- has limited use of visual aids and supporting material for tutorial
- is more reliant on notes and/or palm cards

- makes very little eye contact with audience
- speaks too softly/ too swiftly/ unclearly
- uses no or few irrelevant visual aids and supporting material for tutorial
- reliant on notes/ reads speech

Key points of meaning made:

Outcomes

- Engagement
- Quality and quantity
- Writing improves
- Understanding deepens and broadens
- Bigger picture
- Confidence
- Personal voice

Questions and your turn

