

Course
ENG-4112-2
English and the World of Story

English Language Arts



Introduction

Memoirs and novels stock the shelves of bookstores across the country, and avid readers rely on them for enjoyment and enlightenment. Some of these texts are later transformed into films, their stories recast to express the vision of their directors, and their merits assessed by those of us who have read their print counterparts. Films in general attract a wide audience in today's highly visual culture. In fact, due to the enormous quantity and variety of available films, many of us consult film trailers and reviews before deciding what to see. Then, after seeing a film, we dissect its plot, message and structure just as we dissect a novel that we've enjoyed reading. In short, the content and form of narrative texts are common topics of discussion in our contemporary society. The reason is simple: these texts stimulate our imaginations and speak to our emotions. In developing the ability to understand these texts more fully, we learn how to make increasingly complex connections and broaden our artistic appreciation.

In this 50-hour course, the second of three courses in Secondary IV (for which adult learners earn credits in language of instruction), adult learners participate in a variety of learning situations and activities to develop their ability to discuss and analyze novels/novellas and films. Although these texts fall under the Narrative genre, whose main social function is to depict human experiences and themes in an imaginative way and to stimulate an interpretive, reflective or affective response, they may also contain persuasive, informative, explanatory and argumentative elements as well. (See the explanation on social functions and their corresponding genres in Chapter 1, Section 1.2.)

The course helps adult learners broaden their knowledge of the communication conventions used in narrative texts. By the end of the course, adult learners will be able to apply this knowledge when they write film reviews and essays comparing novels/novellas with their film adaptations.

Subject-Specific Competencies

Competencies are developed and demonstrated through the mobilization and effective use of various resources. Among these resources are language processes, strategies and textual and linguistic knowledge. The subject-specific competencies targeted in the course *English and the World of Story* are shaded in the table below.

Competencies	Key Features		
Uses language/talk to communicate and to learn (C1)	Develops resources for communicating orally and for learning	Interacts with others in different contexts	Interprets how speakers shape an oral message to create a relationship with the audience
Reads and listens to written, spoken and media texts (C2)	Develops resources to make sense of various written, spoken and media texts	Extends understanding of various written, spoken and media texts	Interprets his/her relationship to the text and the context
Produces texts for personal and social purposes (C3)	Develops resources to produce written and media texts	Follows a process to produce written and media texts	Creates a relationship with his/her audience suitable to the text and context

Although only C2 and C3 are targeted in this course, C1 is implicit as it complements the learning situations.

For more information on the subject-specific competencies, refer to the following sections:

- *Uses language/talk to communicate and to learn (C1)*, Chapter 3, Section 3.2
- *Reads and listens to written, spoken and media texts (C2)*, Chapter 3, Section 3.3
- *Produces texts for personal and social purposes (C3)*, Chapter 3, Section 3.4

Processes and Strategies

Language processes are series of actions or operations that support competency development. In other words, they are important resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts. In all, there are four language processes (Research, Reading, Writing and Production); the processes suggested for this course are illustrated in the table below.

Processes	Phases
Research	Planning task at hand Mobilizing resources Reflecting on the resources employed to achieve the task
Reading	
Writing	

Communication and learning strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. They are additional resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts. The communication and learning strategies suggested for this course are illustrated in the table below.

Strategies		
Communication		Verbal and nonverbal Rhetorical Organizational Writing
Learning	Cognitive	Activating prior knowledge Meaning-making Listening Reading/viewing Information-gathering Interpretation Note-taking
	Socioaffective	Feedback
	Metacognitive	Procedural Feedback Self-evaluation

Additional information on processes and strategies is provided in the following sections:

- Chapter 3, Section 3.5
- Appendix (Inventory of Strategies)

Cross-Curricular Competencies

The cross-curricular competencies are generic skills that can be developed and applied outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of the course *English and the World of Story*, the shaded cross-curricular competencies listed horizontally could easily be developed simultaneously with the shaded subject-specific competencies listed vertically. Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may decide to develop cross-curricular competencies other than those shaded in the table below.

Cross-Curricular Competencies → Subject-Specific Competencies ↓	Uses information	Solves problems	Exercises critical judgment	Uses creativity	Adopts effective work methods	Uses ICT	Cooperates with others	Achieves his/her potential	Communicates appropriately
Reads and listens to written, spoken and media texts			■		■				
Produces texts for personal and social purposes			■	■	■				■

For more information on the key features and manifestations of the cross-curricular competencies, refer to the Diversified Basic Education Program.

Subject-Specific Content

The subject-specific content includes knowledge and cultural references.

Knowledge

The prescribed textual and linguistic elements, necessary for the development of the competencies targeted in this course, are listed below in alphabetical order.

Textual Elements

- ✓ audience and communication context
- ✓ cinematic elements (e.g. cinematography and soundtrack; related effects such as fear, foreshadowing, humour, pathos, shock, suspense, surprise or a frightening/surreal/romantic atmosphere)
- ✓ emotional/aesthetic/intellectual appeal of text
- ✓ coherence and cohesion
- ✓ consistency and logical presentation of ideas
- ✓ literary elements (e.g. characterization, climax, conflict and resolution, dialogue, narrative point of view, plot, protagonist and antagonist, setting, symbolism, theme)
- ✓ main and supporting ideas
- ✓ methods of organization (analogy, cause/effect, chronological order, comparison/contrast, example, explanation, listing of ideas)
- ✓ paragraphing (features of introductory, body and concluding paragraphs)
- ✓ relevant vs. irrelevant details
- ✓ social function(s) of text
- ✓ story development (clear beginning, middle and end; action propelled by a central conflict)
- ✓ sufficient vs. insufficient development of main ideas
- ✓ textual features of film reviews: title of film, director, film genre, actors and characters
- ✓ textual features of novels/novellas: title and author, preface, chapters, numbered or partitioned sections, etc.
- ✓ topic sentences and thesis statements

Linguistic Elements

- ✓ agreement (of person, subject and verb, verb tenses, pronoun and antecedent)
- ✓ appositive phrases
- ✓ capitalization and punctuation (commas, semicolons, quotation marks, end punctuation)
- ✓ common sentence errors (e.g. fragments, run-on sentences, misplaced modifiers)
- ✓ commonly misspelled or confused words
- ✓ language (neutral, connotative, aesthetic, figurative, colloquial)
- ✓ language devices (e.g. imagery, metaphor, simile, humour, hyperbole, irony, onomatopoeia, personification, sarcasm)
- ✓ language functions (contextualizing, summarizing, rephrasing)
- ✓ language tone and register (style/level of language suitable to the context)
- ✓ oral communication features (voice tone, speed, volume, emphasis, enunciation, pronunciation)
- ✓ parallel structure
- ✓ relative clauses
- ✓ simple, compound and complex sentences (coordinators, subordinators)
- ✓ synonyms and antonyms
- ✓ syntax
- ✓ transition expressions including time and sequence markers

Cultural References

In this course, adult learners can explore the aesthetic aspect of culture by focusing on the different sorts of devices that enhance the beauty and appeal of films and novels/novellas. Film directors use a variety of cinematic devices to create a powerful impact on the viewer. These devices include the use of effective camera angles, lighting, colours or textures, close-ups, slow motion scenes, freeze-frames, flashbacks and special effects. In addition, film directors may use period costumes or dramatic musical scores to appeal to their audience. By focusing on these different cinematic devices, adult learners become more aware of how these devices contribute to the artistry and impact of a particular film. They consequently become more appreciative of the aesthetic potential of the film medium in general.

Writers of novels or novellas, on the other hand, rely more on language devices to create a sensory, visceral or imaginative experience for the reader. For example writers use alliteration, assonance, onomatopoeia and poetic or musical language to create a pleasing effect on the reader's ear. They use strong visual imagery to create vivid mental pictures in the reader's mind, and they use humour, hyperbole, metaphors, similes, symbols and ironic connotative language to stimulate the reader's emotions or intellect. When adult learners focus on these language devices, they learn to respond to narrative texts in a more reflective way and experience greater aesthetic enjoyment.

Alternatively, teachers may decide to focus on the sociological or the sociolinguistic aspect of culture. (See Chapter 4 for additional information on the three cultural aspects.)

Families of Learning Situations

The term “families of learning situations” refers to groupings of learning situations that vary in style and complexity but share some common characteristics. The families of learning situations targeted in this course are shaded in the table below.

Families of Learning Situations	
▶	Exploring and creating literary diversity
	Seeking and imparting information
▶	Developing and supporting a stance

Exploring is associated with the communication purposes of reading/viewing/listening to and discussing the characteristic features and related impact of various types of narrative texts such as films and novels/novellas. **Creating** is associated with the communication purpose of creating original film reviews that demonstrate a personal viewpoint and style.

Developing is associated with the communication purposes of formulating and adjusting interpretations and assessments of films and novels/novellas in collaborative discussions.

Supporting is associated with the communication purpose of providing reasons for these interpretations and assessments in written film reviews and formal comparison/contrast essays.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are selected on the basis of their importance to society. Each comprises an educational aim and focuses of development that help teachers delineate the knowledge that can be explored in specific learning situations.

Broad Areas of Learning → Subject-Specific Competencies ↓	Health and Well-Being	Career Planning and Entrepreneurship	Environmental Awareness and Consumer Rights and Responsibilities	Media Literacy	Citizenship and Community Life
Reads and listens to written, spoken and media texts				■	
Produces texts for personal and social purposes				■	

As demonstrated in the chart above and the example of a learning situation below, Media Literacy is a broad area of learning well suited to this course.

When adult learners focus on Media Literacy, they may develop:

- an assessment of the aesthetic qualities of media production (e.g. understanding the impact of various film devices and their contribution to the aesthetic quality of film texts)

Other broad areas of learning could also be selected to create different learning situations.

For more information on the broad areas of learning, their educational aim and focuses of development, refer to the Diversified Basic Education Program.

Example of a Learning Situation

Film Review Contest

In this learning situation, adult learners are presented with the following scenario:

Every Friday your favourite theatre chain, Newest Flicks, invites filmgoers to submit a positive film review of one of the films currently playing in its theatres, and you have decided to send a submission.

According to the contest rules, you need to write a film review that explains in 150-200 words why people should come and see one of Newest Flicks' current films. You need to start your review by naming the film you have selected and then provide several good reasons why this film is worth seeing. You need to comment, for example, on several aspects such as the quality of the plot, acting, dialogue, cinematography or special effects. Before submitting your review, you need to check it over carefully because it must be ready for distribution to the general public. Then, you have to e-mail your film review to reviews@newestflicks.com and CC nine of your friends. At the end of the week, Newest Flicks will choose the best submission, and the winner will receive a free one-month pass (valid at any of its theatres). In addition, each of the winner's nine friends will receive a free ticket to one of its films.

End-of-Course Outcomes

By the end of the course, adult learners will be able to:

Discuss and analyze

- films and film reviews
- a novel/novella and its film adaptation
- a comparison/contrast essay

When adult learners discuss and analyze films, they focus on their social function(s), target audience(s) and communication conventions. They discuss the language style in each selected film, its cinematic elements and any related effects. For example, they discuss and analyze film elements such as soundtrack and cinematography (camera angles, close-ups, freeze-frames, slow-motion/flashbacks, colour and lighting). They then identify related effects such as fear, foreshadowing, humour, pathos, shock, surprise, suspense or a frightening/surreal/romantic atmosphere. They discuss and analyze film features such as the use of special visual or sound effects, short scenes, subplots and linear/nonlinear plotting. In addition, they discuss and appraise the quality of the dialogue and acting in the selected film. They identify literary elements such as characterization: reactions/roles/traits of main and minor characters; climax; conflicts: internal/external and their resolution; dialogue; main and minor themes; narrative point of view; plot; protagonist and antagonist; setting; and symbolism.

When adult learners examine a film review, they focus on its social function, target audience and language style, and discuss the connection between these elements. They analyze the construction of the film review, including the contextualizing details provided at the beginning of the review (details on the name of the film, film genre, director, principal actors and the characters they play) and the summarizing remarks provided at the end. Adult learners discuss any comments about the cinematic elements of the film as well as comments about the main theme(s), the credibility of the plot/characters, the quality of the dialogue/acting/cinematography, the emotional/aesthetic/intellectual appeal of the film, and so on.

They assess whether the overall rating in the review corresponds to the evidence given. They identify the methods of organization used (e.g. comparison/contrast, cause/effect) and analyze the review's informative, persuasive, explanatory and argumentative elements.

When adult learners discuss and analyze the novel/novella they have chosen in collaboration with the teacher, they focus on the text's social function, target audience and communication conventions. They do some research on the setting of the novel/novella. They adopt a reading stance that is suitable to the passage they are examining and the type of information they are seeking. They discuss the language style adopted and identify some examples of aesthetic, figurative and colloquial language, as well as examples of language devices such as imagery, irony, humour and sarcasm. They identify the text's literary elements (see the examples of literary elements on the previous page).

In addition, they construct interpretations by reading between the lines, analyzing language choices, making links between key passages and drawing upon their personal observations and experiences. They explain their interpretations of the characters, events and themes by providing concrete supporting evidence from the primary text. At the same time, they provide evidence for any generalizations and conclusions they make. Adult learners then view the film adaptation of their text. During the viewing process, they discuss and evaluate the film's cinematic elements (see the examples of cinematic elements on the previous page). They then compare the print and film versions, discussing and analyzing some central differences in the two narrative forms. For example, adult learners understand that print narratives create a visual image of the story events through words alone, whereas films may use minimal dialogue and tell a large part of the story through moving pictures. Adult learners compare the print and film version of the selected text and identify changes in the plot or storyline, characterizations, setting, general atmosphere and so on. After the viewing, they assess the overall appeal/impact of the two texts, providing detailed reasons for their assessments.

When adult learners discuss and analyze a comparison/contrast essay, they focus on its social function(s), target audience and communication conventions. They adopt a suitable reading stance. They identify the formal language and organizational structure used in this type of essay. They identify the necessary elements in each paragraph. They discuss the role of the introductory paragraph and the contextualizing and clarifying details it provides on the texts and topics being compared. They analyze the thesis statement that appears at the end of this paragraph and its role in specifying the general nature of the comparison. They also analyze the role of the topic sentences that begin each body paragraph.

Adult learners understand that each topic sentence contains a controlling idea and that this topic sentence is related to all of the supporting details that follow it. They examine the content in the concluding paragraph and analyze its role in the essay. They identify any methods of organization used, such as chronological order, cause/effect, comparison/contrast or example, and identify the essay's informative, explanatory, persuasive or argumentative elements.

Produce

- **a film review**

When adult learners write a film review, they include standard review elements such as the name of the film, film genre, director, principal actors and characters. They give a brief description of the setting, plot and main theme. They then comment on three to four aspects of the film, such as the credibility of the plot or characters, the quality of the dialogue/acting/cinematography/soundtrack and special effects and the emotional/intellectual impact of the film. They organize their comments, presenting separate points in separate paragraphs, and provide reasons for the rating they have given of the selected film. They indicate their rating in the final line of their review, using a star system, for example.

Text length: 300-350 words

Communication context: familiar or unfamiliar audience; fairly formal tone and register suitable to the text type and target audience

Produce

- **a comparison/contrast essay**

When adult learners write an essay comparing/contrasting a novel/novella with its film adaptation, they use a standard five-paragraph structure. They select three of the following six points of comparison: the treatment of the main themes, the believability of the characters, the development of the plot or main conflict, the effectiveness of the dialogue, the effectiveness of the ending, and the overall emotional/intellectual impact. They begin with an introductory paragraph that provides contextualizing information such as the title of the two texts and the general storyline. The introductory paragraph ends with a thesis statement that indicates the nature of the comparison developed in the essay. This thesis statement either specifies the three points of comparison selected or is general enough to encompass them. Adult learners then develop one of these points of comparison in each of their three body paragraphs. Each body paragraph begins with a topic sentence that clearly states the point of comparison and contains a controlling idea. Several specific examples and details are provided to support the topic sentences. In the concluding paragraph, adult learners rephrase and summarize their main points and state their conclusions about the relative merit of the two texts.

Text length: 400-500 words

Communication context: unfamiliar audience; formal tone and register suitable to the text type and target audience

Teachers need to ensure that adult learners use planning tools, such as brainstorming, lists, outlines and discussions as they begin preparing their texts. Teachers need to also ensure that adult learners later actively reflect on how well they communicated their intended message in the texts they created.

For example, adult learners may use self-evaluation checklists or participate in feedback discussions to appraise how clearly they explained and supported their ideas when they wrote their film reviews and comparison/contrast essays, and how effectively they used various learning and communication strategies. Learners may use the same type of evaluation tools to reflect on what they learned as a result of discussing and creating these texts.

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
<p>Reads and listens to written, spoken and media texts (C2)</p>	<ul style="list-style-type: none"> • Coherent construction of meaning from texts • Demonstration of understanding contextual connections • Thorough comprehension of structures and features of texts • Critical interpretation of texts
<p>Produces texts for personal and social purposes (C3)</p>	<ul style="list-style-type: none"> • Effective organization of texts to communicate • Appropriate adaptation of language for audience and purpose • Appropriate use of structures, features, codes and conventions of texts • Correct application of language conventions (usage and mechanics)