ENG 4U Independent Novel Study Unit

***2015-16***

**Introduction**

The Culminating Activity emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life.

Students will choose **one play, novel, or non-fiction book** on which to base their Independent Novel Study, and use the skills they have developed to analyze, interpret, and evaluate the literary work. The final product will include a summary report and a 15 minute presentation.

The area(s) of study and research are of personal choice. In this unit, the emphasis is on the word "individual": reading of the novel, choice of topic(s), organization of the necessary research and reading, and completion of the summary report and presentation are the responsibility of the student.

The *Culminating Activity: Independent Novel Study Unit* is worth 20% of the final mark; consequently, some class time will be set aside for the independent study unit.

**Objectives**

a. to demonstrate a synthesis and consolidation of the literacy, communication, reading, writing, and critical thinking skills as

outlined in the Ministry of Education curriculum expectations;

b. to encourage broad reading, of various texts;

c. to encourage initiative and self‑discipline, and time management skills;

d. to further the development of­ the writing process—research skills, note‑making, editing and revising, publication;

e. to develop and strengthen metacognition skills (i.e. demonstrate insight into personal strengths and weaknesses

as readers, writers, researchers, oral communicators; self-assessment of time management skills)

**A Special Note: Plagiarism**

Plagiarism—passing off someone else's words or thoughts as your own—is a serious academic offence. Remember that all material—**written or oral** must be properly referenced. Review the handout, *Plagiarism: A Serious Offence*, which was distrributed and discussed with all students.

To avoid plagiarism, be sure to keep careful preparation notes, and to reference all necessary materials. Remember that a hard copy of your presentation speech and your slideshow/tri-fold information must be submitted. As well as your hard copy submissions, *Speaking Notes* and *Slideshow /Tri-Fold Content*  MUST be submitted to **Turnitin.com**.

**Procedure**

# **Pre- Reading**

1. Choose a novel / play from the following list:

*The Stone Angel* - Margaret Laurence *Pride and Prejudice* - Jane Austen

*The Joy Luck Club* - Amy Tan *Oedipus the King* - Sophocles

*Great Expectations* - Charles Dickens *The Handmaid's Tale* - Margaret Atwood

*Frankenstein* - Mary Shelley *The Grapes of Wrath* - John Steinbeck

*The English Patient* - Michael Ondaatje *The Great Gatsby* - F.Scott Fitzgerald

*Death of a Salesman* - Arthur Miller *The Glass Menagerie* - Tennessee Williams

*Heart of Darkness* - Joseph Conrad *The Road* - Cormac McCarthy

*Atonement* - Ian McEwen *And the Mountains Echoed* - Khaled Hosseini

*King Lear* - William Shakespeare \* *a non-fiction book of your choice*, which

*A Thousand Splendid Suns* -Khaled Hosseini has been approved by the teacher (see

*Lord of the Flies -* William Golding teacher for suggestions)

# **Reading**

2. Read the novel, drama, or non-fiction book. Take notes while you read. Begin early—there is reading, research, writing,

and a presentation to complete!

Note: This is an independent study assignment. As such, you should begin this assignment immediately and use the *4U*

*Semester-At-A-Glance Calendar* to plan your time and studies. The calendar also indicates any class time that may be

designated as work periods for this assignment.

While you are reading, think about possible topics for your presentation and report, brainstorm, talk with friends who are

reading the same novel, and conference with your teacher

**Researching**

3. Your task is to explore, research, and prepare to present particular aspects of the novel. Work on whatever interests you!

You have an endless number of possibilities. Many of the novels have themes/motifs common to *Fahrenheit 451* and/or

*Hamlet*: family relationships, the journey of self-discovery, pride, the pursuit of dreams (American Dream), alienation/disconnection,

the role of women, etc. Perhaps you might choose to discuss how symbolism or setting contributes to the overall impact

of the novel.

Students will have some library and class time to work on this assignment. A considerable number of work periods are scheduled (See your *Semester-At-A-Glance Calendar*). Consistent attendance is critical—you will be able to ask questions and get direction from your teacher during these periods.Library / Computer periods have been booked on the following days: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Nevertheless, since this is a major independent assignment, you should plan for a significant amount of work to be done for homework.**

**Choosing a Topic(s) and Subtopics**

4. Remember that you have to give a 15 minute presentation. Choose and prepare enough material / areas of study to suit

the required length of the presentation.

While the choice of the topic and subtopics is left to the student, consider the availability of CREDIBLE, SCHOLARLY, RELIABLE secondary material [critical books, journal articles or other materials] BEFORE finalizing your topic choice.

All topics must be approved by the teacher. The ***Culminating Activity: Independent Novel Study******Topic(s) Contract***

must be submitted on or before \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Note: Once the teacher has approved the student’s area of study, the student will then be able to choose his/her

presentation date.

**The Bibliography**

5. A requirement of the ISU is that you read and use critical resources. A **bare minimum of three (3) critical, scholarly**

**resources (3-4 sources will earn a Level 1- / 50%)** are expected in your final bibliography.

The bibliography reflects the research and critical reading that you have completed in the prewriting stage. Be sure to use credible, scholarly resources!!

**The Oral Presentation**

6. Presentations will occur over a period of several days. This semester, **presentations begin on** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**and end on** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Each day, several students (typically 4) will deliver a 15 minute

presentation to the teacher and their peers. Some days will be set aside for PowerPoint / Smartboard presentations, and

other days will be set aside for tri-fold presentations.

Students must ensure that they have a prepared and polished presentation. It is essential to practise your presentation and **time yourself as you have a maximum timeframe of 15 minutes**.

Note: You are responsible for arranging and organizing any required audio-visual material. For example, if you will be using a slideshow on a laptop, as well as your tri-fold, bring all necessary equipment to class, including an extension cord. Photocopies are the responsibility of the

student.

Slideshows **must be emailed to the teacher** at katherine.smith@dsb1.edu.on.ca **no later than the morning of your presentation**. It is also essential that you **bring a copy of your slideshow on a USB stick**.

* On the day of the presentation, at the beginning of the period, EACH STUDENT must submit his/her materials in an organized and labeled fashion [see below]. COLLATE YOUR MATERIALS BEFORE YOU COME TO CLASS.

**Evaluation**

7. This assignment will be worth approximately the same amount as your Fahrenheit 451 Essay. As such, this presentation should be taken seriously and given appropriate consideration.

**Note: Due dates are to be strictly observed as late assignments will incur a late penalty of 10% per day. After five [5] days, the assignment will be considered incomplete.**

**Students should peruse the evaluation rubric on a regular basis**. Doing so will be a reminder of the expectations of

the assignment and of the tasks which must be accomplished.

8. You are expected to attend all presentations and you will be asked to submit your **Peer Evaluations**.

**Culminating Activity: Independent Novel Study Milestone Dates**

**1. *Culminating Activity* assigned & explained \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(Note: Novels are available to students whenever they wish, at

any time during the semester.)

**2. *Topic(s) Contract*** **due on or before** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(Note: When the student has his/her topic(s) approved,

he/she will be able to choose his/her presentation date.)

**3. Due Date: TURNITIN.COM \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**No later than the morning of Oral Presentation Day,** submit the following items to Turnitin.com:

* Oral Presentation **Speaking Notes**
* Tri-Fold or Slideshow Notes

**4. Presentation Day** My presentation day is: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

On the day of the presentation, at the beginning of the period, EACH student will be required

to submit—LABELLED, in the following order—his/her COLLATED package with the following items:

* copy of presentation "Speaking Notes"
* final copy of written material posted on trifold OR printed copy of slideshow
* copies of handouts, brochures, etc. (if applicable)
* all preparation notes

(Preparation notes may include some/all of the following: reading notes, presentation notes, research notes, drafts, etc.)

* properly formatted, typed bibliography (all resources used for the presentation, including audio or visual materials)
* copy of all internet resources
* the Evaluation Rubric

**5. Peer Evaluations** will be collected on the last day of presentations: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* Be sure that all audio/visual material is relevant and effective.
* Whether you are referring to the SmartBoard, or handouts, you should not read to the class.
* Do not include your entire oral commentary on slides, and simply read them to the class.

Your **powerpoint is a visual AID**—**not the actual presentation**.

* Outline / Develop / Write your presentation first; it is then easier and more effective to design slides that help explain or prove the points in your presentation.
* Review the criteria for good delivery of oral presentations. Although it is not necessary to memorize your entire presentation, you must maintain eye contact and face the audience.
* Consider the quality of your media component. For example …..

\*Check handouts for proper language usage and visual appeal.

\*Do not use font smaller than18-point on slideshow. \*Do not distribute a handout that repeats material already

included in slides.

* Do not neglect CONTENT! A visually appealing slideshow with sketchy content will not earn you the grade you desire. Read the rubric! Most of the evaluations deal with content of your subject matter.
* If you have read, researched, and developed more than 15 minutes worth of material, be creative! Include additional content in a brochure or handout.
* peruse these websites, which outline additonal tips for creating effective presentations & slideshows:
* <http://www.slideshare.net/capra1313/death-by-powerpoint-2666836>
* [http://money.howstuffworks.com/business-communications/effective-powerpoint-presentations.htm#page=0](http://money.howstuffworks.com/business-communications/effective-powerpoint-presentations.htm%23page=0)
* <http://office.microsoft.com/en-ca/powerpoint-help/tips-for-creating-and-delivering-an-effective-presentation-HA010207864.aspx>
* <http://presentationsoft.about.com/od/classrooms/tp/student_tips.htm>

***Novel Study Suggestions***

One of the objectives of the Novel Study and part of the expectations of the Eng 4U course is to develop reading and research skills. As such, the selection of a topic is a significant and individual task. Although guidance will be given by the teacher, through suggestions and conference discussions, students will be required to select topic(s) and refine their area(s) of study on their own.

The following list is only intended to exemplify possible areas of study. It is meant to help you begin exploring topics of your own. Since there are endless topics which you may explore, you are encouraged to develop your own ideas for teacher approval.

1. Analyze the role of depiction of women. Focus on topics such as childhood socialization, sex-role stereotyping, expectations,

relationships, career experiences, motherhood and aging. Possible novels to examine include: The Stone Angel Hamlet

Heart of Darkness The Handmaid's Tale  The Great Gatsby The Glass Menagerie Pride and Prejudice The Kite Runner

2. Discuss how literature has depicted the effects of power on individuals: Hamlet The Handmaid's Tale The Great Gatsby

3. Outline the social criticisms of 20th century society: The Road The Great Gatsby The Handmaid's Tale Death of A SalesmanThe Grapes of Wrath

4. Investigate the distinctive quality of Canadian literature: The Stone Angel The English Patient

5. Investigate literary archetypes and their use/significance: The Stone Angel Hamlet Frankenstein

6. Many novels include the theme fo the journey, and trace a character’s journey of self discovery. Possible novels include:

The Grapes of Wrath The Joy Luck Club Great Expectations Frankenstein The Road The Kite Runner

7. Analyze the changing nature of tragedy and/or the tragic hero as depicted in the Elizabethan Period and in 20th century literature.

The Glass Menagerie Oedipus the King The Road Death of A Salesman

8. The role of a person’s conscience as a motivating factor in characters’ behaviour and decision making: The Glass Menagerie

Heart of Darkness The Road Great Expectations Frankenstein Hamlet The Kite Runner Atonement

9. Discuss family relationships (or parent-child relationships specifically): The Stone Angel Hamlet Pride and Prejudice

The Kite Runner The Road The Glass Menagerie Death of A Salesman Oedipus the King The Joy Luck Club

10. Examine the nature of evil. i.e. Literary work often dramatizes the opposition between good and evil, with evil sometimes

emerging triumphantly. What does your novel ultimately suggest about good and evil? The Kite Runner Heart of Darkness

The Road Frankenstein Hamlet Oedipus the King The Handmaid's Tale  Atonement

11. Discuss the theme of blindness / sight: Oedipus the King The Stone Angel The Great Gatsby

12. Discuss the theme of appearance versus reality: Hamlet The Stone Angel The Glass Menagerie The Great Gatsby Atonement

13. Exemplify the theme of loyalty or disloyalty: Hamlet The Kite Runner The Road

14. Examine the role and / or reliability of the narrator and /or the narrative voice The Stone Angel The Great Gatsby Atonement

15. Examine the significance of setting: The Great Gatsby The Road Hamlet Death Of A Salesman The Grapes of Wrath Frankenstein The Glass Menagerie The English Patient Heart of Darkness Pride and Prejudice

16. Discuss dreams or the American Dream as presented in: Great Exspectations The Road

The Great Gatsby The Grapes of Wrath The Joy Luck Club The Glass Menagerie Death Of A Salesman

17. Examine the role of memory: The Stone Angel The Road The Joy Luck Club The Glass Menagerie Atonement

18 The dangers of self-deception: The Stone Angel The Great Gatsby Atonement The Glass Menagerie

19. Discuss the theme of lonliness and/or alienation as portarayed in :

The Stone Angel Frankenstein The Great Gatsby The Road The Glass Menagerie

20. Examine the theme of escape as displayed in: The Stone Angel Death Of A Salesman The Great Gatsby The Glass Menagerie

21. In great literature, no scene of violence exists for its own sake. Choose a work of literary merit that confronts the reader or audience with a scene or scenes of violence. Explain how the scene or scenes contribute to the meaning of the complete work.

Oedipus the King The Great Gatsby The Road Hamlet



22. Many plays and novels use contrasting places (for example, two countries, two cities or towns, two houses, or the land and the sea) to represent opposed forces or ideas that are central to the meaning of the work.  
Choose a novel or play that contrasts two such places. Explain how the places differ, what each place represents, and how their contrast contributes to the meaning of the work. Heart of Darkness The Joy Luck Club The Kite Runner The Great Gatsby

23. The British novelist Fay Weldon offers this observation about happy endings: “The writers, I do believe, who get the best and most lasting response from readers are the writers who offer a happy ending through moral development. By a happy ending, I do not mean mere fortunate events—a marriage or a last-minute rescue from death—but some kind of spiritual reassessment or moral reconciliation, even with the self, even at death.” Choose a work that has the kind of ending Weldon describes. Identify the "spiritual reassessment or moral reconciliation" evident in the ending and explain its significance in the work as a whole.

The Stone Angel The Joy Luck Club The Great Gatsby Great Expectations Heart of Darkness

24. Novels and plays often include scenes of weddings, funerals, parties, and other social occasions. Such scenes may reveal the

values of the characters and the society in which they live.

The Glass Menagerie Hamlet The Joy Luck Club Pride and Prejudice The Great Gatsby

25. The narrative structure and/or the role of the narrator(s). Atonement

The English Patient Stone Angel The Joy Luck Club The Handmaid's Tale  Heart of Darkness

26. Show how the author develops the significance of the title through the use of such devices as contrast, repetition, allusion, symbolism, and/or point of view. The Kite Runner The Road Atonement

The Glass Menagerie Stone Angel Heart of Darkness Pride and Prejudice

27. Consider your novel as a reflection of the literature typical of its era. For example, *Frankenstein* as a reflection of the characteristics typical of the Romantic Era, or *The Great Gatsby* as a novel typical of The Modern and Post-Modern Eras.

28. Novels can highlight the values of a culture or a society by using characters who are alienated from that culture or society because of gender, race, class, values or beliefs. Analyze how the alienation reveals the surrounding society's assumptions and moral values. Death of a Salesman Great Expectations The Kite Runner The Great Gatsby

29. Discuss the ending of your novel. i.e. Is your ending hopeful? realistic? What purpose does it serve?

30. Discuss truth and honesty versus and deception, selfishness versu altruism, etc.

31. Themes of family relationships: The Road Death of a Salesman Atonement Glass Menagerie Stone Angel Pride and Prejudice

**ENG 4UCulminating Activity: Independent Novel Study** **Topic(s) Contract**

Student name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Novel: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic(s) and Subtopics to be developed

for the presentation ....

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Teacher Conference Notes:

Chosen Presentation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_