

## LITERARY STUDIES + NEW MEDIA 11 (4 credits)

### Description

EFP Literary Studies + New Media 11 is designed for students who are interested in studying First Peoples literature and examining the evolving role of technology in today's society, especially the increasing importance of digital media in communicating and exchanging ideas and engaging in social advocacy. Students delve deeply into First Peoples oral and written literature in a range of media to explore various themes, authors, and topics. This provides a foundation for students to think critically and creatively as they continue to explore, extend, and strengthen their own writing and communication. Students examine the increasingly complex digital world and have opportunities to demonstrate understanding and communicate sophisticated ideas through a wide variety of digital and print media. Through the study of literature and critical engagement with new media, students:

- extend their capacity to communicate effectively in a variety of contexts
- deepen their understanding of themselves and the world
- expand their understanding of what it means to be educated Canadian and global citizens

The following are possible areas of focus in EFP Literary Studies + New Media 11:

- the influence of new media on First Peoples personal and cultural identities – ideas include cultural homogenization, authenticity in representation, and cultural appropriation
- exploration of First Peoples themes as represented in new media – ideas include creating multigenerational narratives, contextualizing self in relation to community, expressing relationship to land, with consideration of issues such as cultural appropriation and inauthenticity
- new media performance art in relation to First Peoples themes – ideas include creating slam poetry, oratory, rap, drama, song, or multimodal work
- intersections between First Peoples themes and online social advocacy – ideas include Indigeneity and feminism, Indigeneity and LGBTQ, Indigeneity and inclusion, Indigeneity and environmental sustainability
- media studies related to First Peoples themes – ideas include the globalization of the media industry, representation of First Peoples in media, and documentaries in the age of digital media
- journalism and publishing related to First Peoples themes – ideas include changing roles and structures within news organizations; risks, challenges, and opportunities associated with professional journalism; how journalism and publishing can support preservation and revitalization of language and culture
- digital communication related to First Peoples themes – ideas include blogging, writing for the web, writing for social media, gaming, and podcasting and potentially including how these can support preservation and revitalization of language and culture

## **Suggested interdisciplinary links**

- social advocacy (Social Studies)
- digital support for First Nations language revitalization and reclamation (Languages)
- online publishing process and industry (Applied Design, Skills, Technologies)
- online writing and research within a specific field or profession (Science, Law, Anthropology)
- online marketing (Visual Art, Applied Design, Skills, Technologies)

## BIG IDEAS

<p>The exploration of <b>text</b> and <b>story</b> deepens understanding of one's identity, others, and the world.</p>	<p><b>Texts</b> are socially, culturally, geographically, and historically constructed.</p>	<p>First Peoples texts and <b>stories</b> provide insight into key aspects of Canada's past, present, and future.</p>	<p>Self-representation through <b>authentic First Peoples text</b> is a means to foster justice.</p>	<p>First Peoples literature plays a role within the process of <b>Reconciliation</b>.</p>	<p>New media influence people's understandings of community.</p>
--	---	---	--	---	--

## Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of how First Peoples languages and texts reflect their cultures, knowledge, histories, and worldviews</li> <li>• Access information for diverse purposes and from a <b>variety of sources</b> and evaluate its <b>relevance</b>, accuracy, and <b>reliability</b></li> <li>• Apply appropriate <b>strategies</b> in a <b>variety of contexts</b> to guide inquiry, extend thinking, and comprehend texts</li> <li>• Recognize and understand how <b>different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages</b></li> <li>• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts</li> <li>• Recognize and identify <b>personal, social, and cultural contexts, values, and perspectives</b> in texts, including gender, sexual orientation, and socio-economic factors</li> <li>• Demonstrate understanding of how <b>language constructs and reflects personal, social, and cultural identities</b></li> <li>• Construct meaningful personal connections between self, text, and world</li> <li>• Recognize and understand the role of story and <b>oral traditions</b> in expressing First Peoples perspectives, values, beliefs, and points of view</li> <li>• Understand and evaluate how literary elements and <b>new media techniques and devices</b> enhance and shape meaning and impact</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>A wide variety of BC, Canadian, and global First Peoples texts</b></p> <p><b>A wide variety of text forms and genres</b></p> <p><b>Common themes in First Peoples texts</b></p> <p><b>Reconciliation in Canada</b></p> <p><b>First Peoples oral traditions</b></p> <ul style="list-style-type: none"> <li>• the <b>legal status</b> of First Peoples oral traditions in Canada</li> <li>• purposes of oral texts</li> </ul> <p><b>Protocols</b></p> <ul style="list-style-type: none"> <li>• protocols related to <b>ownership and use of First Peoples texts</b></li> <li>• <b>situating oneself in relation to others and place</b></li> </ul> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"> <li>• narrative structures, including <b>those found in First Peoples texts</b></li> <li>• form, <b>function</b>, and genre of texts, including new media texts</li> <li>• interactivity</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• Recognize and understand the diversity within and across First Peoples societies as represented in texts</li> <li>• Assess the authenticity of First Peoples texts</li> <li>• Recognize the influence of <b>land/place</b> in First Peoples texts</li> <li>• Identify bias, contradictions, distortions, and omissions</li> <li>• Recognize the complexities of being a <b>digital citizen</b></li> <li>• Demonstrate understanding of how <b>new media affect First Peoples languages, cultures, and worldviews</b></li> <li>• Understand how <b>new media impacts social activism</b></li> </ul> <p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"> <li>• Respectfully <b>exchange ideas and viewpoints</b> from diverse perspectives to build shared understandings and extend thinking</li> <li>• Demonstrate <b>speaking and listening skills</b> in a variety of formal and informal contexts for a <b>range of purposes</b></li> <li>• Select and apply appropriate oral communication formats for intended purposes</li> <li>• Express and support an opinion with evidence</li> <li>• Respond to text in personal, creative, and critical ways</li> <li>• Use <b>writing and design processes</b> to plan, develop, and create engaging and meaningful multimedia and other texts for a variety of purposes and <b>audiences</b></li> <li>• Assess and <b>refine texts to improve clarity, effectiveness, and impact</b></li> <li>• Experiment with genres, forms, or styles of texts</li> <li>• Use the conventions of First Peoples and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context</li> <li>• Transform ideas and information to create original texts, using various genres, forms, structures, and styles</li> <li>• Understand intellectual property rights and community protocols and apply as necessary</li> <li>• Use digital media to collaborate and communicate, both within the learning environment and larger communities</li> <li>• Select and use a variety of digital media appropriate to purpose, audience, and context</li> </ul>	<p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>• <b>reading strategies</b></li> <li>• <b>oral language strategies</b></li> <li>• <b>metacognitive strategies</b></li> <li>• <b>writing processes</b></li> <li>• multimedia presentation processes</li> </ul> <p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>• <b>features of oral language</b></li> <li>• <b>elements of style</b></li> <li>• syntax and sentence fluency</li> <li>• <b>rhetorical devices</b></li> <li>• <b>usage and conventions</b></li> <li>• <b>literary elements and devices</b></li> <li>• literal and inferential meaning</li> <li>• <b>persuasive techniques</b></li> <li>• citations and <b>acknowledgements</b></li> </ul> <p><b>New media functions</b></p> <ul style="list-style-type: none"> <li>• advocacy</li> <li>• community building</li> <li>• propaganda</li> <li>• manipulation</li> </ul>