LITERATURE UNIT 1: Introduction to Literary Studies – FIA1   2020
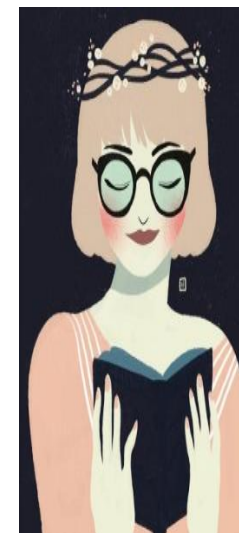
In Unit 1, students will develop knowledge and understanding of the ways literary styles and structures shape how texts are received and responded to by individual readers. Students will explore a range of literary texts (from various contexts), with a focus on the 2017 film *Jasper Jones*, directed by Rachel Perkins, and consider how textual choices engage readers imaginatively, emotionally and critically. Students will become familiar with key terms, concept and practices that will enhance an appreciation of the various ways that literary texts are crafted.

☞Students will develop an **awareness** of:	⚲ In **analytical responses**, students will:
• How readers' views and values can influence interpretations of texts • How critical responses can enhance their own personal responses • How to select aspects of texts to support interpretations	• Discuss significant qualities of literary texts • Explore a range of texts from different historical , social and cultural contexts and substantiate interpretations with textual analysis

Priority Standards

	Objective 4	Objective 5	Objective 1
4			
3	Analyse the ways that cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions	Analyse the effects of stylistic devices and aesthetic features in texts	Use patterns and conventions of analytical essay to achieve particular purposes in texts
2	*Recognise or recall key vocabulary:* socio-cultural context, cultural assumptions, attitudes, values, beliefs, positioning, infer, empathetic, critical *Perform basic processes such as:* • **Explore** the socio-cultural context of texts • **Identify** the cultural assumptions, values, attitudes and beliefs that underpin texts • **Infer** the implied meaning drawn from cultural assumptions, attitudes, values and beliefs • **Recognise** the connections, patterns, similarities and differences between parts of the texts • **Draw meaning** from these relationships to reach conclusions about how readers are positioned by the author [responses of audience can range from empathetic to critical]	*Recognise or recall key vocabulary:* → Stylistic devices → Aesthetic features → Technical and symbolic codes and conventions of film *Perform basic processes such as:* • **Identify** stylistic devices and aesthetic features in texts and consider their effects • **Identify** the technical and symbolic codes and conventions in *Jasper Jones* • **Explain** the effect of the use of these codes and conventions on the audience • **Recognise** the connections, patterns, similarities and differences between these devices within and across texts • **Draw meaning** from these relationships to describe how they have been used to shape meaning in the text	*Recognise or recall key vocabulary:* → Interpretation → Thesis, Arguments, Restatement → Evidence *Perform basic processes such as:* • **Comprehend** the essay question • **Develop** an interpretation of text in response to the question • **Select** evidence from the text in support of your arguments • **Identify** the stylistic devices and aesthetic features within your chosen evidence • **Explain** how the evidence you have selected affects the audience, supports your interpretation of the text, and in turn, responds to the question [using elaboration and implication sequences]