



Writing 12

Course Outline

Course Overview

Writing 12 takes an approach that blends required genres that will teach and challenge you as a writer, with the opportunity to delve into your own writing interests in the latter half of the course. In the first half of the course, you will learn some basics and try out some activities in four creative writing genres. In the second half of the course, you will select your top two genres and study these in more depth. You will also do drafts and then rewrite a longer piece of writing from these chosen genres.

Course Content and Suggested Timelines

To begin the course, you will learn about 4 different types of writing that have been selected by the teacher:

- Fiction
- Creative Nonfiction
- Poetry
- Stage and Film Writing

You will then “dabble” or try out these forms of writing. You will be expected to turn in writing activities at the end of each module's "Dabble," and to complete a module quiz.

Then, having learned some key things about the writing process, and having learned about you as a writer, you will better understand your writing strengths and weaknesses. You will then determine for yourself if you want to challenge yourself to work on something you find hard, or really begin exploring your strengths – in both cases diving into genres of your choice. Here you will take what you know and really hone your skills. In this unit, you will choose your 2 "Go Deeper" Genres.

In each "Go Deeper" section, you will focus on writing and revising your Final Assignment — drafting and reworking a full-length piece of creative writing in your chosen genre. You will also learn about publishing and sharing your work in that genre.

Timelines:

Each writer has strong areas and weaker areas so these timelines are general. Some of you will take a long time to do the start-up assignment knowing it is 10% of your grade. That assignment is not included here but should take 4-5 hours. Count on the maximum time (125 hours) and divide it by 12 weeks to allow for holidays and breaks. This means that if you spend **10-11 hours each week writing**, you will get this done and still have plenty of time to read books (which is a predictor of writing success) and take time to think and walk in nature, or have an angst-filled romance or other drama that might feed your creativity.

Dabble		Go Deeper	
Fiction	14–18 hours	Genre Choice #1	22–24 hours
Stage and Film Writing	14–18 hours		
Poetry	14–18 hours	Genre Choice #2	22–24 hours
Creative Nonfiction	14–18 hours		

Course Materials

For this course, you will find all the learning materials on the Moodle site. There are attached documents and links to other helpful sites. Taking the time to read these materials and explore the links thoroughly, will give you the best chance of becoming a great writer!

The prescribed learning outcomes for this course are available at:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/1981gc_writing11.pdf

You may notice we are not doing self-assessment as a graded activity but you will be sent a rubric to allow you to assess, once you have been writing for a while and understand the expectations.

Assessment Information

- Introductory Assignment - 10%
- Dabble Submissions - 40%
- Dabble Quizzes -10%
- Go Deeper Submissions & "Choosing Your 'Go Deeper' Genres - 10%
- Go Deeper Second Submissions - 15%
- Portfolio -12%
- Feedback Survey - 3%

Supervised and Invigilated Exams:

This course does not have supervised tests. There are quizzes that are online. It is expected that you will not do these “open book”. You only have one attempt on these quizzes so take the time to sit and focus on the quiz when you decide to write it.

In this course, online quizzes are intended to check to see if you are understanding the learning provided by the readings in this course. These readings are from a variety of valuable sources and these are best resource outside of the feedback you get from your teacher and others with whom you share your writing.

If you are not doing well on quizzes you need to ask yourself if you are taking these materials seriously enough. Doing the work it takes to become a better writer is worth it, so please take time to read, jot notes and think about the information and ideas being shared in each unit. Each activity has a purpose, and generally you will have readings, pieces of writing to explore ideas being discussed, and then an opportunity to practice that skill in your writing. Take note of the key ideas being discussed as these are what the quizzes focus on.

There are 4 quizzes. Each quiz is short (10 questions) and multiple choice.

- In the first unit, the quiz focusses on what you have been learning about character from some of the experts.
- The second quiz, is on poetry and asks you to identify what some authors are using to create imagery, while also asking you how emphasis works in a poem.
- In the third quiz, you will want to pay attention to the key elements of Creative non-fiction and know these terms: Argumentative, Meditative, Exploratory, Expository, Lyrical, Reportoria, Whimsical, Interrogative, Poetic.
- In the fourth quiz, you will want to be sure to know the building blocks of drama and the structure of a stage play. Understanding what drives plot and understanding text and subtext are important.

When students are not meeting the learning outcomes/ falling behind

When students fall behind the expected pace or plan, they will be contacted via email or phone and if there is no improvement or response, parents will also be contacted. If deemed necessary, contact with the student’s home school may also occur to help determine a solution.

Students are expected to let the course teacher know when they are struggling with course content. In response, the course teacher will provide appropriate help or strategies to support learning. The course teacher will also provide feedback on course work to support learning and help students improve. Parents will be made aware if their child is actively working but struggling to meet the learning outcomes of the course.

Students falling behind in a manner where it does not appear that they will complete the course within a year will be sent reminder emails. Without a response or renewed efforts in the course, the student may be assigned an F or withdrawn. Should they begin actively working in the course, the student may be given an alternate completion date.

Expectations

- Adhere to the EBUS Academic Integrity Policy
- Contact your teacher when help is needed
- Review feedback from assignments and tests, where applicable
- Work to complete the course in a timely manner
- Communicate respectfully
- Review weekly progress reports

Reporting to Parents:

There are 4 term report cards that can be downloaded from the student dashboard. A notice will go out when these report cards are available.

Every week that EBUS is in Session the teacher will send out a progress report showing the student's progress.

Contacting Your Teacher:

Your teacher will be available every Tuesday and Thursday during regular school hours to help students. If you are having trouble with any concepts, please contact your teacher right away to arrange a conversation. Begin with Moodle messages or email: svanerp@sd91.bc.ca. If you need more help, arrangements will be made to allow you contact your teacher by phone. She presently works outside the EBUS facility, so a school number will not work.

Marking will almost always be done during mid-week – although some evening marking is also likely.

****If you want to participate in a **writer's workshop**, please contact your teacher so you can be added to a list of students interested in working together to share writing.**