



Creative Writing 11

Course Outline

Course Overview

Creative Writing 11 is designed for students who are interested in developing confidence and refining their writing skills through self-expression for various creative purposes. The course provides students with in-depth opportunities to explore personal and cultural identities, memories, and stories in a wide range of genres. Creative Writing 11 is grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they reflect on, adjust, and extend their writing skills.

Course Content, Materials, and Suggested Timelines

This course focuses on writing in a variety of ways, sometimes as a response to other text materials. No material for the course needs to be purchased – everything is supplied within the course.

Unit	Focus of Unit	Number of Assignments, Tests (Quizzes, Exams)	Suggested time to complete the unit*
Intro	How to be successful in this course	No assignments. This is informational reading.	1 week
1	Getting to know you, me, and the course	4 assignments 0 tests	2 weeks
2	Flash Fiction: Today's popular writing styles; Integrating Quotes; Indigenous Food Exploration	8 assignments 1 – invigilated test	5 weeks
3	Short Stories and Poetry	5 assignments	3 weeks
Exam	Mid-term Exam	0 assignments 1 invigilated test	2 - 3 hours
4	Short Stories and Poetry, continued	8 assignments	4 weeks
5	Newspaper Articles	4 assignments 0 tests	2 weeks

Portfolio	Portfolio	1 assignment 0 tests	1 week
Survey	Course Survey	1 assignment 0 tests	1 day
	Totals:	33	Approx. 18 weeks = 4 ½ months

*Suggested times are averages. The time it takes a student to complete an assignment varies *greatly*, and I can't really predict with any accuracy. If the student wishes to complete the course within the typical 5-month timeline, however, they should use the table above as a guide.

I am happy to work with students via email, phone, and face-to-face, when possible. The best way to reach me is through email. Students are expected to provide meaningful, thoughtful, and mature/appropriate responses in their work. Communication with me should be the same, and they should expect the same from me.

The prescribed learning outcomes for this course are available at:
<https://curriculum.gov.bc.ca/curriculum/english-language-arts/11/creative-writing>

How much is each assignment worth?

The work in this course is weighted by 'type' of assignment, rather than by unit.

Introductory Assignments (Assignments 1, 2, and 3) - 7%

Polished Assignments - 15%

Writing Techniques Online Activities - 10%

Unit 3 Quiz - 7%

Mid-term Exam - 10%

"How are you doing" check-ins - 3%

Portfolio - 7%

All other written work - 40%

Course Survey - 1%

Assessment Information

Although the focus of the course is *creative* writing, this doesn't mean that errors in mechanics aren't important. Marks are deducted for mechanical errors (punctuation, word usage, sentence structure) in all types of assignments. Although I don't take many marks off, I still expect students to show that they know and can use the rules of English in their writing.

Assignments are marked using rubrics and other formats that are included in the assignments or on the assignment page. I type comments, suggestions, and other pertinent information on the returned assignment to help students better understand the material. I also highlight errors that students should be able to fix on their own based on previous English courses. Students are permitted to revise most assignments (except tests and the mid-term exam) *once* for a better mark. I will take the higher mark.

Supervised and Invigilated Work/Tests

There are two times in the course when the student will need to do their work in front of an invigilator. We have EBUS-approved invigilators on the map provided in the course. A week's notice is generally needed to arrange for invigilation, and students must give permission for me to share contact information with the invigilator so that they can confirm times and dates with the student.

When students are not meeting the learning outcomes/ falling behind

When students fall behind the expected pace or plan, parents and students will be contacted via an emailed "inactivity report". If deemed necessary, contact with the student's home school may also occur to help determine a solution.

Students are expected to let me know when they are struggling with course content. In response, I will provide appropriate help or strategies to support learning. I will also provide feedback on course work to support learning and help students improve.

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 after discussions with me.

Inactivity and Communication

When students fall behind the expected pace or plan, parents and students will be contacted via an emailed "inactivity report". If deemed necessary, contact with the student's home school may also occur to help determine a solution.

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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 after discussions with me.

Students are expected to log in and submit work in their online courses on a weekly basis. EBUS teachers monitor student participation, work submission, and periods of inactivity in their courses. Students who have not accessed their course for a period of two weeks or longer will receive a gentle reminder email to inquire about progress and reasons for inactivity; parents will also receive a copy of the email. Students who receive a reminder email must contact their teacher to communicate their intentions for the course and any other information that will help support their learning. If a student has been inactive for a period of *4 consecutive weeks* or longer, has received *three inactivity reminders* and has *not responded to communications* from their online teacher, the student may be withdrawn from the course.

Communication between students and teachers is important. EBUS Academy offers a flexible learning environment, and we understand that various circumstances can arise that prevent students from engaging in their courses. When students anticipate being absent from their online course, they should contact their teacher in advance, whenever possible.

Student Expectations

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

Informal Reporting

Progress Reports (a list of course assignments with marks) will also be emailed to students and parents regularly - typically every two weeks.

Reporting to Parents

There is a significant change in how often we report this year. Instead of 4 report cards, there will be 3: Dec. 15, 2023, March 15, 2024, and June 28, 2024. Stay in touch with your child's progress, though, through the bi-weekly progress reports (above).

Contacting Me

The best way to reach me is to send an email to tdavis@sd91.bc.ca. Other methods are to send a message through the Moodle course or call me at (877) 372-2146, Ext. 7455.

If needed, we can set up a phone call or TEAMS meeting. **Please note** that I am working 4 days a week this year and will not be working on Fridays. Office hours: Monday – Thursday: 8:30 AM to 3:30 PM.