



English 11 Creative Writing

Course Outline

Trudy Davis

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

This course focuses on writing in a variety of ways, sometimes as a response to other text materials. The number of assignments is fewer than some English 11 courses, but I expect mastery of the skills featured in the course; sometimes, students may have to revise work to get to the mastery level (80% or higher). No material for the course needs to be purchased – everything is supplied within the course.

Getting help

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.

Evaluation

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.

Invigilation

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.

Format

Unit #	Focus of Unit	Number of Assignments, Tests (Quizzes, Exams)	Weighting of work in unit (some units are worth more of the overall mark)	Suggested time to complete the unit*
1	Getting to know each other and how the course works	3 assignments 0 tests	5%	1 week
2	Flash Fiction: Today's popular writing styles	5 assignments 1 – invigilated test	15%	4 weeks
3	Punctuation, word usage, capitalization, etc.	0 assignments 1 test	5%	1 week
4	Poetry	1 assignment 0 tests	10%	2 weeks
5	Short Stories	4 assignments 0 tests	15%	2 weeks
6	Mid-term Exam	0 assignments 1 invigilated test	10%	2 hours
7	Creative Non-fiction	4 assignments 0 tests	15%	3 weeks
8	Your Choice	1 assignment 0 tests	12%	2 weeks
9	Portfolio	1 assignment 0 tests	12%	1 week
10	Course Survey	1 assignment 0 tests	1%	1 day
	Totals:	23	100%	Approx. 16 weeks = 4 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.

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.

Student Expectations

- ☐ Adhere to the EBUS Academic Integrity Policy
- ☐ Contact your 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 will also be sent to students and parents regularly - typically every two weeks.

Contacting Me

Because I am working part-time, the best way to reach me is by email (tdavis@sd91.bc.ca). You can also call during my office hours: Mondays (8:30 am – 3:30 pm); Tuesdays, Wednesdays, and Thursdays (8:30 am – 12:00 pm).

<u>Learning Standards</u>	
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>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Read for enjoyment and to achieve personal goals • Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Recognize and understand the diversity within and across First Peoples societies as represented in texts • Understand the influence of land/place in First Peoples and other Canadian texts • Access information for diverse purposes and from a variety of sources to inform writing 	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <p>Text features and structures</p> <ul style="list-style-type: none"> • form, function, and genre of texts • elements of visual/graphic texts • narrative structures found in First Peoples texts • protocols related to the ownership of First Peoples oral texts <p>Strategies and processes</p>

- Recognize and understand how different **forms, formats, structures, and features of texts** reflect a variety of purposes, audiences, and messages
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts
- Recognize and understand how language constructs personal, social, and cultural identities
- Construct meaningful personal connections between self, text, and world
- Evaluate how text structures, literary elements, techniques, and devices enhance and shape meaning and impact
- Recognize an increasing range of text structures and understand how they contribute to meaning
- Identify bias, contradictions, distortions, and omissions

Create and communicate (writing, speaking, representing)

- Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking
- Respond to text in personal, creative, and critical ways
- Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes
- Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences
- Express and support an opinion with evidence
- Reflect on, assess, and refine texts to improve clarity, effectiveness, and impact
- Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context
- Use acknowledgements and citations to recognize intellectual property rights

- **reading strategies**
- **oral language strategies**
- **metacognitive strategies**
- **writing processes**

Language features, structures, and conventions

- **elements of style**
- exploration of **voice**
- **usage and conventions**
- **literary elements and devices**
- literal and inferential meaning

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| <ul style="list-style-type: none">• Transform ideas and information to create original texts, using various genres, forms, structures, and styles• Manipulate language purposefully | |
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