



Creative Writing 12 (New 2020 Curriculum)

Course Outline

Course Overview

Creative Writing 12 provides an opportunity for students to create texts and take these through editing processes that will have them writing with increased sophistication and independence. Learners will broaden their previous writing experiences and deepens skills in introspection, reflection, and intention in the writer's use of language and organization of stories. Learners will assess written and oral story to help them understand the power of creative storytellers to help us understand the community, the world and the self. They will then practice several different forms of writing in creative non-fiction, memoirs, poetry, the short story. Through practice, students will learn to take risks and persevere as they prepare to write independent pieces that will be polished to a publishable quality for real life purposes.

Course Content and Suggested Timelines

Student in this course will be:

- writing and publishing for diverse, specialized, real-world contexts in both creative fiction and non-fiction
- exploring personal and cultural identities, memories, and stories, to deepen their understanding of themselves and their world to learn how these are the basis of writing about the human condition
- collaborating and developing skills through reading, writing, designing and editing processes shared with friends/family, classmates and the teacher
- interacting with others through reading, listening and viewing other writers' works (professional and classmates)
- representing work in a variety of ways including speaking using media posted to the class or privately
- refining the ability to write in complex, controlled styles with effectiveness and impact with increasing independence
- engaging with First Peoples texts, worldviews, and Principles of Learning
- reading many excerpts from texts and learning how mentor texts can help them grow as writers
- challenging themselves to write in genres that are new to them
- choosing areas of interest to deepen their skill in writing what they love to write
- Increasing their command of language usage, literary elements and devices, by gaining understanding of diverse texts' forms and functions

- finding their writing voice
- studying writer's processes to find what works for them
- learning to use metacognition to advance their understanding of texts and their own writing
- using appropriate citations to give credit to authors and avoid plagiarizing
- gaining perspective on the power of story and how they shape us and are shaped by us

The goal of Creative Writing 12 students should be to become good writers and re-presenters.

Units

1. Getting the Pen Writing: About You (5 hours)

In this brief opener learners will explore themselves as a writer and do a character sketch to introduce themselves using tools that we use throughout the course.

2. Writer's Workshop: It's all Story (15 hours)

This overview is both reintroducing concepts learned all through school regarding creative writing and story and taking learners deeper into thinking about plots, setting, characterization, and the art of revision. Through analysis and practice, students will come away with a package of pieces to revisit in later units.

3. Tangible Truths: Creative Non-Fiction (15 hours)

Students will learn the art of telling true stories, helping them hone the creative process telling a story that is true and often personal. The study of memoir and creative non-fiction will help learners to practice and polish.

4. Standard Shorts: Classic and Current Short Stories (20 hours)

The short story has been in the lives of students since they came to school - if not before. Learners will read and analyze short stories as preparation for practicing and polishing writing short stories with thoughtful intent. The stories will be drawn from the canon of stories studied for generations and current stories.

5. Poetry Pieces: Reading, Writing and Rhythm (15 hours)

In poetry there are no accidents as Doyle said. Students will learn about the importance of every single word in poetry analysis and writing. The rhyme schemes are not important, but the rhythm of life can be demonstrated through poetry and we will explore this here.

6. The Oral Tradition: Origins and Originals (10 hours)

We explore oral story telling and in particular aboriginal story telling - the passing on of cultural teachings that predated the writing of didactic and moral fables by Euro-centric

western cultures. Students will hear stories, analyze them and compare them. Learners will write and perform them as well.

7. Student Choice: Picking a Passion Piece (10 hours)

In this unit, students will have a wide variety of choices to try: podcasting, script-writing, journalism, fan fiction, children's literature, graphic story and others will allow students to write something new or to follow their passions. They can opt to make a case for any form of writing they wish to try.

8. Portfolio: From Practice to Published (10 hours)

Students will substantially revise pieces of work to present in a portfolio. This will be polished work that has not been used as final pieces in earlier units, demonstrating they can independently revise work they create.

*There is also **substantial reading** in this course and that reading time is roughly the **remaining 20 hours** not accounted for in the unit writing hours.*

Assessment Information

Mark Break Down:

Practice & Reflections - <i>first time tries & practice reflections</i> (PP) –	15%
Formative Assignments – <i>forming you as a writer - after some practice</i> (FA) –	25%
Summative Assignments – <i>writing you do after learning and feedback</i> (SA) -	50%
Invigilated Test – <i>test under supervision late in the course</i> –	10%

Students will practice several different pieces in the units (PP) then do some assessments for learning (FA) before doing polished pieces as independent writers (SA).

Supervised and Invigilated Exams:

- Learners will do ONE supervised assessment near the end of the course on the content and will write a piece of creative writing in that test.
- Supervised tests are done by an EBUS approved supervisor and an on-line provision will be made to keep students safe. Please contact your course teacher if you have questions or concerns.

Course Materials

- Computer with audio and possibly a camera, depending on the choice of units. Students will need to be able to write using a laptop, as a phone will not be appropriate for the substantial writing required.

The prescribed learning outcomes for this course are available at: <https://curriculum.gov.bc.ca/curriculum/english-languagearts/12/creative-writing>

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.

Inactivity and Communication

Students are expected to login 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 an **online 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 *eight consecutive weeks* or longer, has received *three online 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.

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.

The teacher will send out a weekly or bi-weekly progress report showing the student's progress, on weeks that EBUS is in session.

Contacting Your Teacher:

Your teacher will be available Monday, Wednesday and Thursday during regular school hours and as posted in the Moodle course. If you are having trouble with any concepts, please contact your teacher right away! There are options for getting help using Teams meetings or Zoom. Adaptations are always possible but contact is a critical step toward making arrangements.

Teacher email: svanerp@sd91.bc.ca

Phone: 250-963-7820